Perceptions of University Lecturers on Strategies Used to Teach Students with Disabilities at Ba Isago University, Botswana

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Worldwide, effective implementation of principles of inclusive education within the higher education sector remains dire. Nonetheless, the purpose of this study was to explore perceptions of university lecturers on strategies employed to teach students with disabilities. Mezirow Jack (1981)'s transformative learning theory underpinned the study. A qualitative research approach which utilises the constructivist paradigm was adopted. The chosen population comprised lecturers from a university in Botswana. Purposive sampling procedures were employed to select those who regularly sought guidance from the department of Psychology, Special Needs Education and Counselling department on the inclusion of affected students. Focus group discussions were conducted to collect relevant data. This was analysed thematically. The study established that there were several students with disabilities across all faculties. These periodically received counselling services from the department of Student Support and Welfare Services to cope with their conditions. To specifically accommodate those with residual vision, enlargement of font size on written sources was prioritised while augmentative and alternative communication skills were adopted to cater for the hearing impaired. However, efficient service provision was affected by lecturers' limited knowledge of suitable teaching instruction and shortage of assistive devices, amongst other factors. One of the major recommendations of the study is the development of higher education policies that are more specific on strategies to be employed when teaching students with disabilities in inclusive settings.

KEY WORDS: Inclusive education, strategies, students with disabilities, teaching, university

Introduction

World over, the level of implementation of inclusive education principles within the higher learning sector is still at its infancy (Davies, 2018). This mainly emanates from the fact that, in its inception, inclusive education was emphasised in primary more than in other forms of education.However, as more students with disabilities successfully complete high school and proceed to tertiary education, the need to emphasise inclusive education within higher education keeps increasing (Moriña, 2019). This opinion closely resonates with the 4th goal of the 2030 Agenda for Sustainable Development of the United Nations which substantiates the need for a framework that guarantees inclusive and equitable

quality education and promotes lifelong learning opportunities for all (United Nations, 2015).

Globally, the move towards making higher education accessible to all learners is being strengthened with time. However, inequalities in academic opportunities are restricting some learners with exceptional needs to participate more efficiently in this level of education (Hong, 2015). Despite this, higher education still remains a vital service that inculcates knowledge and skills required for meaningful participation in national development and decision making. Consequently, Hill, Shaewitz& Queener (2020) established a number of strategies that can be implemented to ensure the provision of effective inclusive education in institutions of higher learning. One of the most vital ones is adequate training of university lecturers to teach and manage students with diverse needs. On this note, Moriña (2019) adds that the lecturers' knowledge of inclusive education must be accompanied by adequate support from the institution and this includes the provision of suitable infrastructure, assistive devices, intervention programmes and curriculum adaptation, amongst others.

Several studies conducted across the world have established varying conclusions in regard to the provision of inclusive education in higher learning. Kendall (2017) observes that in order to ensure that students with disabilities are not at a substantial disadvantage compared to their non-disabled counterparts, higher institutions within the United Kingdom community are required by law to make anticipatory reasonable adjustments. It is not clearly defined what these reasonable adjustments should be but may include, access to adaptive technology or adjustments in relation to learning, teaching and assessment. Egeberg & McConney, 2018) further suggest that adjustments should be specific to each individual student while meeting the requirements of the programme. In the South African context, De Los Santos, Kupczynski& Mundy (2019) observed that while recognisable strides have been taken to improve provision of inclusive education, lecturers feel unqualified to teach in inclusive classrooms because they do not have requisite skills and experience to teach students with disabilities. Relatively, other concerns include, inadequate facilities, infrastructure and lack of learning devices.

In Botswana, the implementation of inclusive education in mainstream pre, primary and secondary schools, vocational training programmes, colleges and universities is guided by the Inclusive education policy (Government of Botswana, 2011). This policy substantiates that an inclusive education system should ensure that special educational needs of young people and adults are met. In particular reference to provision of inclusive education in higher learning, Selelo (2019) observes that Limkokwing University is one of the universities in Botswana that offers inclusive education. It enrols students with disabilities and offers different programs which are suitable for their needs. However, the university still has much to do to fully accommodate and provide a very conducive learning environment for these students.

