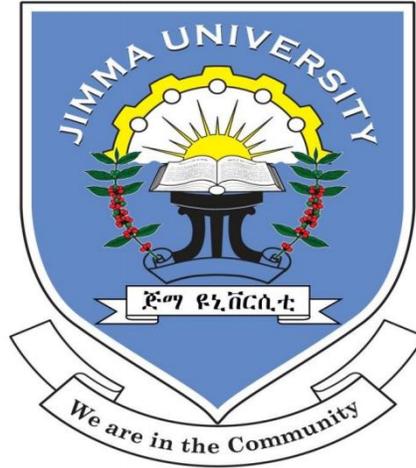


Jimma University



Document to Establish Directorate for Special Needs Support Services at Jimma University

Feb, 2021
Jimma University

Table of Contents

1. Preamble	3
3. Vision of the Directorate for Special Needs Support Services (DSNSS)	4
4. Mission of DSNSS	4
5. Rationale for the Establishment of DSNSS	4
6. Objectives of the DSNSS	8
7. Target Groups	8
8. The Scope of Activities of the DSNSS	9
9. Personnel of the DSNSS	13
9.1 Director	13
9.2 Vice Director	13
9.3 Experts (ICT, Braille, Sign language, and Accessibility and Environmental Modification) and a secretary	13
9.4 Campus Coordinators	14
10. Profile of the Personnel	14
11. Organizational Structure of DSNSS	15
12. Duties and Responsibilities of Personnel under the Office	15
12.1 The DSNSS Director	15
12.2 The DSNSS Vice Director	18
12.3 The DSNSSs Experts [ICT, Braille, Sign language, and Accessibility and Environmental Modifications]	18
12.4 The DSNSSs Campus Coordinators	20
13. Sources of Finance for DSNSS	21
14. References	22

1. Preamble

WHEREAS, it has become significant to create equal opportunities by eliminating barriers in institutions of higher education for students with disabilities and special needs;

WHEREAS, it has become important to recognize the constitutional rights of persons with disabilities for publically funded resources and allocating it for the rehabilitation and assistance of students with disabilities and special needs;

WHEREAS, it has become necessary to establish a system of support and resource provisions for persons with disabilities and special needs that help Jimma University provide adequate and relevant resources and support for these groups of students;

WHEREAS, it has become necessary to establish a directorate so that resources and support services provided for students with different kinds of disabilities and needs shall be problem solving and directed towards helping them become competent and successful in their respective fields of studies;

THEREFORE, The Senate of Jimma University, as per the powers vested in it by Higher Education Proclamation (HEP) No. 1152/2019 and Jimma University Establishment Council of Ministers Regulation No. 63/1999 in its meeting which was held on _____ has approved the establishment of **Directorate for Special Needs Support Services (DSNSS)** at Jimma University.

2. Definition of key terms

Impairment: means a lack/abnormality of an anatomic, physiological or psychological structure or function or deviation on a person.

Disability: refers to the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in Jimma University on an equal basis with others.

3. Vision of the Directorate for Special Needs Support Services (DSNSS)

The vision of DSNSS at JU is to see Jimma University become a model inclusive University where all students and staff members regardless of their disability status have equal rights, opportunities and access to education, training and services.

4. Mission of DSNSS

The overall mission of DSNSS is to encourage, facilitate and support the creation and maintenance of an inclusive learning, working and social environment at the University and to facilitate and support the participation of persons with disabilities in different activities at different levels of the university.

5. Rationale for the Establishment of DSNSS

The term persons with special needs is used to apply to all individuals with special needs including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others.

The Ethiopian government has taken measures to improve the participation of persons with disabilities in the education sector. One of such measures is the recognition of the rights of persons with disabilities for education and support in Ethiopian Constitution (FDRE, 1994). Article 41(3) of the Federal Democratic Republic of Ethiopia (FDRE) Constitution indicates that “Every Ethiopian national has the right to equal access to publicly funded social services” and

Article 41(5) indicates that “The State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian.” Based on this constitutional rights, the FDRE Ministry of Education (MoE) in its 1994 Education and Training Policy (MoE, 1994) stated that one of the specific objectives of education is “to enable both the handicapped and the gifted learn in accordance with their potentials and needs.” MoE has given further a special attention for the preparation and utilization of support for special education. Likewise, the policy has given due attention to the training of special education teachers in in regular teacher training institutions.

