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MINISTRY OF
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POLICY ON STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND IMPLEMENTATION STRATEGIES

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LIST OF ABBREVIATIONS AND ACRONYMS

DIT	Dar es Salaam Institute of Technology
GoT	Government of the United Republic of Tanzania
KPI	Key Performance Indicator
KRA	Key Result Area
M&E	Monitoring and Evaluation
PURT	Parliament of the United Republic of Tanzania
MoEST	Ministry of Education, Science and Technology

DEFINITION OF TERMS

disability means a condition resulting from an impairment that affects an individual's capacity to perform specific functions or activities;

person with disability means a person with a physical, intellectual, sensory or mental impairment and whose functional capacity is limited by encountering attitudinal, environmental and institutional barriers;

mental disability means inability to meet individual and societal needs by reason of emotional and mental retardation;

inclusion means the process whereby people or society value and respect diversity as part of life, hence minimize barriers in order to accommodate persons with disabilities to participate in, and contribute to that society;

discrimination means any distinction, exclusion or restriction on the basis of disability which has the purpose, effect or impairing or nullifying the recognition, enjoyment or exercise on equal basis of human rights and fundamental freedom in the political, economic, social, cultural, civil or any other field and includes all forms of discrimination and denial of reasonable accommodation;

positive discrimination means policies and practices which favour persons with disabilities;

accessibility means enabling or allowing a person with disability to have access directly or indirectly to benefits of public social services in all spheres of society. It includes access to information, communication and physical environment such as tactile and sign language, interpretation for deaf and deaf blind persons, audio tapes, braille, large print, low vision facilities, computerized information and programmes and making physical environment in buildings, public transport, roads and streets accessible for persons with disabilities.

CHAPTER ONE: INTRODUCTION

1.1 Background

Historically, persons with disabilities have been facing hardship to exercise their human rights ranging from their denial from appropriate education, housing, transportation, medical care, social security and many more. They face many challenges in obtaining quality education, training and general life support. Health care issues greatly impact their lives as they constantly battle with discrimination, poor quality of care and affordability.

A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual of their group. The term is often used to refer to individual's functional impairment including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness and various types of chronic disease. This usage has been described by some disabled people as being associated with a medical model of disability.

Persons with disabilities, "the world's largest minority", are generally subjected to poor health, lower education achievements, fewer economic opportunities and higher rates of poverty than others. They lack important services and subjected to challenges related to physical environment, legislation and policy, societal attitudes and discrimination.

Disability results from health condition, such as cerebral palsy, down syndrome and depression, and environmental factors including negative attitudes, inaccessible transportation and public buildings, and limited social support.
Each person's experience of disability is unique and multi-dimensional. Functioning refers to a person's physical, psychological and social capacity to cope with the day-to-day activities they find meaningful and necessary work, studies, leisure time and hobbies, self-care and care for others in the environment in which they live.
A person's functioning can be supported and their coping in their day to day lives improved, with appropriate supports and services.
This includes information on what the person's disability is, whether it is permanent and how it impacts their life as defined according to their disabilities.

1.2 Categories of disability recognized world wide

The following are types of disabilities identified worldwide.

1.2.1 Neurodevelopmental Disorders

Neurodevelopmental disorders (NDs) are groups of disorders with onset in the developmental period (0-18 years). These disorders typically manifest early in development, often before the child starts school, and are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning.
There are many types of neurodevelopmental disorders including intellectual disability, Autism spectrum disorder (ASD), attention-deficit hyperactivity disorder

(ADHD), communication disorders, specific learning disorder and motor disorders (DSM-5 American Psychiatric Association 2013).

1.2.2 Intellectual disability

Intellectual disability is a lifelong condition that affects a person's intellectual skills and their behaviour in different situations. It can include difficulties with reasoning, problem solving, planning, abstract thinking, academic learning, judgment and learning from experience. Intellectual disabilities can range from mild to severe and may be present from birth or acquired later in life.
Global developmental delay is diagnosed when an individual does not meet expected developmental milestones in several areas of intellectual functioning. However, is unable to undergo systematic assessments of intellectual functioning (i.e. children who are too young to undergo testing).

1.2.3 Autism Spectrum Disorder

Autism spectrum disorder, commonly known as 'ASD' impacts how people communicate, interact with others and make sense of the world. The term 'spectrum' emphasizes that children and young people will experience autism differently. Autism is a developmental condition often diagnosed before children start school, It can also be diagnosed at any stage of life.

1.2.4 Attention deficit hyperactivity disorder

Attention deficit hyperactivity disorder (ADHD) is classified as a neurodevelopmental disorder with an onset typically before 12 years of age. Symptoms include difficulties with attention and/or hyperactivity and impulsivity, which are inconsistent with a person's age or developmental level and interfere with a person's family life or participation in their community. ADHD is the most common neurodevelopmental condition in children and adolescents. However, ADHD can be diagnosed for the first time in adulthood.
A person with ADHD may have one or more other neurodevelopmental mental health or medical conditions that make diagnosis and treatment more complex. Careful assessment of possible co-occurring or alternative conditions is required.

1.2.5 Communication disorders

The communication disorders include language disorder, speech sound disorder, childhood onset fluency disorder and social (Pragmatic) communication disorder. Like other neurodevelopmental disorders, communication disorders begin early in life and may produce lifelong functional impairments.

1.2.6 Specific learning disorder

Specific learning disorder, as the name implies, is diagnosed when there are specific deficits in an individual's ability to perceive or process information efficiently and accurately. This neurodevelopmental disorder first manifests during the years of formal schooling and is characterized by persistent and significant difficulties with learning.

1.2.7 Motor disorders

The neurodevelopmental motor disorders include developmental coordination disorder, stereotypic movement disorder and tic disorders. The characteristics of these motor disorders interfere with social, academic, or other activities of daily living.

