



**UNIVERSITY OF MALAWI INCLUSION POLICY
(FIRST DRAFT)**

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| Related Legislation | <ul style="list-style-type: none"> • Constitution of the Republic of Malawi • Disability Act • Education Act • Handicapped Act • University of Malawi Act • Gender Act |
| Responsible University Officer | College Principal, Registrar, Deans of Faculty and Heads of Department, Deans of Students, College Librarians, Lecturers, College Clinical Officers, College Student Unions |
| Responsible Offices: | Pro Vice Chancellor & University Registrar, UMSU |

Preface

The University of Malawi (UNIMA) was established in 1964 and enrolled its first students in 1965. Since then, it has served the nation very well. Being the first university in Malawi, it has remained and shall continue to be a premier university in Malawi and the region. The consistent maintenance of the premier status has been possible because the University recognises that university education contributes to the knowledge and information base for all including people with disabilities.

Malawi is a signatory to international standards and frameworks on disabilities such as the Salamanca Statement and Framework for Action on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006) among others that advocate for inclusion of people with disabilities at all levels of education. The Salamanca Statement and Framework provides guidelines for action at the national level.

Similarly, Article 24 of the UNCRPD proclaims the rights to inclusive education. Section 1 of Article 24 stipulates that State parties shall ensure an inclusive education system that recognises the right of persons with disabilities to education. Section 5 makes a provision that State parties shall ensure that persons with disabilities are able to access general university education without discrimination on an equal basis with others. In this regard, State parties shall ensure that reasonable accommodation is provided to persons with disabilities.

In tandem with the international statutes, section 25 of The Constitution of the Republic of Malawi provides that “*all persons are entitled to education*” and section 20 provides that “*discrimination of persons in any form is prohibited and all persons are, under any law, guaranteed equal and effective protection against discrimination on grounds of race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth or other status*”.

Further, Malawi has developed and adopted a number of policies, laws, and plans that address issues on access to education for people with disabilities. These include, the National Policy on Equalization of Opportunities for Persons with Disabilities which visions Malawi as a nation where people with disabilities have equal opportunities to participate in various undertakings and realize their potentials and goals in life. The policy promotes inclusion of persons with disabilities at all levels of society through the creation of an enabling environment for the respect of human diversity, human rights and the development of all human potential by ensuring equal access and inclusion of persons with disabilities in education and training programmes.

Equally important policies, plans and legal frameworks include the:

- National Policy on Special Needs Education which emphasizes on the provision of access to quality and relevant education to all learners with special educational needs in Malawi.
- National Education Sector Plan (NESP) which among others aims to tackle limited access due to shortage of space and modalities for admission which are largely at the detriment of students with disabilities. It also aims at strengthening governance, management, oversight, transparency and accountability of university education institutions so that it includes special needs, gender, HIV/AIDS among other issues.
- Disability Act in which sections 8, 9, 10 and 11 specifies provisions to reasonably accommodate the needs of students with disabilities.

Council of the UNIMA is therefore delighted to be associated with this Inclusion Policy as it is in tandem with the UNIMA Act, the Quality Assurance Policy, the Teaching, Learning and Assessment Policy of the University and hence approve the Policy in its entirety. While Council will ensure that there is corporate will to enhance equal education opportunities for people with disabilities, successful implementation of the Policy requires unwavering commitment from all stakeholders. It is therefore my sincere hope that all stakeholders will continue supporting the Council towards making a difference in the academic experience of our students with disabilities in the University.

Prof. Jack Wilima
CHAIRMAN OF COUNCIL

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Foreword

Council, management and staff of the UNIMA envision the University to be a centre of excellence in university education for sustainable development of Malawi and the region. The Strategic Plan of the University articulates a challenging but attainable mission as a road map for the realisation of the vision for inclusive higher education in Malawi.

The UNIMA Inclusion Policy is therefore, a result of wider stakeholder consultations, public expectation and response to existing policy and legal frameworks that demand the creation of an enabling environment for inclusive higher education for persons with disabilities in Malawi. It is the result of extensive consultations between the UNIMA Management and its subsidiaries at college level. This policy is the first of its type in UNIMA and responds to national and international frameworks on disability issues.