The ratification of the **UN Convention on the Rights of Persons with Disabilities** in 2010 by the Ethiopian government also necessitates respecting the rights and meeting the needs of persons with disabilities including those in higher education institutes.

Ethiopia has also endorsed the **2030 Agenda for Sustainable Development** and adopted a set of Sustainable Development Goals (SDG). Ethiopia has pledged to achieve Target 4 of the SDG which requires state parties to “Ensure inclusive and quality education for all and promote lifelong learning”. Commitment to all goals under target 4 promotes inclusive education, by eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; by building and upgrading education facilities that are child, disability and gender sensitive, and by providing safe, non-violent, inclusive and effective learning environments for all.

Despite the revolution in social and legislative policies on the provision of equal opportunities for education and employment for people with disabilities in Ethiopia, there is still a long way to go. For instance, in almost all universities of Ethiopia, higher rate of drop out of students with disabilities especially in their first year is a common phenomenon. This high dropout can be understood as the result of inadequate accessibility of higher education institutions, lack of support, unfavorable social attitudes and social isolation as well as low financial capacity.

In response to this, Jimma University has set a strategic value of inclusiveness and non-discriminatory treatment of its students and staff and has pledged to provide equitable services and quality education to all its students without discrimination on the basis of their race, color,

sex, religion, national origin, age, disability, genetic information, marital status, gender or any other legally protected group status.

The university has also launched the department of Special Needs and Inclusive education in 2015. So, over the past 6 years, the Department of Special Needs and Inclusive Education has successfully been training students in special Needs and Inclusive Education in the undergraduate program.

The department has tried a lot to help students with disabilities get appropriate service across all different academic departments in the university with a mere professional obligation and personal commitment in the absence of a clear system which empowers and dictates the Department to shoulder the responsibilities and accountabilities to coordinate such services. This horizontal relationship proved to be ineffective to manage the broader concerns of students with disabilities.

Jimma University currently hosts more than 70 undergraduate regular students with disabilities. The university is striving to provide various services to these students though the services lack quality and efficiency. A long way is a head to ensure equal accessibility to facilities, educational resources, information, and services. The university lacks a well-organized support and services rendering coordination unit equipped with facilities and professionally enlightened staff. This unquestionably shows the gap in addressing the rights of students with disabilities stated in Higher Education Proclamation No. 1152/2019. Articles 19/3 of the proclamation for example states that “Education for students with complete hearing impairment shall be given in or supplemented by appropriate sign language.” Currently, there are deaf students at JU but there is no sign language service for the students. There is no, even a single sign language interpreter including at University’s Medical Centre where deaf members of the community also seek medical treatment.

In the Proclamation article 41, sub articles 1 to 5 affirms the need to amend facilities and programs, relocating of classes, developing alternative testing procedures, and provision of different educational auxiliary aids, accessibility of physical environment and educational technologies, and the need for academic accommodations in line with the interest of students with disabilities. These services and support for students with disabilities are currently neither adequately available nor effectively coordinated in Jimma University.

The number of students with disability joining JU is dramatically increasing in regular, summer, and continuing and distance education programs. More recently, students with disabilities are admitted to post graduate studies too. Yet, there is lack of support provision and coordination from the university concerning educational inputs (for example, for blind student), communication technologies and teaching and research adaptations. There is also an absence of well-defined and accommodated community service requirements from student with disabilities.

Hence, to meet the special needs of the growing number of students with disabilities in Jimma University, establishing a Directorate for Special Needs Support Services (DSNSS), which is committed to ensuring the success of each student with disabilities, is mandatory. Through the provision of educational accommodations, testing, support, adaptive equipment, assistive technologies, coaching and a space for students to feel part of the university community, the DSNSS will create an environment of success for students with disabilities.

As a resource for students with special needs, the DSNSS will be managed by professionals with a minimum of second degree education qualification, experiences in and commitment to special needs issues and are expected to assume multiple roles, including: education administration; short term training for instructors; cross-department co-ordination; provision of rehabilitation services, consultancy and assistive devices and materials. Reasonable resource and support provisions will be determined on an individual basis after considering the specific disability and documentation of functional limitations of the student.