1.2.8 Physical Disability

Physical disability is a physical condition that affects a person's mobility, physical capacity, stamina, or dexterity. Examples of physical disability include Multiple Sclerosis, Muscular Dystrophy, Chronic Arthritis, Cerebral Palsy, Chronic Fatigue Syndrome, Fibromyalgia, Spine Bifida, Loss of limbs and Spinal Cord Injury. A person with physical disability may have difficulties moving and coordinating parts of their body for everyday life. The difficulties and barriers a person may face will depend on the type of physical disability and other environmental factors.

1.2.9 Acquired brain injury

Acquired brain injury (ABI) refers to any damage to the brain that occurs after birth. Disabilities related to ABI are often complex and may cause limitations in many areas of life. Common causes of ABI include accidents, stroke, brain tumors, poisoning, lack of oxygen and degenerative neurological disease. ABI-related disability can affect cognitive, physical, emotional and independent functioning.

1.2.10 Neurological Disability

Neurological disability also known as neurological disorder describes damage to a person's nervous system that affects their mental or bodily functions. As the brain, spinal cord, and complex nervous system can all be affected, the impact of neurological disability varies greatly between people, and can even change on different days and over the course of life.
Some conditions that are classed as neurological disabilities include Cerebral palsy, Multiple sclerosis, Parkinson's disease, Epilepsy and Alzheimer's disease.
While caused by trauma or stroke can improve over time, others neurological disabilities such as Multiple sclerosis (MS) and Parkinson's disease are degenerative. They increasingly disrupt brain function as the condition progresses,

1.2.11 Vision Impairment

Vision impairment is defined as a limitation of one or more functions of the eye or visual system. This can range from mild vision impairment to total blindness. It cannot be corrected to normal vision with prescriptive lenses or surgery. Some people have congenital vision impairment (present from birth), while others, such as those acquired through trauma (e.g. accident or brain injury), have a degenerative eye condition that can lead to blindness. A person with vision impairment may have some useful vision, referred to as functional or residual vision. However, the loss is severe enough to affect the ability to perform vocational, recreational and/or social tasks.

1.2.12 Hearing Impairment

Hearing impairments occur when there is a problem with one or more parts of the ears, the nerves coming from the ears, or the part of the brain that controls hearing. Hearing impairment, hearing loss, or deafness refers to the partial or total inability to hear speech and sounds. Impairments can range from mild to severe and can affect anyone at any age. Some types of hearing impairments are temporary and some are permanent. Hearing impairments that happen at birth are called 'congenital' hearing impairments whereas 'acquired' hearing impairments develop throughout the course of a lifetime.

1.2.13 Deaf blind (dual sensory)

Deaf blindness means a person has combined vision and hearing impairments. This has a significant impact on communication, socialization, mobility and daily living. People with deaf blindness are in a very diverse groups because of their varying degrees of their vision and hearing impairments and other possible disabilities.

1.2.14 Speech Language Impairment

A person with speech language impairment may not be able to communicate in the same way as other people do. They may have problems with their speech sounds, understanding or using language. Some of them may use a different mode of communication.
Children may be born with conditions or disabilities that impact their speech, language and communication skills. Autism spectrum disorder, intellectual disability, downs syndrome, hearing impairment and acquired brain injury or speech language disorders may occur in isolation. These difficulties may be present for a short or long time and can range from mild to severe.
Other people may experience speech language difficulties later in life. Speech language disorders can develop gradually in adults but they can also develop suddenly as in the case of stroke. Disorders can include the loss of ability to express or understand language, create problems with certain sounds or words (for example, slurring) and cause changes to rhythm or speed of speech. Disorders can also include problems with swallowing.

1.2.15 Psychosocial Disability

Psychosocial disability is a term used to describe a disability that may arise from a mental health issues. Not everyone who has a mental health condition will have a psychosocial disability but for those with psychological disability, it can be severe, longstanding withimpact on their recovery. People with a disability as a result of their mental health condition may qualify for the NDIS.
Mental health conditions such as depression, anxiety disorders, schizophrenia and bipolar disorder may be considered with psychosocial disabilities.

1.2.16 Developmental delay

Developmental delay is a term used to describe a delay in a child's development. When young children take longer than expected to develop physical, emotional, social, communication and thinking skills, it's referred to as developmental delay. A

child with developmental delay finds it much harder and needs a lots of extra help to perform everyday movement such as dressing, talking or walking compared with other children of the same age.

1.3 Guide for use

Disability groups are a broad categorization of disabilities in terms of underlying health condition, impairment, activity limitations, participation restrictions and environmental factors. The primary disability is the disability that most clearly expresses the experience of disability by a person. It can also be considered as the disability group causing the most difficulty to the person (overall difficulty in daily life, not just within the context of the support offered).
A person's functioning or disability is conceived as a dynamic interaction between a person with a health condition(s) and environmental and personal factors (WHO 2001). Functioning and disability are both multidimensional concepts. Disability is the umbrella term for any or all of an impairment of body structure or function, a limitation in activities (the tasks a person does), or a restriction in participation (the involvement of a person in life situations). The International Classification of Functioning, Disability and Health (ICF) recognizes two main components of functioning and disability: a body component comprising classifications of body function and body structure, and an activities and participation component providing a complete set of domains for aspects of functioning from both an individual and societal perspective. Environmental factors represent an important new component of the ICF in recognition of their influence on functioning and disability. Personal factors are also recognized but not classified.
The disability groupings are a broad description of similar experiences of disability and patterns of impairments, activity limitations, participation restrictions, support needs and related health conditions. 'Disability group' is not a diagnostic grouping, and there is not a one-to-one correspondence between a health condition and a disability group.