The Policy articulates a vision and guiding principles for the implementation of special needs and inclusive higher education throughout the UNIMA system hence maintain consistency with national developmental needs as stipulated in Vision 2020 and the Malawi Growth and Development Strategy II (MGDS). The Policy covers eight broad areas that are in tandem with the National Special Needs Education Policy, namely: early identification, assessment and intervention; advocacy; care and support; management, planning and financing, equity and access, quality and relevance.

It is our hope is that this UNIMA Inclusion Policy will be a catalyst in guaranteeing equal access to inclusive, quality and relevant higher education for students with disabilities in Malawi. I would, therefore, like to urge all stakeholders to support this Policy and ensure that it achieves its purpose and objectives for the benefit of students and staff in the University and mother Malawi.

Prof. John Saka
VICE CHANCELLOR

Acknowledgements

The CUTL is grateful for the support and services it received in the process of development of this policy document from the UNIMA Central Office and from management and staff of the Polytechnic, Chancellor College and the Department of Special Needs in the Ministry of Education, Science and Technology. Special thanks go to members of the taskforce for working tirelessly in originating this policy document. CUTL applauds the UNIMA Senate for endorsing the document and commending its formal adoption.

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Abbreviations and Acronyms

| | |
|--------|---|
| AIDS | Acquired Immune-Deficiency Syndrome |
| CHANCO | Chancellor College |
| CoM | College of Medicine |
| CUTL | Committee on University Teaching and Learning |
| GoM | Government of Malawi |
| ICT | Information and Communication Technology |
| KCN | Kamuzu Collage of Nursing |
| MGDS | Malawi Growth Development Strategy |
| NCST | National Commission for Science and Technology |
| NESP | National Education Sector Plan |
| Pro VC | Pro Vice Chancellor |
| UIP | UNIMA Inclusion Policy |
| UNCRPD | United Nations Convention on the Rights of People with Disabilities |
| UNIMA | University of Malawi |
| VC | Vice Chancellor |

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1.0 Introduction

The University of Malawi (UNIMA) was established in 1964 and enrolled its first students in 1965. Since then, it has served the nation very well. Being the first university in Malawi, it has remained and shall continue to be a premier university in Malawi and the region. The consistent maintenance of the premier status has been possible because the University recognises that university education contributes to the knowledge and information base for all including people with disabilities.

The UNIMA operates on a federal system consisting of four constituent colleges that are administered by a central office under the leadership of the Vice Chancellor (VC). These colleges are Chancellor College (CHANCO), College of Medicine (CoM), Kamuzu College of Nursing (KCN) and The Malawi Polytechnic. Each college is headed by a Principal.

1.1 International Standards and Frameworks

There are a number of international standards and frameworks (ISF) that advocate for inclusion of people with disabilities at all levels of education. These include the Salamanca Statement and Framework for Action on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994) and the UN-Convention on the Rights of Persons with Disabilities (UN 2006) among others.

The Salamanca Statement and Framework provides guidelines for action at the national level as stipulated below:

- Legislation should recognize the principle of equality of opportunity for children, youth and adults with disabilities in primary, secondary and university education carried out, in so far as possible, in integrated settings (Par. 16).
- Necessary provision should also be made for ensuring inclusion of youth and adults with special needs in university education as well as in training programmes (Par. 19).
- Special attention should be given to ensuring equality of access and opportunity for girls and women with disabilities.
- Provision of support services is of paramount importance for the success of inclusive educational policies (Par. 49).

The Convention on the Rights of Persons with Disabilities (CRPD) has the following principles:

- Respect for inherent dignity, individual autonomy including the freedom to make choices, and independence of persons with disabilities;
- Non discrimination;
- Full and effective participation and inclusion in society;
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- Equality of opportunity;
- Accessibility;
- Equality between men and women;
- Respect for evolving capacities of children with disabilities and respect for children with disabilities to preserve their identities.