By providing resources and support services at no cost to students with disabilities, the DSNSS will offer an opportunity for students to achieve their academic and personal goals. Thus, to fully discharge and realize its vision and mission, Jimma University has to strive to create an inclusive, informed, and accessible campus, community and society by establishing DSNSS, which would play a key role to accomplish the goal of supporting students and staff with disabilities.

6. Objectives of the DSNSS

The DSNSS endeavors to:

- Assist the preparation and/implementation of a university-wide policy, as well as procedures and guidelines, concerning the inclusion of persons with disabilities through the identification, removal, and prevention of barriers that prevent equal access to university academic, work and social life.
- Create less restricted environment including access to information, buildings, accommodation, classes, services, facilities, educational materials, curricular resources and reference materials, co-curricular activities, sports and recreational events, job fairs and employment.
- Provide the academic supports required by students with disabilities enrolled in the university.
- Provide adapted equipment and materials required by students with visual impairments.
- Provide sign language interpretation and note taking services for students with hearing impairments.
- Ensure physical accessibility modifications and solutions required by students with mobility impairments.
- Provide the academic guidance required by university members to enable them to effectively teach students with disabilities enrolled in their classes.
- Provide supports to clubs and associations of students with disabilities at the university.
- Assist university graduates with disabilities to seek employment.
- Encourage and conduct university research concerning disability and persons with disabilities.

7. Target Groups

DSNSS primarily focuses on students with disabilities attending their education in Jimma University. DSNSS will assist these students to achieve their academic, work and social goals. It also provides necessary support and services for persons with disabilities who are member of Jimma University community.

8. The Scope of Activities of the DSNSS

The DSNSS provides, or/and ensures the provision of the following services for its target groups:

- I. **Inclusive Announcements:** Provision of written copies and Braille versions of university announcements particularly in schools, faculties, institutes, centers, and colleges in which the students with special needs are enrolled as persons with visual and hearing impairment are often disadvantaged in getting campus-related information on time, resulting in their poor participation both academically and socially.
- II. **Advocacy and liaison services:** Facilitating the integration of students with disabilities in the academic program/classes of their choice.
- III. **Interpreting services:** the DSNSS will provide service of translation of spoken/auditory information in the classroom for students who are deaf or hard of hearing, as well as the provision of written classroom information and course content.
- IV. **Alternative media:** Provision of printed materials in alternative formats for individuals with visual impairments, including large print, Braille and digital formats.
- V. **Alternative test format:** Equal access to adapted format of examinations at the university without compromising the integrity of the examination process, including arrangement of separate testing rooms, extended time, and use of assistive technology.
- VI. **Classroom accommodations:** Facilitating equal access to the classroom learning environment through preferential seating, accessible room location, chair/table/desk adjustments, etc.
- VII. **Assistive technology:** Provision of Dictaphone and other assistive listening/recording devices on a loan basis. Provision of computer workstations with priority access to students with disabilities, including Internet and wireless access, campus network access, printers and assistive technology software.
- VIII. **Readers/Note taking:** Arranging volunteer readers and note takers to provide class notes to students with disabilities (for students with visual, hearing impairments, and motor coordination problems).
- IX. **In-class aide and library assistance:** Facilitating access to classroom activities and library services for students with disabilities, including the creation of reading/study

spaces or “corners” for students with disabilities in general and department-specific libraries.

X. **Advising:** Inform students about their rights and privileges and institutional services offered and provided by the SSOPSNS.

XI. **Pre-admission and pre-enrollment planning** such as:

- Priority registration for classes
- Recommendations for priority housing
- Disability management counseling
- Liaison to faculty members
- Specialized individual or group orientation to campus
- Assistance to faculty and staff to work effectively with students with disabilities
- Tutoring referral
- Liaison with rehabilitation services
- Maintenance of a resource library including product catalogues and lists of organizations
- Transportation services
- Modification of academic requirements (e.g., part-time enrollment, reduced course load, extended time for completion of degree requirements).

XII. **Assistive Devices for Students with Disabilities:** Students with disabilities in the university use different assistive devices to make life easier including supportive shoes, crutches, wheelchairs, canes, and other devices and equipment. While many of these assistive devices are produced locally, they may still be expensive. Even after purchasing, students may face financial problems when they need to have them repaired. Students with disabilities need to have such costs exempted or subsidized so as to obtain and repair the assistive devices they need.