1.4 Global interventions on Disability

In view of the situation, there has been efforts internationally to ensure inclusive education for persons with disabilities. Such efforts include but not limited to policies and frameworks such as:

- The United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD) which recognizes disability as a fundamental human right provides a legal framework for all issues related to the lives of persons with disabilities. It explicitly states that children with disabilities should have access to and receive education in a "manner conducive to the child's achieving the fullest possible social integration and individual development" (UN Office of the High Commissioner for Human Rights, 1989);

- The World Declaration on Education for All which was adopted in 1990 with support from UNESCO, UNICEF, and the UN Development Program. The declaration requires the countries to commit to universal primary education and stresses on the need to provide access to education for all children with disabilities (UNESCO, 1990); and

- The Salamanca Framework for Action Adopted in 1994 at the World Conference on Special Needs Education. The Salamanca Framework for Action highlights the necessity to educate children with disabilities within the general education system.

Currently, most countries have in place laws or regulations that are specifically designed to ensure that children with disabilities have equal opportunities to receive education (UNICEF, 2012). The quality and details of these laws, however, vary significantly. Also, even where there are laws or provisions promoting inclusive education, these commitments have not yet necessarily been harmonized with general education planning (United States Agency for International Development (USAID), 2010). In some countries laws generally state that children with disabilities have right to education while in other countries laws are more prescriptive.

1.5 National interventions on Inclusive education

Various interventions have been made to emphasize inclusive education where all children including students with special needs learn in an inclusive environment. The government, together with stakeholders, have been promoting inclusive learning environment. However, challenges such as lack of proper systems to identify children with special needs, inadequate number of teachers with proper skills on special needs, lack of policies, insufficient assistive technologies, school curricula that do not incorporate the needs of students with special educational needs and society's prejudice towards children with special needs have been the hindering blocks in the provision of inclusive education. Thus it is imperative for the government and society at large to create conducive learning environment to ensure inclusive education to students with special education needs.

According to the 2022 Population and Housing Census (National Bureau of Statistics, 2024), people living with some form of disability constitute eleven percent (11.2%) of the total population aged 7 years and above. Difficulty in seeing (3.0%) and walking (1.8%) are the most common type of disabilities in the country. International and national legislation have been put in place to ensure that people living with disabilities have equal opportunity and access to all services as other members of the society. In 1994, the Government of Tanzania ratified the Salamanca Statement and Framework for Action on Special Needs Education and in 2009 ratified the Convention on the Rights of persons with disability and its optional protocol, thereby committing to adopt the inclusive education approach at all levels.

The Persons with Disabilities Act (PURT, 2010) makes provisions for the protection and promotion of basic right to education and vocational training for persons with disabilities. It stipulates that persons with disabilities in all ages and gender shall have the same rights to education and training in inclusive settings as other citizens. The act further prohibits any learning institution to discriminate against persons with disabilities, for example refusing to admit a person with disability on grounds of his/her disability.

The national Education and Training policy of 2014 and a National Strategy for Inclusive Education 2021/22 - 2025/26 (MoEST, 2021), all emphasize inclusive education and the need to incorporate educational needs of persons with disabilities within the regular education system in order to remove elements of discrimination in the education system and society.

1.6 The Institute

DIT was established as a public higher learning technical institution in Tanzania by an Act of Parliament No.6 of 1997 as amended by miscellaneous amendment (no.3) of 2011 and miscellaneous amendment (no.4) of 2023 to provide Teaching, research, and consultancy as well as provision of services to the community.

Currently, the Institute has four campuses namely, Dar es Salaam (main campus), DIT Mwanza Campus, and DIT Songwe Campus and DIT-DTC Dodoma Campus,. The Institute offers a wide range of full and part-time applied science engineering and professional training programmes leading to the awards of Ordinary Diploma, Bachelor of Engineering, Bachelor of Technology, and Master Degree programmes and currently the PhD program is still under approval. The Institute is running vocational skills training programmes in all the campuses.

1.6.1 Vision

To be Africa's leading technical education institution in addressing societal needs.1.6.2 Mission

To provide competence-based technical education, research, innovation and entrepreneurship anchored in the Teaching Factory model in order to meet the evolving needs of society and industry.

1.7 Purpose of the Policy

In response to the prevailing situation and to the national and international legislation on inclusive education, Dar es Salaam Institute of Technology needs a policy that will guide the provision of technical education on the principles of inclusivity.

The purpose of this policy is to provide comprehensive guidance on the provision of services to students with special education needs at DIT.

1.8 The objectives of the Policy:

Specifically, the policy has the following objectives:

i. To provide properly coordinated services to all students with special educational needs.
ii. To ensure the Institute infrastructure and facilities accommodate the needs of students with special educational needs.
iii. To ensure adequate and skilled human resources to support students with special educational needs
iv. To ensure admission guidelines and procedures are inclusive.

v. To ensure a conducive and inclusive environment for students with special educational needs to engage in academic, social, leadership, and recreational activities without discrimination

1.9 Rationale

DIT has been receiving a number of students with special educational needs. However, the Institute had no any policy that guide provision of educational services to students with special educational needs. This policy aims to ensure that special educational needs requirements are incorporated in all curricular, teaching and learning, assessment, accommodation, infrastructure and facilities, and in all other services necessary for these students to assure them conducive and friendly learning environment.

1.10 Scope

This policy incorporates special education needs for students with special educational needs covering all services provided to DIT students. The policy applies to all members of the DIT community and its associates across all its campuses.

1.11 SWOC Analysis

The main strengths, weaknesses, opportunities and challenges of DIT in relation to this policy are analyzed based on the core functions: teaching and learning, research, consultancy and publications, and outreach services, links and partnerships, leadership and governance, gender equity, finance, and resource mobilization, infrastructure development and maintenance, human resource and management, and student welfare. The summary of the SWOCs are provided below;

Table 1 1: Strengths, Weaknesses, Opportunities, and Challenges of DIT :