Specifically with regard to access, Article 24 of the CRPD proclaims the rights to inclusive education. Section 1 of the CRPD stipulates that States parties shall ensure an inclusive education system. It recognises the right of persons with disabilities to education. Article 24 section 5 makes a provision that, states parties shall ensure that persons with disabilities are able to access general university education without discrimination on an equal basis with others. In this regard, States parties shall ensure that reasonable accommodation is provided to persons with disabilities.

1.2 Response from the Malawi Government

Malawi is a signatory to the ISF and in response government has adopted several policy and legal provisions. These include the Constitution of the Republic of Malawi, National Policy on Equalization of Opportunities for Persons with Disabilities, National Policy on Special Needs Education, National Education Sector Plan (NESP) and the Disability Act among others.

1.2.1 The Constitution of the Republic of Malawi

Section 25 of The Constitution of the Republic of Malawi provides that “*all persons are entitled to education*” and section 20 provides that “*discrimination of persons in any form is prohibited and all persons are, under any law, guaranteed equal and effective protection against discrimination on grounds of race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth or other status*”.

1.2.2 Malawi Growth and Development Strategy

The Malawi Growth and Development Strategy (MGDS) is an overarching policy framework for development planning in Malawi. Sub-Theme 3 of the MGDS under the theme of social development recognizes education as an instrument for empowering the poor, the weak and the voiceless as it provides them with equal opportunity to participate in local and national development. The UNIMA Inclusion Policy is therefore an appropriate response to the stipulations of the MGDS as it will ensure that students with disabilities in the University enjoy equal access, quality and relevant university education hence enable them realise their full potential in life while contributing to National Development.

1.2.2 National Policy on Equalization of Opportunities for Persons with Disabilities

The National Policy on Equalization of Opportunities for Persons with Disabilities visions Malawi as a nation where people with disabilities have equal opportunities to participate in various undertakings and realize their potentials and goals in life. The mission of the policy is to promote inclusion of persons with disabilities at all levels of society through the creation of an enabling environment for the respect of human diversity, human rights and the development of all human potential. The policy objective on education and training is to promote equal access and inclusion of persons with disabilities in education and training programmes. Some of the policy strategies include:

- Design and develop appropriate technologies, assistive devices and learning materials.
- Provide free appropriate technology, equipment and resources to assist boys, girls, men and women with disabilities with their learning needs.
- Adapt and adopt communication systems appropriate for learners with special education needs in all centres of learning.

- Implement appropriate education and training mechanisms for persons with learning difficulties.
- Train specialist educators and ensure that their training is recognized.
- Incorporate special needs education in the teacher- training curriculum.
- Establish accessible specialist education resource centres throughout the country.
- Support and encourage inclusive education.
- Promote research in special needs education.

1.2.3 National Policy on Special Needs Education

Likewise, the vision for the National Policy on Special Needs Education is for learners with special educational needs to achieve their potential that will enable full participation in the community. The mission of the policy is to provide for access to quality and relevant education to all learners with special educational needs in Malawi.

1.2.4 National Education Sector Plan (NESP)

The National Education Sector Plan (NESP) states that limited access due to shortage of space and modalities for admission which are largely at the detriment of special needs and female students (poor intake of special needs and female students). To ensure access and equity to education, the NESP further emphasize on the need to;

- mainstream special needs in all programmes, train teachers for special needs education and establish a special needs unit to monitor related programmes,
- mainstream mitigation of HIV/AIDS among students and staff, and
- Increase access for females and students with special needs where applicable.

On quality and relevance of university education programmes, the NESP points out the need to strengthen governance, management, oversight, transparency and accountability of university education institutions so that it includes special needs, gender, HIV/AIDS among other issues.