XIII. **Identification and Assessment:** The office can engage in a continual process of identification, removal, and prevention of barriers that prevent equal access of staff and students with disabilities to university academic, work and social life, including access to classes, services, facilities, accommodation, employment, and buildings.

XIV. **Providing Guidance and Supports to University Staff:** In order to achieve the full integration of students with disabilities in academic programs as well at the classroom,

instructors need to be made aware of the unique needs of students having different types of disabilities. This is an important function of the office - to provide disability awareness training to university staff, as well as to provide specific guidance on the needs of individual students with disabilities. Such guidance may concern facilitating access to the classroom learning environment through preferential seating, accessible room location, chair/table/desk adjustments, etc, the use of technology in the classroom, and the provision of lecture notes in alternative formats. It may also concern provisions for uniform examination standards for all University exams, including the provision of extra time, alternate methods of taking exams including dictation to tape, and place of exam.

XV. Providing Support to Clubs/Associations of Students with Disabilities: Students with disabilities may form their own clubs or associations at either university level or at campus level. They may be organized according to disability type, such as an association of blind students, or across disability types. Each club of association will seek recognition by university authorities and elect their own officers. As students with disabilities are first of all students with academic obligations, they may not always have the time required to organize association activities. The office can play an important role in supporting the activities of each club or association, including the celebration of international persons with disability days such as:

XVI. Organizing White Cane Day: Observance of this day is usually organized and celebrated by the visually impaired students in the university. The event often includes different awareness raising activities as well as the distribution of white canes for visually impaired students. Various competitions demonstrating mobility difficulties of visually impaired students can be undertaken with non-disabled students.

XVII. Organizing International Day of Persons with Disabilities: December 3 is declared by the UN as the International Day of Disabled Persons. This date is commemorated in Ethiopia by Disabled People Organizations organizing different events. These celebrations in the past have not included students with disabilities. Participatory events are organized on campus to reflect the potential and ability as well as challenges of students with disabilities.

XVIII. Organizing Accessibility Day: The DSNSS plans to observe an annual Accessibility Day in the university so that persons without disabilities can understand the pain that

someone feels when facing inaccessibility. This opportunity will be used to discuss accessibility issues at the university.

XIX. **Assisting Associations:** The office can assist associations of persons with disabilities to plan and undertake several activities among others:

- a) **Organizing Disability Inclusive Trips:** The organization of an educational and entertainment trip promotes the social inclusion of students with disabilities. The participants are both students with and without disabilities. The places visited often include different institutions providing rehabilitation services, inclusive education, skills training or other services in different parts of the country. This activity enhances the integration of students with disabilities with non-disabled students and increases their awareness of services available for children, youth and adults with disabilities in the country.
- b) **Organizing Campus Disability Sensitization Events:** Programs are often organized by campus associations of students with disabilities and often include lectures, talks, poetry, and other awareness raising events. Persons with disabilities work to make such programs popular in the university.
- c) **Organizing Disability-Inclusive Lunches:** This is part of the socialization within the university, aiming to make university officials closer to their staff and students with disabilities and to enhance their social inclusion. It often includes three activities:
 - A business lunch with university officials and staff and student association officers to create an opportunity to lobby university officials on various matters of concern to the students.
 - A monthly inclusive lunch between staff and students with disabilities and non-disabled staff and students. Staff and students with disabilities often eat in one corner of the cafeteria for the sake of faster service. The inclusive lunch enables non-disabled staff and students to sit with disabled staff and students for lunch.
 - Inviting university officials and different popular instructors to have a meal with staff and students with disabilities in the student's or other cafeteria to show and influence other staff and students on how to interact with their peers with disabilities.