Strengths:	Weaknesses:
● Existence of national legal framework (Persons with Disabilities Act of 2010) and strategy for Inclusive Education of 2021/22-2025/26 ● DIT has special accommodation arrangement for students with special educational needs	● No proper mechanism in place for identifying student's disability before they physically arrive ● No unit for coordination of special education services ● Poor communication and sharing of information on students with special educational needs ● Lack of conducive learning infrastructure for students with special educational needs ● Lack of specialist staff on special needs education ● Lack of awareness among staff on special needs education and

	handling of students with special education needs ● Lack of mobility services within the campus for students with special educational needs.
Opportunities: ● DIT as an Institute of Technology, has the potential to be a champion on inclusive education in engineering, science, and Technology ● Research and Development of Assistive Technology for persons with disabilities ● Establishment of DIT Centre for Inclusive education catering for the services of students with special needs particularly in technical education.	**Challenges:** ● The nature of technical educational programmes offered at DIT and emphasis on hands-on learning may be challenging for students with special educational needs to cope with ● Assessment methods and tools may not be favorable for students with special educational needs

CHAPTER TWO: POLICY ISSUES, STATEMENTS AND STRATEGIES

Policy Issue 1: Admission of Students with Special Educational Needs

Various laws and government interventions exist to support the inclusion of people with disabilities in different sectors, including education. The Institute admits student irrespective of their race, ethnicity, religion, gender or disability. However, the Institute's admission guidelines are silent about students with special educational needs leading to adhoc handling procedures in the entire admission processes.

Policy Statement

The Institute shall ensure that the admission process is reasonably inclusive to all applicants, particularly those with special educational needs.

Policy Strategies

The Institute shall:

i. Ensure admission application forms include a provision through which students can provide information on their disability.
ii. Ensure that programs of study contain sufficient details to enable students with special educational needs to make informed choices during application.

Policy Issue 2: Access to Information

The Institute has been receiving a number of students with special educational needs. In their teaching/learning processes, these students may need specialized services for effective inclusive learning. However, staff are not informed of their presence so that they device right approaches to accommodate them in their teaching/learning practices and provision of other student services. On the other hand, students with special needs may need information about the available services to students with special educational needs. However, there is no special unit that is dedicated to providing information about their presence and the services available for them.

Policy Statement

The Institute shall establish a help desk for attending students with special educational needs.

Policy Strategies

The Institute shall

i. Manage the statistics of students with special educational needs properly;
ii. Help desk to identify registered students with special needs from all departments;
iii. Ensure the availability of statistics of students with special educational needs and enhance information sharing;
iv. Clearly state specialized needs of students with special educational needs to the respective departments;
v. Ensure teaching, learning and examinations takes into consideration of the students with special educational needs.

Policy Issue 3: Infrastructure, Facilities and Mobility Services

Accessibility is one of the general principles in provision of adequate and lifelong learning for students with special educational needs. It includes good infrastructures, facilities and spaces. Historically, persons with disabilities have

been facing hardship to exercise their human and peoples' rights. They face many challenges in obtaining quality education, training and general life support due to the designed and available infrastructures. However most of the DIT infrastructures, facilities, and buildings that are used as offices, administrative blocks, seminar and classrooms, lecture halls, laboratories, students' halls of residence, libraries, lavatories, hostels, cafeterias, learning and training facilities, do not meet design standards to accommodate students with special educational needs. Although some improvements have been made in some of the infrastructures, but their structures are still not conveniently accessible to persons with disabilities.

Policy Statement

The DIT shall implement a constellation of measures to ensure students with special educational needs are able to use Institute infrastructures, facilities, and spaces comfortably and safely.

Policy Strategies

The DIT shall;

i. Ensure that buildings(new and rehabilitated ones)take into consideration the needs of student with special educational needs;
ii. Develop and adopt a universal design policy to ensure all new infrastructure, pathways, facilities and public spaces meet universal design standardsthat meet requirements of people with special educational needs;
iii. Adapt the standard design and construction guidelines to ensure all new Institute buildings are accessible to all students with special educational needs;
iv. Adhere to construction standards by constructing new buildings which are accessible to students with special educational needs in line with the principles of universal design;

Policy Issue 4: Teaching and Learning Methodology and Examination Implementation

The communities, including DIT community, do not consider students with special educational needs suitable for technical education as it is considered mostly practical and involves all sensory organs of human beings. As a result, the presence of students with special educational needs and their special requirements are hardly considered during learning/teaching. This affects the Institute's implementation of the teaching, learning and examination of students with special needs. It does not incorporate their unique learning needs. Consequently, it affects their inclusivity in learning/teaching practices as most of academic staff have not been trained to accommodate inclusive classes.

Policy Statement

The Institute shall devise pedagogical strategies that include the requirement of students with special educational needs in teaching, learning and examinations.

Policy Strategies

The institute shall:

i. Identify learning needs of students with special educational needs and accommodate them during classroom interactions.
ii. Conduct awareness programmes on special educational needs and inclusive education to the DIT community;

iii. Develop guidelines and strategies for identification of teaching, learning and assessment methods for students with special education;
iv. Develop a system to monitor academic progress of students with special needs including their participation in learning, performance and completion rate.

Policy Issue 5: Accommodation Facilities

Although some of the students with disabilities are provided with accommodation upon request, they still face accommodation challenges resulted from lack of dedicated systems to identify their accommodation needs and prioritize them. Even after securing accommodation, these students often encounter additional difficulties, including physical accessibility barriers, inadequate adaptive facilities and limited support services.

Policy Statement

The Institute shall provide accessible, inclusive, and supportive accommodation services that address the diverse needs of students with disabilities to ensure all students have equal opportunities to fully participate in both academic and social activities.

Policy Strategies

i. Allocate rooms that are accessible and equipped with infrastructure designed to meet the needs of students with special educational needs.
ii. New buildings and any upgrade shall take into consideration the special requirements of students with special needs.
iii. Identify, through the help desk, the requirements of students with special needs and incorporate then during the planning.

Policy Issue 6: Stigmatization

Disability is associated with prejudice and negative attitude by many communities, specifically, African communities. Persons with disabilities are viewed as worthy of pity, dependent and not integral part of the community they live. They are discriminated because of their disabilities. This can make it hard for them to learn and access supports from the community.