Similarly in the area of study, it was observed that students with disabilities were accommodated through varied ways. For instance, the physical as well as learning environments had been modified to improve access of those with physical challenges. The university also had a Student

Welfare and Support Services (SWSS) division whose mandate was to ensure that all students were accommodated and assisted equitably during their university period. In addition, through the examinations office, those with visual impairment and physical challenges amongst other disabilities were assisted during their continuous assessments and final examinations. While all these efforts were recognisable effective, it was noted with great concern that there was no inclusive education policy for the university, most lecturers across all faculties basically possessed skills of teaching mainstream rather than all students and the training programmes aimed at empowerng lecturers to effectively implement inclusion principles were few. Some concerned lecturers tended to apply methods that they regarded befitting in any situation that required the accommodation of learners with special needs. Above all, while the existence of challenges faced to implement inclusive education were so glaring, very limited research had been conducted on inclusion issues in this context. Nonetheless, if such learners were to fully realise their potentials and smoothly be accommodated in the world of industry and other community settings, there is an indisputable need for the higher education sector to be inclusive in its practices and principles (Morina, 2019). It is therefore, against this background that this study sought to explore perspective of university lecturers, on the inclusion of students with disabilities with the ultimate goal of identifying their limitations in this endeavour then ultimately propose measures to be considered for best practice. The purpose of the study was to explore perspectives of lecturers on the strategies employed to include students with disabilities in the teaching and learning processes.

According to experts, competence is the foundation for the personal traits that influence an individual's success or failure at work or in certain settings (Murray, Lombardi, Seely & Gerdes, 2014). Thus, competence can be viewed as inextricably linked to a lecturer's capacity to relate to the degree of student comprehension, learning process, and self-actualization. The vital competencies required by lectures of students with disabilities are pedagogical competencies. Pedagogic competence refers to the capacity to manage student learning, which includes student comprehension, educational design, implementation, assessment of learning outcomes, and student growth in order to maximize their potential (Hewett, Douglas, McLinden & Keil, 2017).

Lecturers are one component of education that has a significant role in interaction with students both in the classroom and in the open so that lecturers are a component that is very close to students. Therefore, lecturers must have quality competencies to direct students in the learning process so that students do not experience difficulties in participating in the learning process (Sniatecki, Perry & Snell,2015). Lecturers who are competent to carry out their duties professionally are lecturers who have the pedagogical, professional, personal, and social competencies required in the practice of education, research, and community service. Every lecturer should have several competencies in carrying out their duties and responsibilities, but pedagogic competence is the competence that has the most significant influence on student achievement in learning (Moriña, 2017).

If the lecturer has professional competence or has good personality competence but does not master pedagogic competence, this will cause students to find it challenging to understand the material provided by the lecturer. Components that are crucial comprise, mastery of students' physical, moral, social, cultural, emotional, and intellectual characteristics, mastery of learning theory and teaching principles of learning development of a subject-related curriculum, educational learning, ability to use disability to use support devices and facilitation of students' potential to actualize (Yusof et al., 2020).

One of the strategies used by lecturers to meet the needs of students with special needs in institutions of higher learning is the Universal Design for Learning (UDL). This strategy is based on the premise that traditional curriculum is difficult for some students to access because these students have learning preferences and needs that differ from those of the traditional learner (Lomdardi et al,2020). UDL is designed to create expert learners who take command of their own learning (Yusof et al., 2020) and "empowers people by giving them more control over their lives and choice in the things that they do or the way in which they do those things" (Moriña, 2017). By doing this, UDL becomes a proactive approach that a discipline can use to anticipate the potential needs of students and plan instruction accordingly. UDL is not intended to meet the needs of every student in the classroom, but is designed to make the curriculum accessible for the majority of them (Egeberg & McConney, 2018). In a classroom that utilizes the UDL framework, teachers should guide instruction, but students are ultimately in charge of their own learning. Yusof etal., (2020) stated that other inclusion strategies employed by universities in China and are vital include providing services, access, organising logistics, creating awareness, ensuring disabled-friendly facilities and developing specific policies to address issues concerning disabilities.

According to Lombardi et al., (2016) inclusivity strategies by lecturers should include inclusive assessments, for example, by providing multiple means of assessments such as through an in-class exam, out-of-class written essay, a multi-person project, or through an oral discussion. Varying assessments is believed to provide many options which allow students to make the most of their cognitive strengths and minimize areas of impairment (Hewett et al, 2017). Furthermore, in their framework for disability service providers they suggest that lecturers' classes with a review of the previous class, present agenda for the current class including presentation of course content in various formats; lecture, text, graphics, and hands-on activities. Additionally, course content should be available in diverse formats such as mp3 files, podcasts, and captioned videos (Morina,2019).