1.2.5 Disability Act

Further, on education and training, section 10 of the Disability Act provides that government shall recognize the rights of persons with disabilities to education on the basis of equal opportunity, and ensure an inclusive education system and lifelong learning by:

- Ensuring that persons with disabilities are not excluded from the general education system at all levels and have access to quality... education;
- Taking into consideration the special requirements of persons with disabilities in the formulation of educational policies and programmes, including the provision of assistive devices, teaching aids and learning support assistants;
- Providing financial assistance to the less privileged and deserving students with disabilities who are pursuing secondary or university education in public institutions, in the form of scholarship grants, student loan programmes, subsidies, and other incentives and ensure that a minimum of ten percent of the allocation for the students' financial assistance programmes as created by the local government is set aside for the students with disabilities.

In addition, section 8 of the Disability Act states that government shall take appropriate measures to ensure that persons with disabilities have access to the physical environment, transportation,

information and communications, including information and communication technologies and systems, and other facilities and services available or provided to the public. Section 9 of the Act provides that no person be denied access or admission to any premises or the provision of any service or amenity, on the basis of disability.

Section 11 provides that no education institution shall;

- deny any person admission into or expel the person from the institution;
- deny any benefits or services to the person on the basis of disability.

1.3 Rationale of the UNIMA Inclusion Policy

In response to the general provisions of the national policy and legal provisions on access to inclusive university education, the UNIMA has come up with this policy framework to provide guidelines for operation in the delivery of education to students with disabilities for reasonable accommodation. This has come in the light of increasing access of students with disabilities to university education, currently at a total of 39 in 2015 against less than 5 in the 1970s to 90s, yet interventions for support have often come in an adhoc manner. This policy therefore, has come out of need to link up with the Teaching, Learning and Assessment Policy (TLA) which UNIMA has developed. Among others, the TLA calls upon all academic staff to ensure an environment that allows students with special needs, establish mechanisms to improve educational outcomes for learners with special needs and mobilize adequate resources in support of education for learners with special needs.

1.4 Objects of the University

According to the UNIMA (Amended) Act 1998, the objects of the University are:

“To advance knowledge and outreach, and to promote wisdom and understanding by engaging in teaching, research and consultancy and making provision for the dissemination, promotion, and preservation of learning; by engaging in such university education and research as is responsive to the needs of Malawi and the whole world, and by offering, within the limits of its resources, to persons suitably qualified academically and who, in the opinion of the Council, are able and willing to benefit from the facilities offered by the University., an education of high university standard”.

In full filling the above objects as stated in the Act, the University’s mandate includes implementation of inclusive education without discrimination.

1.5 Functions of the University

The Act also states the functions of the University as:

- a) To encourage the advancement and dissemination of learning and research;
- b) To engage in such university education as is responsive to the needs of Malawi and the whole world;
- c) To provide facilities for university education, for research and for the advancement of knowledge in such branches of learning and study and for such persons, whether members of the University or not, as the Council may from time to time determine;

The UNIMA set up a number of senate committees to help it perform these functions. One such committee is the Committee on University Teaching and Learning (CUTL).

1.5.1 The University Committee on Teaching and Learning

The CUTL is responsible for the strategic oversight of teaching, learning and quality assurance in the university. The committee also oversees the implementation, evaluation and review of mechanisms for the quality assurance and enhancement of teaching, learning and assessment. The UNIMA Inclusion Policy is therefore an instrument for the university through CUTL to use in ensuring the quality of teaching, learning and assessment including provision of support to students with disabilities. This policy therefore covers eight broad areas as advocated in the National Special Needs Education Policy, namely: early identification, assessment and intervention; advocacy; care and support; management, planning and financing, access, quality, equity and relevance.

2.0 The aim of the UNIMA Inclusion Policy

The aim of this Policy is to increase equitable access, participation and achievement of students and staff with disabilities in UNIMA by providing reasonable accommodation.