Policy Statement

The Institute shall strengthen mechanisms for combating and preventing any stigmatization and discrimination within the community

Policy Strategies

The Institute shall;

i. Promote recognition and acceptance within the community that students with disabilities have the same fundamental rights as the rest of the community;
ii. Eliminate discrimination against persons on the ground of disability in the area of education and training;
iii. Create a stigma-free community within the Institute ;
iv. Organize and conduct sensitization workshops on non-stigmatization and non-discrimination to its community members;

v. Provide learning and working environment in which students with special needs are free from discrimination and stigma;

vi. Impose disciplinary measures against any person who stigmatize or discriminate basing on disability.

vii. There shall be zero tolerance to discrimination of students with special needs.

Policy Issues 7: Sports, Games and Recreation Activities

Sports and games for persons with disabilities need to be undertaken to ensure persons with disabilities enjoy the right to sports and recreation. There are still limited efforts to implement students with disability in sports and games at DIT. Sports and games at DIT do not provide avenue for Students with disability to participate in sports and games due to lack of adapted sports and games facilities for students with disabilities. There is also lack of specialized personnel in adapted sports and games, playgrounds and fields to accommodate the specific needs of students with disabilities.

Policy statement

The Institute shall develop sports and games policy that shall provide guidance on the right of persons with disabilities to equally participate in adapted sports and games to nurture their personal development and maintain their health.

Policy Strategies

The Institute shall;

i. Introduce the culture of inclusive sports and games at DIT to accommodate students with special educational needs

ii. Introduce and upgrade inclusive playgrounds and recreation fields to accommodate students with special educational needs;

iii. Provide accessible online information about sports and games services available to students with special educational needs;

iv. Encourage students with disabilities to participate in sports and games available at the Institute;

v. Provide equal opportunities for games and sports outside Institute;

vi. Give students the freedom to choose sports and games of their preference.

Policy Issues 8: Healthcare, Personal Safety and Security of Students with Special Educational Needs

Healthcare, personal safety and security are fundamental requirements to persons with disabilities. Students with special educational needs, particularly those with visual impairments, are at an elevated risk of being targeted for theft, harassment, or attack, often by people who are familiar with their daily routines. Lack of enough lighting around campus surroundings makes it even dangerous for students with special educational needs to navigate the campus safely. However, the Institute does not have formal mechanisms for handling healthcare, personal safety and security of students with disabilities.

Policy Statement

The Institute shall create an inclusive, safe, and supportive environment that ensures equitable access to healthcare, personal safety, and security services for students with special educational needs.

Policy Strategies

The Institute shall;

i. Evaluate the healthcare and safety needs of students with special educational needs and allocate budgetary resources to acquire essential tools, medications and services.
ii. Ensure health care providers are available for students with special educational needs
iii. Ensure that is the surrounding is well-lit to improve visibility;
iv. Take road safety measures by introducing pedestrian crossings and speed humps.
v. Ensure theavailability of basic healthcare facilities for students with special needs;
vi. Provide accessible on-campus accommodations for students with special educational needs to improve their security and well-being.
vii. Establish a contact registry for immediate contact person of the student with special educational needs.

Policy Issues 9: Guidance and Counselling Services

Guidance and counselling services are critical to any community in any learning environment. There are multiple issues related to social, economic, political and cultural facing learners in higher learning institutions. Persons with disabilities are particularly faced with challenges such as stigmatization, self-esteem and psychological trauma which require specific guidance and counselling . Despite the Institute having guidance and counselling section in the directorate of students services , the services are not tailored towards addressing special educational needs for students with disabilities. A specialist in disabilities with skills of guidance and counselling would address the guidance and counselling needs for persons with disabilities.

Policy Statement:

The Institute shall strengthen the provision of guidance and counselling services to students with special educational needs.

Policy Strategies:

The Institute shall:

i. Strengthen the department responsible for guidance and counselling to accommodate students with special educational needs;
ii. Introduce and implement provisions on guidance and counselling for students with special educational needs;
iii. Regularly review instruments on guidance and counselling to address contemporary developments in special needs and inclusive engineering education;
iv. Build the capacity of Help Desk on special needs identification and handling;
v. Facilitate the provision of advisory services to students with special educational needs

CHAPTER THREE: IMPLEMENTATION STRATEGIES

3.1 Introduction

DIT admits, among others, students with special educational needs. According to the current records, DIT has students with physical disabilities, visual impairment, Visual impairment and albinism, and auditory problems. The education provided by DIT which is hands-on in nature calls for careful strategic interventions to integrate special educational needs of students with disabilities into the hands-on educational settings. These interventions that hinges on admission procedures, curriculum designs, pedagogical approaches and accommodating infrastructure call for a guiding policy and implementation guidelines. This Chapter presents the Key Strategic areas with their respective Key Result Areas(KRAs).

3.2 Implementation Strategy with their Key Result Areas (KRAs)

3.3.1 KRA 1: Admission of Students with Special Educational Needs

Table 3.1 Admission of Students with Special Educational Needs

Strategy	Activity	KPI	Target	Time Frame				
				2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Include disability as one of the determining factors in admission process to enhance inclusion of	Review admission guidelines to include requirements for students with special	Existence of reviewed admission guidelines	Reviewed admission guidelines in place by 2026					

Strategy	Activity	KPI	Target	Time Frame				
				2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
applicants with disabilities	educational needs							
Ensure admission application forms include a provision through which students can convey information on their disability.	Review admission forms to capture information on students with special educational needs	Existence of improved admission form in the online application system	Improved admission form in the online application system by June 2026					
Ensure that programmes of study contain sufficient details to enable students with disability to make informed choices during application	Review program advertisements to include detailed information for students with special educational needs to make informed decisions	Existence of reviewed programme advertisement	Reviewed program advertisement in place by June 2026					