According to Zhang et al., (2019) pre-existing research has found that university teachers are most motivated to accept students with apparent physiological disabilities, such as physical disability, deafness or hearing loss and visual impairment but are most challenged by those with psychiatric or emotional-behavioural disorders. The same authors further observe that university teachers lack an understanding of the special needs of students with disabilities hence possess limited inclusive teaching and adaptation strategies. Similarly, a study conducted in Zimbabwe by Hlatywayo & Mapolisa (2020)

concluded that, the absence of inclusive education policy, shortage of resources,lack of funding, lack of skilled personnel, attitudes of college personnel, inaccessible environments, rigid curriculum, work overoad, stigma and lack of information about disability are the key challenges faced by lecturers in providing inclusive education to students affected. Furthermore, Lombardi *et al*, (2016) states that other challenges that impact on the success of lecturers to include students with disabilities in higher education is the physically infrastructure that was initially developed for people without such challlenges. In relation to this support devices can not be exempted because more often than not where there the physical environment is not friendly then the likelihood is high that even assistive devices will not be there.

The study was guided by the Transformative learning theory which was developed by Mezirow Jack (1981). This theory mostly applies to adult learning. Adults accumulate, during their lives plenty of experience in terms of associations, concepts, values, feelings, and beliefs (Collins, Azmat & Rentschler (2019).). These elements of the experience form a number of various meaningful schemata, each of which contains only specific knowledge and values. As defined by Mezirow, schema is "the constellation of concept, belief, judgment, and feelings which shape a particular interpretation. What characterizes transformative learning is the initial inability to fit the new material into the existing frames of schemata, what results in a need to change them. For example, a change of attitude to disadvantaged people after realizing the challenges they encounter due to their status quo. These experiences are also called perspective transformations. In the classroom, commonly three types of experience can result in transformative learning (Egeberg & McConney, 2018). These are experience, critical reflection, and rational discourse.

The transformative learning theory suggests a number of distinct roles for students and teachers. The role of students is mainly to take responsibility for their learning (De Los Santos, Kupczynski& Mundy, 2019). Teachers are expected to create a pleasant, safe and conducive learning environment which has a capacity to facilitate the development of relationships characterized by trust and care (Egeberg & McConney, 2018). The theory further stipulates that teachers should gradually assist students to change negative perceptions (if any) about themselves and not only how and which change but further help them through the development of critical reflection of themselves. Students' feelings about their experiences should be discussed. Based on this, an exploration of the students' desired learning environment should be done and used in designing possible intervention strategies. Eventually students may be afforded an opportunity to act as role-models displaying their willingness to change, learn and influence their counterparts towards effective learning and ultimate positive outcomes (Hill, Shaewitz& Queener, 2020)

In relation to this study, the transformative learning theory suggests that, in the provision of inclusive education, there are certain roles and responsibilities that should be assumed by students and lecturers. Students are mandated to take responsibility of their learning and academic growth (Hong,

2015). In this case, the students should consistently attend lessons, participate actively in them, ask questions and clarifications whenever necessary and finally do given tasks diligently. On the other hand, lecturers should know and understand the unique needs of all their learners, design learning programmes or lectures that accommodated the needs of every student (Ibrahim, Clark, Reese & Shingles, 2020). During the teaching and learning process, the lecturer has to monitor understanding and progress of every student. Implementation of strategies that ensure those with various disabilities should be prioritised (Liang, Caton & Hill, 2015). In-service training of lectures on inclusive education practices may be periodically done. The transformative learning theory also substantiates that after learners have been satisfied with their accommodation they should be role models to others who could be facing similar challenges. They may do this by relating their own experiences and strategies that have proved to be helpful in their overall development. Above all the principles of the transformative learning theory can be said to have been effective if concerned students show improvement in terms of their development taking note of intra and inter personal skills (Maki, Floyd & Roberson, 2015).