- d) Organizing events with the surrounding community:** Such kind of events can be organized by associations of staff and students with disability in the university in collaboration with the surrounding Kebeles, schools etc. These may include awareness raising discussions on how the community at large can benefit from embracing diversity, experience-sharing sessions with students at different school levels to help them aim high.
- e) Providing career development services (CDS):** currently, studies show that <5% of qualified graduates with disabilities secure job after graduation. Thus, an important function of SSOPSNS is to provide career guidance and job seeking skills to graduating students with disabilities, and assisting university graduates with disabilities to identify internship, on-the-job training and employment opportunities. The CDS can organize training sessions for graduating seniors with disabilities on how to prepare and search for a job, including how to prepare a CV, interviewing skills as well as how to identify job opportunities. The office can also provide information on internships before graduation as well as vacancy announcements upon graduation. Most importantly, the office can also advise and orient all students with disabilities on careers related to their fields of study.

9. Personnel of the DSNSS

The Directorate for Special Needs Support Services will have the following organization:

9.1 Director

The DSNSS shall have a director and the director shall be appointed by the University's Vice President for Academic Affairs (VPAA). The Director's terms of office shall be three years.

9.2 Vice Director

The DSNSS shall have a vice director, and the vice director shall be appointed by the VPAA in consultation with the DSNSS Director. The Vice Director's term of office shall be two years.

9.3 Experts (ICT, Braille, Sign language, and Accessibility and Environmental Modification) and a secretary

The DSNSS shall have a secretary and experts of ICT, Braille, Sign Language, and Accessibility and Environmental Modification. These experts shall be recruited on the basis of merit. The

experts shall be accountable to the SSOPSNS vice Director. It also shall have an office girl/boy and cleaners as other offices do.

9.4 Campus Coordinators

When the need arises, the DSNSS shall have campus coordinators who shall be appointed by the DSNSS Director in consultation with the faculty and college Deans. The DSNSS Campus Coordinators shall be accountable to the DSNSS vice Director.

10. Profile of the Personnel

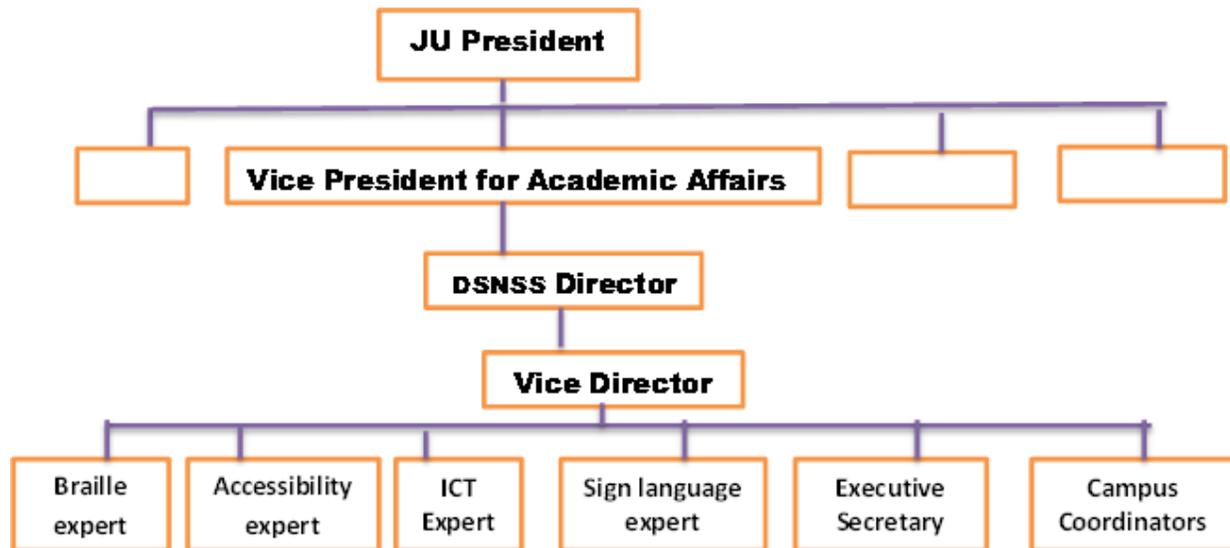
Director: The office shall have one director (academic staff) with a minimum of Masters in Special Needs Education, preferably with experience, commitment and determination to special needs issues.

Experts: The DSNSS shall have four experts specialized in ICT, Braille, Sign language and Accessibility and Environment modification. The experts shall be non-academic, professional staff, hired specifically for the office.