2.1 Specific Objectives of the Policy

- 2.1.1 To ensure that identification and assessment of disabilities are done and intervention provided as early as possible.
- 2.1.2 To ensure that positive and non discriminatory attitudes towards students and staff with disabilities are fostered and encouraged.
- 2.1.3 To ensure that the needs of students and staff with disabilities are met in a way that will allow them to maximize potential professionally, academically and socially.
- 2.1.4 To provide individuals with a choice as to whom they will disclose their disability, except where this is required by law.
- 2.1.5 To ensure that suitable accessibility adaptations are made to learning, residential, sport and leisure infrastructural facilities to accommodate students and staff with disabilities.
- 2.1.6 To mobilize adequate financial, material and human resources for implementation of disability related activities in UNIMA.

3.0 Scope of the Policy

- 3.1 This policy applies to students and staff with disabilities in UNIMA be it from physical, sensory, intellectual, developmental or health related impairments.
- 3.2 The UNIMA Inclusion Policy will ensure consistency across the University in establishing a common mechanism for planning, implementing and monitoring of special needs and inclusive education for students and staff in all Colleges, Faculties, Departments, Centres, Schools, Units and Groups.
- 3.3 Specifically, the Policy shall apply to staff, students and other key stakeholders such as collaborators both inside and outside Malawi to support the successful provision of special needs and inclusive education.

4.0 Policy Details

It is the policy of the University of Malawi to create equal opportunities and access to students with disabilities in a manner that is non-discriminatory.

4.1 Early identification, assessment and intervention

The UNIMA shall put in place mechanisms for early identification, assessment and provision of interventions to students and staff with disabilities or impairments.

Specifically the UNIMA shall

- 4.1.1 Establish College Inclusion Wellness Units which shall be responsible for facilitating and supporting students and staff with disabilities.
- 4.1.2 Ensure that applications from students with disabilities are assessed by the admissions office for qualification of entry into the university and upon satisfaction, the admissions office shall liaise with appropriate College Inclusion Wellness Unit for Preliminary Assessment of the applicants' special needs.

The Heads of Departments shall

- 4.1.2.1 Meet requests to accommodate students with disabilities in arranging alternative teaching venues as well as considering how teaching and assessment might best be modified.
- 4.1.2.2 Liaise with the Examinations Officer regarding any special provision for assessment which might be required.
- 4.1.2.3 Sensitise staff to the needs of individual students.

4.2 Advocacy

The UNIMA and College Inclusion Wellness Units shall

- 4.2.1 Engage in disability awareness on campus by means of public awareness days/publication and media.
- 4.2.2 Correct misconceptions and counteract any fallacious beliefs regarding students with disabilities.
- 4.2.3 Conduct sensitivity training for UNIMA staff under the CUTL Skills Development Programme.
- 4.2.4 Conduct open days to introduce and make people aware of the services of the College Inclusion Wellness Units.
- 4.2.5 Conduct induction programme for new students and staff members to make them aware of the services offered by the College Inclusion Wellness Units.
- 4.2.6 Engage in awareness for, peer helper training, radio interviews, distribution of informal posters and brochures, mobilizing resources for converting of study material/text books etc into an alternative format (Braille, enlarge, audio recording).

4.3 Care and Support

The College Clinic shall assist in:

- 4.3.1 Liaising with external assessors with regard to determining capacity for succeeding at University and/or degree of psychological or physical disability.
- 4.3.3 Offer socio-emotional counselling and therapy to students.
- 4.3.3 Offer an assessment service to students regarding educational needs (e.g. extra time applications, learning disabilities) and clinical/emotional assessment (e.g. major depressive episodes).
- 4.3.4 Enhance sporting and recreational activities for special needs learners in all learning colleges.

The Dean of Students shall

- 4.3.5 On a regular basis report on how the needs of students with disabilities are being catered for.
- 4.3.6 Serve as the place where students with disabilities may seek help if their unique needs are not addressed or where staff may report if student's needs are not being addressed.

4.4 Management, planning and financing

For effective and efficient delivery of inclusive university education, the UNIMA shall ensure that management, planning and financing systems are operational in support of issues for students and staff with disabilities.

The objective of this policy area is to improve and expand university education management, planning and financing to ensure proper delivery of inclusive education at all levels.