2. Statement of the problem

Students with disabilities in higher education face a number of challenges in their acquisition of knowledge (Morina,2017). This emanates from a number of factors which relate to knowledge of copying and intervention strategies in place. This scenario eventually affects the students' overall academic performance at the end of their respective courses. In the area of study, it was observed that while some notable strides had been taken to improve accessibility of the physical and learning environment, there was no guiding policy that was used to guide inclusive education practices at the university and efforts to train lecturers from all faculties on inclusive education issues were few. Some of them tended to apply methods that they regarded befitting in any situation that required the accommodation of students with disabilities. In addition, while the existence of challenges faced to implement inclusive education were so glaring, very limited research had been conducted on inclusion issues in this context. However, if students with disabilities are to fully realise their potentials and have a smooth transition to industry and other community settings, the higher education sector has to be inclusve in all its practices and endeavours (Becker & Palladino, 2016).

3. 1. Objectives of the Study.

The objectives of the study were to:

  i. Identify inclusive education competencies possessed by lecturers across all faculties in the university.

  ii. Determine strategies used by lecturers to ensure effective inclusion of students with disabilities in the teaching and learning process.

iii. Examine challenges faced by lecturers in including students with disabilities in the teaching and learning process.

iv. Establish opinions of lecturers in regard to effective inclusion of students with disabilities in tertiary education.

3.2. Research Questions

i. Which inclusive education competencies are possessed by lecturers across all faculties in the university?

ii. What strategies are used by lecturers to ensure effective inclusion of students with disabilities in the teaching and learning process?

iii. What challenges are faced by lecturers in including students with disabilities in the teaching and learning process?

iv. What are the opinions of lecturers in regard to effective inclusion of students with disabilities in tertiary education?

4. Methodology

This section describes the research paradigm, design and methods which were considered relevant for this study. The research paradigm that was adopted in this research was interpretivism. According to Pulla and Carte (2018), the Interpretivist view invites the researcher to investigate meaning behind the understanding of human behaviour, interactions and society. This involves the researcher attempting to develop an in-depth subjective understanding of people's lives and way of doing things. In this study, the researchers opted for this paradigm because they wanted to explore how lecturers in a university context view inclusive education, the challenges faced by students with disabilities and the strategies that they used to meet the needs of such students.

An exploratory case study design was used in this study. This design was preferred in this study because it can help the researcher to understand a given topic, ascertain how or why a particular phenomenon is occurring, and predict future occurrences. The population for this study was comprised of university lecturers.

The researcher used purposive as well as convenience sampling technique to select participants for the focused group discussion. Purposive sampling was used to select lecturers who administered lecturers in Special needs education and had students in their classes who had disabilities. This technique was also applied to select Early Childhood Education lecturers because it had been gathered that in the ECD category there were students who had varied special needs. On the other hand, the convenience sampling technique was applied to select lecturers who were in the department of

Educational Leadership and Management and those who were in the Faculty of Commerce respectively.

Ten (10) lecturers from Faculties of Education and Commerce participated in the study. Three (3) were from the department of Basic Education and Childhood Development, the other three (3) were from the department of Special and Inclusive Education, Psychology, Guidance and Counselling, two (2) were from the department of Educational Leadership and Management and the last two (2) were from the department of Business Management.

The instrument used for data collection was focus group discussion guide. A focus-group discussion was held with selected participants. Their most convenient time was chosen for this endeavour. Fouka and Mantzorou (2011) state that 'ethics' denote a system of principles that direct decision-making, concerning what is right and wrong in the conduct of a scientific investigation. In this study, the ethical principles that were considered, included informed consent, confidentiality and anonymity. The researcher assisted the participants to make informed decisions to participate by explaining in detail the objectives of the study, its significance and the methods that were to be used in gathering relevant data. Freedom to participate or withdraw participation at any point in the research process was emphasised. The researcher also sought permission from participants to record their responses. The information disclosed to the researcher was used solely for research purposes. Research participants were afforded the freedom to share and withhold information they so wished. Anonymity was protected by not attaching the identity of participants to personal responses.

A focus group discussion (FGDs) was carried out to establish the contextual understanding and opinions of lecturers concerning the strategies they used to promote inclusivity in their teaching and learning environment. The main reason for group discussion was to get a collective opinion of participants on the areas of discussion. Prompt and probing questions were used to generate discussions at a deeper level. A focus group discussion was conducted during which all the three researchers were present. One of the researchers was responsible for questioning the participants. Nonetheless, others also had the opportunity to ask probing or prompting questions to enrich the data collected. Audio recorders were used to capture the discussions. There was a moderator and two scribes who took notes of both verbal and nonverbal communications, group dynamics, and the themes that emerged (Creswell, 2014). It was necessary to conduct the FGD with members from different departments because the content delivered as well as the expected outcomes varied.