- **The Braille expert** shall have a BA degree in Special Needs and Inclusive Education, highly proficient in Braille reading and writing;
- **The accessibility expert** shall have a Bachelor Degree in architecture or civil engineering;
- **The ICT expert** shall have Bachelor degree in ICT or computer science;
- **The Sign language expert** shall have a BA in Special Needs and Inclusive Education and/or BA in Sign Language, preferably with experience in translation of sign language, commitment and determination to special needs issues.
- **Executive secretary** shall have a minimum of diploma in Secretarial Sciences and Office Management.

11. Organizational Structure of DSNSS

11.1. Directorate for Special Needs Support Services Organizational structure



12. Duties and Responsibilities of Personnel under the Office

The purpose of the DSNSS is to provide various support services to JU students, academic and administrative staff with special needs. It shall also create conducive working environment in the University by facilitating the physical accessibility, resource fulfillment, policy and legislative advocacy and lobbying, attitudinal conditions etc of JU management, instructors, administrative workers and students alike.

To accomplish these and other related activities, the DSNSS personnel mentioned under section 10 shall have the following duties and responsibilities.

12.1 The DSNSS Director

While the DSNSS Director is accountable to the academic affairs vice President of the University, it shall have the following duties and responsibilities. Some of the duties and responsibilities shall be its own sole responsibilities and others shall be executed by the vice director, campus coordinators and experts under the Director's leadership, guidance and support.

Thus, the Director:

- Leads and manages the overall activities, finances, assets and employees of the Directorate.

- Establishes, plans and oversees the day-to-day activities of support services for individuals with special needs in the University
- Requests and ensures the employment of required staff for the Offices
- Represents the Directorate in the JU Senate, Ensures the inclusion of interests and needs of persons with disabilities of JU by participating at different decision making units and in different committees
- Assist, in consultation with students, faculty and staff, the development of a University Policy on Inclusive Education and Working which accommodates all students, academic and administrative staff including those with special needs
- Once developed, assist each unit in the University to implement the Policy
- Prepares an annual Activity Plan and Budget for the Directorate
- Coordinates the conduct of accessibility audits in the University
- Based on results of accessibility audits, helps plan and implement the required modifications of buildings, including classrooms, libraries, dormitories, cafeterias and other facilities to make them accessible for wheelchair users and other students with special needs
- Undertakes and coordinates the review of new building plans by the University to check accessibility for people with special needs
- Identify research areas in the field of special needs and encourage and support student and faculty research
- Considering the needs of the surrounding community and the Directorate's financial and logistic capacity, facilitates the provision of community services on matters related to special needs
- Mainstreams special needs issues in teaching-learning, research, community service, human resource hiring, transfer, placement, promotion, housing provision etc activities of the University to ensure fair treatment of persons with special needs
- Facilitates the preparation and submission of funding proposals to donors to supplement the operating budget of the Directorate
- Facilitates early/priority registration and housing arrangements to students with special needs.
- Organizes orientation sessions for incoming students with special needs

- Facilitate counseling services to students with special needs
- Facilitates the provision of support services to individual students with disabilities, including sign language interpretation, note takers, readers for the blind, access to computers and other services and equipment.
- Arranges and facilitates the provision of academic supports including tutorial services, special trainings (such as JawS) etc
- Coordinates supports given to the students with special needs by the University and other stakeholders
- Facilitates the adoption of different technologies, teaching materials, exam settings and others to meet the needs of people with special needs
- Undertakes and facilitates the provision of guidance and support to clubs and associations of University students, staff and workers with special needs and their activities
- Organizes special needs awareness events for students, instructors and administrative staff of the University
- Facilitates awareness creation on special needs issues by celebrating/observing different events
- Propose uniform examination standards for all University exams, including the provision of extra time, alternate methods of taking exams including dictation to tape, and place of exam
- Maintain a library of lecture tapes for use by blind and students with low vision
- Organize career guidance and job seeking skills to graduating students with special needs
- Organizes capacity building activities for staff of the Office
- Advises offices and staff of the University on matters pertaining to issues of persons with special needs in the University
- Works in collaboration with student organizations, academic as well as administrative wings of the University on and for all special needs matters
- Acts upon the violations and discriminations committed against the rights of persons with special needs in the University
- Oversees the implementation of the Office Planned activities at each campus and at university level