3.3.2 KRA 2: Access to Information

Table 3.2 Access to Information

Strategy	Activity	KPI	Target	Time Frame				
				2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Manage the statistics of students with special needs properly	(a) Develop data collection tools (b) Collect statistics for students with disabilities (c) Analyze collected data for decision making (d) Produce statistical reports	Number of data collection tools (statistical reports)	Statistics for students with disability properly managed by November 2026					
Establish help desk for students with special needs	(a) Establish roles and positions for handling students with disability matters (b) Develop standard protocols for data communication (c) Clearly state specialized needs of students with special needs to the respective departments, sections and directorates	Established roles and positions - (Developed communication protocols)	Formal channels of information sharing in place by November,2026					
Device the systems for	(a) Develop online	Existence of a	A working					

obtaining feedback of inclusion of students with special needs from departments, section, directorates and from the DIT Staff.	feedback forms for students with special needs (b) Develop feedback forms for staff and coordinators (c) Monitor and evaluate the feedback system	Feedback system	feedback system in place by June 2027					

3.3.4 KRA 3: Infrastructure, Facilities and Mobility Services

Table 3.3 Infrastructure, Facilities and Mobility Services

Strategy	Activity	KPI	Target	Time Frame
Ensure facilities are available to enable students with disabilities to access buildings and infrastructures	1.Identify facilities needed by students with disabilities	Number of facilities identified	Facilities for students with disabilities are available by	
	2.Asses suitability of the facilities identified	Assessment report		
	3. Prepare facilities for use by students with disabilities	Facilities are available for the use		
Undertake an assessment of the DIT pathways, infrastructure, facilities and public spaces to determine the extent of improvement and measures required to meet universal design standards	Identify all necessary path ways, infrastructure, and spaces for improvement	Number of building and pathway are identified	Building and pathways suitable for students with disabilities are available by 2029	
	Prepare materials suitable to repair buildings and pathways	Identified material needed for repair		
	Repair all pathways and building	Assessment report		

Strategy	Activity	KPI	Target	Time Frame
Develop and adopt a universal design policy to ensure the Institute infrastructure, pathways, facilities and public spaces meet universal design standards	Ensure universal design and policies are available	Policy and guide line are available	Adopt universal design and guidelines by 2028	
	Prepare new design and policy	Policy and guide line report		
	Implement new policy and guidelines	Use the guide line and policy available		
consider the needs of students with special needs .when constructing and upgrading buildings	Inspect all available buildings	All old building are identified	All old building are comfortably be used by students with disabilities by 2030	
	Prepare budget for upgrading	Budget assessment		
	Repair all building available	Repaired buildings are available		
Adhere to construction standards by constructing new buildings which are accessible to students with disabilities in line with the principle of Universal design.	Identify all building standards for disabilities	All standards for building to accommodate disabilities are used	New constructed buildings meet standards for students with disabilities by 2030	
	Construct new building with standards	Standards are available and used		
	Make sure new buildings meets standards for disabilities	New building are available to accommodate students with disabilities		

3.3.5 KRA 5: Teaching, Learning and Assessment

Table 3.5 Teaching, Learning and Assessment

Strategy	Activity	KPI	Target	Time Frame
Identify learning needs of students with disabilities and tailor them into implementation	Identify learning needs of students with disabilities	Assessment report	Needs of students with disabilities are tailored into Institute' Curriculum by 2027	
	Tailor special needs for disabilities into the Institute curriculum	Curriculum development and curriculum review report with the tailored needs of students with special education needs		
Conduct awareness programmes on disability and inclusive education to the Institute's academic staff.	Prepare awareness programmes on disabilities and implement them to all academic staff	Number of awareness Programmes	Awareness sessions on disability are conducted by 2026	
	Prepare list of academic staff to attend training	Report of academic staff trained		
Facilitate capacity building of academic staff on compensatory skills, inclusive teaching techniques and provide appropriate accommodations and adaptations to meet the needs of all students, especially the needs of students with special educational needs.	Prepare budget for training	Actual budge for training	To build capacity of academic staff to compensate the gap of educational skills for students with special needs by 2026	
	Arrange list of staff to be trained on special needs	Number of staff to be trained		
	Arrange schedule of time for training	Arrange time table		
Develop guidelines, and strategies on identification, teaching and assessment, and provision of requisite support for students with special education needs	To prepare guide lines for the identification, teaching and assessment of students with special needs	Document for guideline in place	Guidelines, regulations and strategies on	

Strategy	Activity	KPI	Target	Time Frame
to ensure that teaching, assessment and examination respond to unique learning needs of students with disabilities.	Arrange methodologies on how teaching will be conducted	Prepared assessment methodology	teaching, assessment, and examination for students with special needs in learning are prepared by 2026	
	Prepare examination time table in consideration of students with special needs	Time table prepared		
Provide extra time during the Institute's examinations according to the severity of disability and the requirement of examination	Conduct survey to determine students disabilities with their special requirements	Assessment report	extra time table at Institute's that accommodates the requirements of students with special needs on examination is constructed by 2026	
	Arrange time table for examination with consideration of students' special requirements	Arranged time table		
	Prepare necessary outlines and regulations related to the requirements of students with disabilities	Prepared guidelines and regulations		
Develop a system to monitor the academic progress of students with disabilities, including their participation in learning, performance and completion rate with the intention of optimizing their retention	To prepare team to develop a system	A list of a team to develop system	A system to monitor the academic progress of students with disabilities, their participation in learning,	
	Testing of a system to see whether it have the ability of the assigned work	To submit a working system/program		
	To write a report about the system developed	Submit a report		

Strategy	Activity	KPI	Target	Time Frame
			their performance and their completion rate with the intention of optimizing their retention is generate by 2027	