Content analysis was employed to gain a deeper understanding of gathered data. According to Gheyle& Jacobs (2017), content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material.

5. Results

The findings are based on inclusive education competencies possessed by lecturers, the strategies that they used to ensure effective inclusion of students with disabilities, challenges that they faced in this endeavour and their opinions in regard to effective inclusion of such or similar individuals. Participants were coded from Participant A (PA) to Participant J (PJ).

Competencies possessed by lecturers

On the competencies possessed by lecturers to teach students with disabilities in mainstream education, it was established that most of them could successfully identify affected individuals in their classes and refer them to other professionals like the Student Welfare and Support Services but, due to very limited knowledge on special needs issues, could not offer effective intervention strategies for meaningful inclusion. In this regard, PH said, *'...we can recognise students with disabilities because some have clear signs like failure to read content written in small font'*. In relation to this, PA….. concurred and said '*….in a teaching and learning situation l can pick those with certain disabilities like visual impairment, physical challenges and hearing impairment but I cannot effectively use teaching strategies that meet their specific needs'*. Nonetheless, lecturers who had commendable knowledge of teaching and effectively including students with disabilities in mainstream education were very few and mainly found in one faculty out of the four that were in the university. In view of this,(Morina,2017) substantiates that the vital competencies required by lecturers of students with disabilities are pedagogical competencies. Pedagogic competence refers to the capacity to manage student learning, which includes student comprehension, educational design, implementation, assessment of learning outcomes, and student growth in order to maximize their potential.

Strategies used by lecturers: In order to try to accommodate these students, lecturers periodically consulted the department of student affairs and that of special and inclusive education for advice on how to meet the academic needs of concerned students. On this view, PB said *'……...we often seek advice on how to handle some cases in the learning situation from the department of student welfare or that of special education'*. Another strategy that seemed popular in that it was employed by all faculties, was giving extra time during tests and examinations to students who could not, because of their conditions, complete such tasks on allocated time. Furthermore, scribing was another form of assistance that was given to deserving candidates during examinations. Examples of students which were accommodated using these strategies were those with visual impairment and physical challenges especially if the hand used for writing was affected. In this regard, PF said, *'....during examinations, the department of examinations allocates neutral persons to scribe for students with challenges of writing'*. On this aspect Yusof *et.al*, (2020) stated that other inclusion strategies employed by universities in China and are vital encompass, organising logistics and ensuring disabled-friendly facilities.

Challenges faced by lecturers: One of the challenges faced by lecturers in including students with disabilities in the teaching and learning processes was lack of a university policy on inclusive education. The study area relied much on the national inclusive education policy. Furthermore, the study established that   most lecturers did not possess adequate, requisite knowledge and skills to implement principles of inclusive education. Relatively, while identification of affected students was not a big challenge to them, meeting their specific academic needs seemed impossible as they could not operate or teach using associated gadgets like the braille system for those with visual impairment. In relation to this, PJ said *'..... I cannot assist my students with visual impairment and those with learning disabilities because I cannot use braille or conduct remedial lessons'.* This resonates with literature which stipulates that university teachers lack an understanding of the special needs of students with disabilities hence possess limited inclusive teaching and adaptation strategies (Zhang *et al*., 2019). It also emerged that the lecturers who were fully trained in Special Needs education were so few that their ability to offer specific special needs services to deserving students in all the faculties was compromised. In relation to this, PG explained saying *'..... Lecturers who have the practical knowledge of how these students should be accommodated are so few that there are unable to fully assist all of them and there is no policy that guides accordingly.* Despite this, Yusof *et al*., (2020) emphasise the need for the development of specific policies to address issues concerning disabilities.