- Facilitates the preparation and compilation of quarterly, semi-annual and annual reports of the Office
- Creates links and strategic partnerships with different bodies for the benefit of the Office and its target groups
- Requests and assigns new coordinator/s, expert/s, officer/s etc. for the SOPSNS when the work volume increases;
- Facilitates the provision of required and reasonable support/adjustments for guests participating in various university activities such as guest lecturing, taking part in university sponsored conferences, seminars and extra-curricular activities when requested.
- Works to create safe and supportive environment with positive learning, working and social experiences for persons with special needs in the university.
- Executes other activities as required

12.2 The DSNSS Vice Director

While the DSNSS vice Director is accountable to the DSNSS Director, he/she shall have the following duties and responsibilities:..:

- Leads the day-to-day activities of the DSNSS in collaboration with the Director
- Assists the director in the accomplishment of his/her duties and responsibilities
- Performs the duties and responsibilities of the Director in his/her absence
- Ensures the inclusion of interests and needs of persons with special needs of JU by participating at different decision making units and in different committees
- Leads, monitors and supports the activities of DSNSS Campus Coordinators
- Leads the preparation and compilation of DSNSS annual plans, and periodic reports
- Executes other activities as required by the director.

12.3 The DSNSSs Experts [ICT, Braille, Sign language, and Accessibility and Environmental Modifications]

While the DSNSSs experts are accountable to the Vice Director, they shall have the following duties and responsibilities. The Experts:

- Plan and implement the day-to-day activities of the Centre for persons with disability in the University
- Prepare, in collaboration with other personnel of the Office, annual plan and quarterly, semiannual and annual reports of the Office

- Conduct accessibility audits in the University
- Based on results of accessibility audits, plan and implement the required modifications of buildings, including classrooms, libraries, dormitories, cafeterias and other facilities to make them accessible for wheelchair users and other persons with disabilities
- Undertake the review of new building plans by the University to check accessibility for people with disability
- Consult the Business and Development Vice President in mainstreaming the needs of persons with disabilities in all its undertakings
- Considering the needs of the surrounding community of the University (in Jimma) and the Office's financial and logistic capacity, provide community services on matters related to disabilities
- Carry out orientation sessions for incoming students with disabilities
- Provide counseling services to JU students with disabilities
- Provide support services to individual students, including sign language interpretation, note taking, reading for the blind, arranging access to computers, providing assistance in using the Centre and items inside it, and other services and equipment
- Arrange, facilitate and provide academic supports including tutorial services, special trainings (such as JAWS) etc
- Undertake and facilitate the adoption of different technologies, teaching materials, exam settings and others to meet the needs of persons with disabilities
- Undertake awareness creation on special needs issues by celebrating/observing different events
- Assist in the undertaking of uniform examination standards for all University exams
- Assist in the undertaking of alternate methods of taking exams for the blind students of JU
- Prepare and compile a library of lecture tapes for use by blind and students with low vision
- Participate and/or facilitate to transcribe lecture tapes to make actual classroom lectures to be accessible for students with hearing impairment.
- Prepare and compile Braille resources for the courses that blind students take in the disability resource centre of the University
- Provide training on Braille for JU blind students and for all interested
- Provide training on sign language for JU deaf students and for all interested
- Work towards the creation of an institutional culture whereby all JU community communicates in sign language
- Assist JU students with disability become successful in their academic and cocurricular activities by providing various services

- Advise offices and staff of the University on matters pertaining to issues of persons with special needs in the University
- Work in collaboration with student organizations, academic as well as administrative wings of the University on all matters of special needs
- Execute other activities as required by the vice director.