3.3.7 KRA 5: Accessibility and Inclusivity in Student's Accommodation

Table 3.7 Accessibility and Inclusivity in Student Accommodation

3.3.9 KRA 6: Stigmatization

Table 3.6: Stigmatization

Strategy	Activity	KPI	Target	Time Frame
Develop a safe and supportive environment for everyone, including those students, staff and community members who are affected with stigmatization	Identify all types of stigmatization	List of types of stigmatization made available	A total number of students affected with stigmatization identified by June 2027	
	Prepare list of students affected by stigmatization	Register of students reporting stigmatization		
	Write a report on students affected with stigmatization	A report on stigmatization basing on disability		
Promote recognition and acceptance of students with disabilities acknowledging their shared fundamental human rights	Identify all rights for students with disabilities	A document with a list of rights for students with disability	Recognition and acceptance of human rights of students with disabilities is promoted	
	Create awareness to the community on stigmatization	Report of awareness seminars		
	Educate students with disabilities about their rights	Students with disabilities are educated and trained		
Eliminate discrimination against persons on the ground of disability in the area of education and training	Prepare programmes to eliminate discrimination against people with disability	Programmes to eliminate discrimination	Discrimination against persons on the ground of disability is eliminated	
	Educate community on elimination of discrimination	.Training Programmes		
Creating a stigma-free community	Identify all rights of students with disabilities	List of rights for students affected with stigmatization	Stigma free community is promoted	
	Create awareness to the students on stigmatization	Report of awareness seminars		
	Educate students with disabilities about their rights	Awareness report		
Organize and conduct sensitization	Arrange workshop for a non-	Workshop is well conducted	Promote sensitization	

Strategy	Activity	KPI	Target	Time Frame
workshops on non-stigmatization and non-discrimination to its community members	stigmatization and non-discrimination		workshops on non-stigmatization and non-discrimination to its community members	
	Acquire person with the ability to sensitive for stigmatization free	Peron for sensitization is available		
	To write a report about the seminar conducted	Assessment report is provided		
Provide learning and working environment in which students and employees with special needs are free from discrimination and stigma	Prepare good learning and working environment	A number of rooms are available for learning	Create special needs, free learning and working environment on discrimination and stigma	
	Prepare report for special needs and free environment on discrimination and stigma	Assessment report available		
	Educate employee and students of good learning and working environment	Seminar to be conducted		
Take measures against any person who stigmatize or discriminate another	Prepare rules for a person who are stigmatized in disabilities	Rules are available for action	To take measure Elimination, as far as possible, discrimination against persons on the ground of disability in the area of education and training against person stigmatize or discriminate another	
	Prepare list of person discovered in practice decimation	Assessment report available		
	Prepare punishment for a person a person discovered to practice discrimination	Make sure rules are followed		

3.3.11 KRA 7: Sports, Games and Recreation Activities

Table 3.7: Sports and Games

Strategy	Activity	KPI	Target	Time Frame
Acquire specialized personnel in adapted sports and games and adapted playgrounds and fields to accommodate the specific needs of students and staff with disabilities;	Employ a personnel for sports and games	Recruited Specialized personnel is available	A numberstudents with disabilities are well trained and use playing grounds	
	Introduce the necessary adopted playing grounds to accommodate students with disabilities	Available Report		
	Outline all specific needs for students for disabilities	Report Specific needs		
Improve the sports and game ground to accommodate students with disability to all types of sports and game related to their specific disabilities	Identify all sports and games grounds	Report is prepared	A number of sports and games are renovated to accommodate students with disability	
	Prepare budget to repair and modelling sports and games grounds	Budget assessment report		
	Repair all playing grounds to accommodate students with disabilities	Available modern Playing grounds		
Allocating funds to purchase facilities for sports and game to support students with special needs	Prepare fund to purchase sports and games	. Fund is available	Number of facilities for sports and game are purchased to support students with special needs	
	Identify facilities available for games and sports	Facilities for sports and games are available		
	Purchase special facilities for students with special needs	Facilities for sports and game for students with special needs are available		
Encourage students with disabilities to	Outline all types of games and sports for	Types of sports and	All students with Special needs	

Strategy	Activity	KPI	Target	Time Frame
select and participate in all sports and games available at the DIT	students with special needs	games are outlined	encourage to participates in sports and games	
	Advise students with special needs to select sports and games	Students with disabilities participate in games and sports		
	Make sure students with special needs will participate in games and Sports	Students with special needs are full included in sports and games		
Give priority to students with disabilities to have equal opportunities to participates in all games and sports provided outside DIT campuses including field trips	Identify types of sports and games	All types of Sports and games are available	Students with special needs participate in games and sports offered outside DIT	
	Select students including those with disabilities for field trips	List of students with special needs included in lists of players participating in out of campus sports and games		
Give students the freedom to choose sports and games of their preferances disabilities.	Let students with disabilities participate in different sports and games available at DIT	Students with disabilities participate in different games and sports	students with special needs participate in their games of preference	
	Prepare form for students with disabilities to select sports and games	Name of students with special needs are provided		

3.3.12 KRA 8: Healthcare Services, Personal Safety and Security

Table 3.8: Healthcare Services, Personal Safety and Security

Strategy	Activity	KPI
To improve	1. Evaluate needs and	Improved healthcare

Strategy	Activity	KPI
healthcare and safety of students with special needs	allocate budget for tools and services	and safety for the students with special needs.
	2. Install security alarms and surveillance cameras	
	3. Ensure well-lit campus and introduce road safety measures	
	4. Establish partnerships with specialized hospitals	
	5. Provide accessible accommodations on campus	
	6. Provide training for healthcare and security staff	

3.3.13 KRA 9: Guidance and Counselling Services

Table 3.9: Guidance and Counselling Services

Strategy	Activity	KPI	Target	Time Frame				
				2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Strengthen the Units responsible for guidance and counselling to guide and counsel persons with special needs;	Identify resource requirements for the department Allocate budget	Resource requirements and Budget	Resources and Budget allocated					

Strategy	Activity	KPI	Target	Time Frame				
				2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Introduce and implement provisions on guidance and counselling for persons with special needs;	(a)Identify areas that require special guidance on students with special needs (b)Prepare implementation plan (c)Allocate necessary resources for realization of implementation plan	Implementation plan and reports	Implementation plan and reports are available					
Regularly review instruments on guidance and counselling to address contemporary developments;	(a) Identify contemporary development issues impacting counseling and guidance (b) Review guidance instruments (c) Review counseling instruments	Reviewed guidance and counseling instruments	Reviewed guidance and counseling instruments are in place					