One other challenge that was explicitlyelaborated on by most participants was related to the physical environment and learning resources or devices. They said some buildings had no ramps for easy access by wheel chair users. Sign language interpreters for those with total loss of hearing were not there and assistive devices seemed to be lacking. In relation to this, two participants said;

> PD *'……the learning environment is not very accessible to all students especially those who use wheel chairs. There are no ramps to enable them reach all classrooms. This affects them even emotionally because there are forced to realise the impact of their condition'.*
> PD *'…I wonder how we would teach students with total loss of hearing the day the university will decide to enrol some, we surely lack related skills'.*

In view of the above findings, Lombardi *et al*, (2016) states that other challenges that impact on the success of lecturers to include students with disabilities in higher education is the physical infrastructure that was initially developed for people without such challllenges. In relation to this support devices can not be exempted because more often than not where there the physical environment is not friendly then the likelihood is high that even assistive devices will not be there.

Opinions of lecturers on how students with disabilities may be effectively included: Participants' opinions with regards to enrolling students with disability at tertiary or university were sought. Their responses were similar. Generally they felt that students with disabilities should be enrolled for tertiary education. One of the participants, PB who supported this view said 'disability does

not mean people are unable to perform'. By this stated phrase, the participant meant being disabled does not mean that one cannot perform necessary and required activities to learn. It was further suggested that there should be an increase in the duration of the program for learners with some disabilities, especially those that affected their learning potential.

Also, most participants felt that institutions of higher learning needed to comply with national and international policies that relate to the inclusion of marginalized groups. In line with this they said;

> PH *'..... Institutions should consider existing national and international policies on the inclusion of students with learning disabilities'.*
>
> PE *'....our institutions of higher learning should be guided by principles of "Ubuntu" when attending to the needs and concerns of students with disabilities. In society we live as one and should support one another'.*

In this regard, the Government of Botswana (2011) substantiates that in Botswana, the implementation of inclusive education in mainstream pre, primary and secondary schools, vocational training programmes, colleges and universities is guided by the Inclusive education policy. This policy substantiates that an inclusive education system should ensure that special educational needs of young people and adults are met. Once the needs of all members of society are given deserved attention then principles of 'Ubuntu' would have been recognised.

6. Discussion of Findings

The study established that the university did not have its own policy of inclusive education. It basically relied on the national inclusive education policy to accommodate affected students. Furthermore, it emerged that most lecturers could successfully identify students with disabilities in the institution as well as their classes. This was so especially with those who had visible disabilities like physical challenges and visual impairment. Nonetheless, those with hearing impairment could at times be identified through their actions and some signs during the teaching and learning process. The strategies they normally employed in accommodating the needs of these learners included, giving deserving students extra time when writing continuous assessment tests and examinations, offering counselling services and referring challenging cases to the Student Welfare and Support Services for more sophisticated interventions. Some lecturers in the Special Needs Education department were assigned by the university to scribe for students who had physical challenges that affected their ability to write. Nonetheless the study realised that lecturers faced a number of challenges in the inclusion of students with disabilities. One of these was lack of adequate knowledge of principles of inclusive education. This made it difficult for them to apply these in teaching students affected. Furthermore, it was substantiated that even if some learners could identify students with disabilities, meeting their specific, individual needs posed a great challenge. In some situations, lecturers were challenged by the availability of limited assistive devices to fully meet the needs of some students. Above all, lecturers

felt there was a need to use specific inclusive education policies not only for meeting the needs of students with disabilities but also as a way of recognising their humanity amongst other factors.

7. Conclusion

In conclusion, it can be substantiated that most lecturers in institutions of higher learning are aware of different disabilities that some students have but there do not possess adequate knowledge and skills to attend to individual needs of such students. This may also mean that they do not have the full capacity to develop intervention programmes for varied learners with disabilities. Nonetheless, they employ simple strategies like providing large print for those with visual impairment and during examinations the university's examinations division makes arrangements to assist students with physical challenges that affect their handwriting. This is done through engaging scribes. The study also concludes that lecturers would manage the inclusion of students with disabilities in higher education if they could be exposed to continuous professional development programmes specifically aimed at disability issues in higher learning.

8. Recommendations

Based on the findings of the study, it is recommended that:

i. The university should develop an inclusive education policy that is relevant to its context.

ii. The university should develop training programmes aimed at equipping lecturers with skills of including students with disabilities in the teaching and learning processes.

iii. The university should develop a Disability Unit that is mandated to ensure relevant service provision for students with disabilities.

iv. The university authorities should ensure adequate provision of assistive devices and support services for all students with disabilities.

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