12.4 The DSNSSs Campus Coordinators

While the DSNSS Campus Coordinators are accountable to the DSNSS vice Director, they shall have the following duties and responsibilities: Leads and manages the overall activities of the DSNSS in their respective campus

- Prepares, annual plan and quarterly, semi-annual and annual reports of the DSNSS of their respective campus
- Works towards the establishment of Resource Centre for people with disabilities in their respective campus
- Once established, leads, plans and oversees the day-to-day activities of Resource Centre for people with disabilities in their respective campus
- Represents the Office in campus level meetings and decision making events
- Once developed, follow up the smooth implementation of University Policy on Inclusive Education and Working in their respective campus
- Initiate, facilitate and coordinates the conduct of accessibility audits in their respective campus
- Based on results of accessibility audits, helps plan and implement the required modifications of buildings, including classrooms, libraries, dormitories, cafeterias and other facilities to make them accessible for wheelchair users and students with other disabilities in their respective campus
- Identify researchable areas in issues related to special needs and encourage and support student and faculty research in their respective campus
- Considering the needs of the surrounding community and the Office's financial and logistic capacity, facilitates the provision of community services on matters related to disabilities
- Mainstreams disability issues in teaching-learning, research, community service, human resource hiring, transfer, placement, promotion, housing provision etc activities of the University in their respective campus to ensure fair treatment of persons with disabilities
- Participate in the identification of persons with special needs in their respective campuses.

- Organizes and undertakes orientation sessions for incoming students with disabilities in their respective campus
- Organizes and undertakes counseling services to students with special needs in their respective campus
- Arranges or provides support services to individual students, including sign language interpreters, note takers, readers for the blind, access to computers and other services and equipment in their respective campus
- Arranges and facilitates the provision of academic supports including tutorial services, special trainings (such as JAWS) etc in their respective campus
- Undertakes and facilitates the provision of guidance and support to clubs and associations of University students, staff and workers with special needs and their activities in their respective campus
- Organizes disability awareness events for students, instructors and administrative staff of the University in their respective campus
- Assists the offices in their campus responsible for the preparation of class and exam schedules and allocations to ensure the needs of persons with disabilities are met.
- Facilitates awareness creation on special needs issues by celebrating/observing different events in their respective campus
- Once approved, ensures the smooth implementation of proposed uniform examination standards for all exams in their respective campus, including the provision of extra time, alternate methods of taking exams including dictation to tape, and place of exam
- Maintain a library of lecture tapes for use by blind and students with low vision in their respective campus
- Organize career guidance and job seeking skills training to graduating students with disabilities in their respective campus
- Advises offices and staff of the University (in their respective campus) on matters pertaining to issues of persons with disabilities in the University
- Works in collaboration with student organizations, academic as well as administrative wings of the University (in their respective campus) on all matters of special needs
- Acts upon and reports to the DSNSSs and/or Advocacy and Lobbying Officer the violations and discriminations committed against the rights of persons with disabilities in the University in their respective campus
- Oversees the implementation of the DSNSSs Planned activities in their respective campus
- Executes other activities as required by the vice director.

13. Sources of Finance for DSNSS

In order to effectively under take the various activities vested on it, the Directorate for Special Needs Support Services shall be financed (budgeted) by the university. The **DSNSS** staff can search additional finance and material support from GOs, NGOs and Private institutions.

14. References

- FDRE (1995). Constitution of the Federal Democratic Republic of Ethiopia. The Federal Democratic Government of Ethiopia. Addis Ababa.
- FDRE (2019). The Higher Education Proclamation No.1152/2019, Federal Negarit Gazeta 25th year, No. 78th September, 2019.
- MoE (1994). Education and Training Policy. Ministry of Education, Addis Ababa, Ethiopia.
- MoE (2010). Education Sector Development Program IV (ESDP IV) 2010/2011 –2014/2015 Program Action Plan. Federal Democratic Republic of Ethiopia, Ministry of Education, Addis Ababa.
- MoE (2012). Special Needs/ Inclusive Education Strategy. Federal Democratic Republic of Ethiopia, Ministry of Education, Addis Ababa.
- MoE (2015). Education Sector Development Program V: Program Action Plan. Federal Democratic Republic of Ethiopia, Ministry of Education, Addis Ababa.
- Proclamation No. 676/2010 on the Ratification of the “UN Convention on the Rights of Persons with Disabilities” (UN CRPD) by Ethiopia.
- UNESCO. (2015). Incheon Declaration for Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.
https://reliefweb.int/sites/reliefweb.int/files/resources/FFA_Complet_Web-ENG.pdf
- UNESCO. (1960). Convention against Discrimination in Education.
www.unesco.org/education/pdf/DISCRI_E.PDF
- United Nations. (2006). Convention on the Rights of Persons with Disabilities.
www.un.org/disabilities/convention/conventionfull.shtml.