Specifically, the UNIMA shall

- 4.4.1 Establish College Inclusion Wellness Units
- 4.4.2 Establish a Disability Coordination Desk at the UNIMA central office.
- 4.4.3 Incorporate in its structures the management and operation of College Inclusion Wellness Units
- 4.4.4 Ensure that the needs of students with disabilities are planned for accordingly.
- 4.4.5 Work in collaboration with government and non-governmental organizations to support the Inclusion Wellness Units either materially or financially to meet the needs of individual students.
- 4.4.6 Establish a fund in support of students and staff with disabilities for equipment and hiring Assistants
- 4.4.6 Champion the implementation of this Policy.

4.5 Quality and Relevance

Students with disabilities should be provided with quality university education which equips them with the necessary and relevant skills, knowledge, values and attitudes to make them responsible and

productive citizens. The object of this policy area is to ensure that students with disabilities access quality and relevant university education.

The UNIMA shall therefore maintain equal standards and rights for the provision of quality and relevant university education for students with disabilities and those without.

The UNIMA shall ensure that prospective students with disability have the onus to choose programmes or courses that are accessible to them due to the specific nature of the programme or course.

Specifically, the UNIMA shall

- 4.5.1 Ensure that lecturers, administrative staff and fellow students are oriented on disability and inclusive education issues through various staff and student forums.
- 4.5.2 Provide information on specific demands of various University programmes and courses to prospective students with disability before application.

4.6 Equity and Access

The principle of equity requires fair opportunities both to enter university programmes and to succeed in them. Equity ensures elimination of gaps hence increased access to university education by students with disabilities and those without while considering the existing issues especially girls who are doubly disadvantaged because of gender and their disability.

The UNIMA therefore, shall eliminate the imbalances between students with disabilities as well as those with invisible disabilities and those without.

Specifically, the UNIMA shall:

- 4.7.1 Endeavour to modify physical access to and within existing buildings in terms of designated parking, building ramps, installing lifts or escalators, widening doorways, and modified cloakrooms.
- 4.7.2 Strive to ensure that any new building work undertaken by the University meets with internationally agreed standards of universal design principles.
- 4.7.3 Make suitable adaptations to study, residential, sport and leisure facilities to accommodate students with disabilities.
- 4.7.4 Ensure availability of teaching, learning and assessment resources for students with disabilities.
- 4.7.5 Strengthen the SNE support system by providing Braillist, Sign Language Interpreters and Learning Support Assistants to the College Inclusion Wellness Units.
- 4.7.6 Encourage affirmative action in selecting students with disabilities for university education.
- 4.7.7 Endeavour to research and procure various software packages to assist students with specific learning difficulties (dyslexia, autism, attention deficits and hyperactive disorders).
- 4.7.8 Respond to needs for support for students with various “invisible” disabilities such as learning disabilities, chronic illness as well as psychological and psychiatric disabilities.
- 4.7.9 Strive to meet specific communication and information needs of students with disabilities.