Strategy	Activity	KPI	Target	Time Frame				
				2025/2026	2026/2027	2027/2028	2028/2029	2029/2030
Build capacity to DIT special needs Help Desk to identify and handle students with special needs;	(a) Identify skills gaps for members of the staff working with (b) students with special needs for identification and handling (c) Prepare training plan (d) Conduct training	Training Plan and Training Reports	Training Plan and Training Reports are available					
Facilitate the provision of advisory services to persons with special needs	(a) Identify advisory services for facilitation (b) Identify resource persons for advisory services (c) Prepare facilitation plan	Facilitation plan and reports	Facilitation plan and reports are available					

CHAPTER FOUR: GOVERNANCE, MONITORING AND EVALUATION

4.1 Governance

The policy shall be implemented by the Academics Directorate (AD) in coordination with Students Services Directorate (SSD), Academics Support Services Directorate (ASSD) and the Human Resource Management and Administration Directorate (HRMAD), and shall operate under the Office of the Deputy Rector Academic, Research & Consultancy (DRARC).

4.2 Responsibilities of responsible personnel/offices

4.2.1 Special Educational Needs & Inclusive Education Help Desk

The Help desk shall coordinate all affairs related to students with special educational needs at the Institute.
The Help desk shall:

i. Manage the statistics of students with special educational needs;
ii. Share their information with academic departments, SSD, DIT Dispensary;
iii. Facilitate communication among and between students and the DIT departments;
iv. Communicate to the Director of Academics the available number of students with Disabilities and their special needs;
v. Advise Director of Academics on appropriate resources and facilities required by students with special educational needs;
vi. Advise Director of Academics on the allocation of adequate resources and build partnership with stakeholders working with persons with disabilities.
vii. Advise Director of Academics on inclusive learning.
viii. Keep up to date records of students with disabilities;
ix. Organize awareness programs on inclusive education to the DIT Community;
x. Organize seminars and workshops to DIT staff on basic educational needs of students with disabilities;
xi. Obtain feedback of their implementation from the respective departments
xii. Provide requirements for the employment of special needs specialist
xiii. Collaborate with relevant stakeholders within and outside DIT
xiv. Undertake regular needs assessments to determine priority and/or actual needs of assistive technologies for students with special educational needs.
xv. Advise Director of Academics on the acquisition of assistive technology for students with special educational needs;

4.2.2 Special Educational Needs and Inclusive Education Unit

Special Educational Needs and Inclusive Education Unit shall manage all affairs of students with special needs

The Unit shall:

i. Promote culture of inclusive learning of students with special educational needs among the DIT Community;
ii. Provide capacity building to support students with special educational needs on effective use of assistive technology

iii. Promote recognition and acceptance of students with special educational needs within the DIT community;
iv. Promote learning and working environment in which students with special educational needs are free from discrimination and stigma;
v. Conduct awareness programmes on disability and inclusive education to the Institute's academic staff.
vi. Ensure the availability of statistics of students with special needs and enhance information sharing.
vii. Pioneer the development of a guideline for the admission of applicants with special educational needs.

4.2.3 Academics Directorate

The Directorate shall:

i. Monitor the implementation of the disability and special educational needs policy
ii. Allocate special budget to address unique needs of students with special educational needs.
iii. Enhance reasonable adjustment to its new and upgraded infrastructures and environment to respond to the unique needs of students with special educational needs.
iv. Ensure that institute provides services that respond to the needs of students with special educational needs.

4.2.4 Academic Support Service Directorate

The Directorate shall:

i. Ensure admission application forms include a provision through which students can provide information on their disability;
ii. Ensure that programs of study contain sufficient details to enable students with special educational needs to make informed choices during application.
iii. Initiate formal channels of submission of the lists of registered students (including students with special needs) to departments, sections and directorates;
iv. Keep up to date records of students with special educational needs.

4.2.5 Students Services Directorate

i. Receive and document the statistics of students with special educational needs;
ii. Analyze the acuteness of their disability with their special healthcare needs in collaboration with the DIT Dispensary;
iii. Establish coordination with other hospitals such as Comprehensive Community Based Rehabilitation in Tanzania (CCBRT), Muhimbili National Hospital (MNH), Muhimbili Orthopedic Institute (MOI), Kilimanjaro Christian Medical Centre (KCMC) and Ocean Road Cancer Institute (ORCI) to ensure students with disabilities access specialized health care services on time for the case of referrals.
iv. Ensure accommodation and accessible infrastructure to students with special educational needs;
v. Ensure availability of guidance and counselling services to students with special educational needs;

vi. Ensure participation of students with special educational in sports games and recreation activities

5.0 APPLICATION AND REVIEW OF THE POLICY

5.1 Validity of the Policy

The policy become operational after approval by the DIT Council on …….., and shall remain valid until when annulled by the same authority. However, given the changing circumstances under which the Institute operates, this document is subject to periodic reviews and alterations. Whenever such alterations happen, the revised version of the document shall take precedence over the previous one.

5.2 Revision of the Policy

In the event that any statement in the policy provision is outdated or a need to introduce new statements arises as a result of the changing Institute environment, or market forces, such statements may be changed or modified and approved by DIT Council. The entire document will be reviewed after every 5 years.

5.4 Monitoring and Evaluation

Monitoring and evaluation of the Policy implementation shall be an ongoing activity under the mandate of the Academics Directorate through relevant office dealing with special need issues. To appraise the steps taken and the success in the implementation of the Policy, the institute shall ensure compliance of the Policy at all levels and the necessary measures are taken promptly for non-compliance.

5.5 Approval of Quality Assurance Operational Policy and Procedures

This Policy on Students with Special Educational Needs and Implementation Strategies was approved at the ……. Council meeting held on ……. at …….

_____
Prof. Preksedis M. Ndomba
RECTOR