5.0 Implementation of UNIMA Inclusion Policy

- 5.1 The Pro-Vice Chancellor shall oversee the implementation of the Policy while at College level this shall be the responsibility of the Principal.
- 5.2 Colleges shall
 - 5.2.1 Develop guidelines for academic staff and managers to implement the Policy.
 - 5.2.2 Facilitate dialogue on student and staff disability issues.
 - 5.2.3 Mobilize resources for implementation of the Policy and operationalizing the College Inclusion Wellness Unit.
 - 5.2.4 Support faculties to meet the needs of students and staff with disabilities.
 - 5.2.5 Encourage students and staff to provide support to students with disabilities.
 - 5.2.6 Plan to provide students with disabilities with personal assistants.
- 5.3 The College Inclusion Wellness Unit shall
 - 5.3.1 Advise and counsel the prospective student on possible courses of study which are available to him/her.
 - 5.3.2 Liaise with academic faculties and departments and support services such as the Library to ensure that, in as far as reasonable resources that admit access to learning are provided.
 - 5.3.3 Liaise with the Estates Office to ensure that reasonable accommodation is made to learning, residential, sport and leisure facilities to accommodate students with disabilities.
 - 5.3.4 Advise the Dean of Students and Hall and House Wardens on the special needs of students with disabilities.
 - 5.3.5 Provide support to academic staff that teach and assess students with disabilities.
- 5.4 Deans of Faculty and Heads of department shall:
 - 5.4.1 Include disability requirements in their annual budgets.
 - 5.4.2 Mobilize external resources for implementation of teaching and learning for students with disabilities.
 - 5.4.3 Ensure that the delivery of lectures is inclusive.
 - 5.4.4 Monitor the assessment of students with disabilities.
 - 5.4.5 Report to College management on the welfare of students with disabilities.
 - 5.4.6 Endeavour to meet requests to reasonably accommodate students with disabilities in terms of access to infrastructures and modification of teaching and assessment.
 - 5.4.7 Liaise with the office of the registrar, the College Inclusion Wellness Unit and individual Lecturers regarding any special provision for assessment which might be required.
 - 5.4.8 Sensitise staff and students on the needs of students with disability.
- 5.5 Academic staff shall:
 - 5.3.1 Plan and deliver their lectures in an inclusive and effective manner.
 - 5.3.2 Respect the dignity of students with disabilities in the course of lecturing and assessment.

5.3.3 Take an interest in and use the services provided by the College Inclusion Wellness Unit for the benefit of their students with disabilities.

5.3.4 Provide extra support to students with disabilities to ensure their success in the course.

5.3.5 Provide feedback to Deans of Faculty and Heads of Department on the performance of students with disability in their class.

5.4 Students shall:

5.4.1 Attend all classes as scheduled.

5.4.2 Write and submit all assignments on time.

5.4.4 Sit for all examinations as required.

5.4.5 Be encouraged to provide support to fellow students with disabilities.

5.4.6 Take an interest to participate in all learning and any extra-curricular activities of their choice.

5.4.7 Respect the rights of others and exercise adequate responsibility on their rights

6.0 Monitoring and Evaluation

The effectiveness of the policy and its implementation will be continuously monitored and evaluated. The policy and its implementation will be subject to both internal and external review involving college Quality Assurance officers. The UNIMA and constituent colleges will maintain a data base of students and staff with disabilities. This data base will be an integral part of the University and College information systems. Due to the multiplicity of implementing Colleges, feedback on the implementation of the policy will be actualized through the Central University Office under the charge of the Pro VC. As such, CUTL shall form an internal platform for dialogue and communication on issues of disability and inclusive education in the UNIMA while Senate shall provide the required guidance and support with regard to implementation and review of the Policy. This Policy shall be due for review every five years to assess its performance and take onboard emerging issues on inclusive education for students with disabilities in the UNIMA.

Glossary of Terms

Assistive Devices

Appropriate aids, appliances, technologies and other support systems that facilitate effective learning of learners with special educational needs

Brailist: A person who transcribes print into Braille and Braille into print for learners with visual impairment.

Inclusion Wellness Unit: means the unit that facilitates services for students and staff with disabilities within the organizational structure of the University of Malawi.

Discrimination on the basis of disability: means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation.

Impairment: any loss or limitation of psychological, physiological or anatomical structure or function.

Inclusive Education: A learning environment that provides access, accommodates, and supports all learners.

Language: includes spoken and signed languages and other forms of non spoken languages.

Learning Support Assistant: A person trained to assist a specialist teacher in the management of learners with special educational needs in the classroom setting.

Reasonable accommodation: means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Sign language Interpreter: A person specially trained to convert oral, written, standardised signs and or finger spelling for communication of learners with hearing impairment.

Special Needs Education: A system for providing a conducive learning environment for learners who may require extra support in order to achieve their potential.

Students with disabilities: means students who have a long-term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in learning, employment, social life or academic achievement.

Universal design: means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed. An institutional setting attached to a primary, secondary school or college to serve learners with special educational needs.

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