

INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGERI

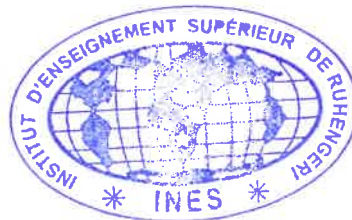
Accredited by Ministerial Order N° 005/2010/Mineduc of 16 June 2010



Scientia et Lux

DISABILITY SUPPORT SERVICES POLICY

Reviewed, February, 2025



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CHAPTER 1: INTRODUCTION

1.1 Philosophical backbone of INES-RUHENGERI

Institut d'Enseignement Supérieur de Ruhengeri (INES-RUHENGERI) is a private higher learning institution in Rwanda that opened its doors on 17th November, 2003 and was accredited by Ministerial Order N° 005/2010/Mineduc of 16th June, 2010. Three complementary pillars motivated the idea of establishing INES-RUHENGERI:

- to build signs of hope in Rwanda that was rising from genocide,
- to contribute to unity and reconciliation and ,
- to contribute to sustainable development.

Quality of service delivery along with Christian ethical values are key determinants of the current performance of INES-RUHENGERI in teaching, research and community engagement.

1.2 Moto of INES-RUHENGERI

Besides its general motto, *Scientia et Lux* (Knowledge and light), from the Academic year 2013/2014 until now, INES-Ruhengeri has chosen a secondary motto, serving not only as a galvanizer but also as a marketing and communication tool to the external public: "*Shifting from Paper to people*". This additional precept denotes INES-Ruhengeri's renewed commitment to bridge the gap between theories generally taught in the classroom and the reality on the field of practice. In other words, in its educational activities, the emphasis has shifted from the degrees to the competences to be learnt to students in order for them to become true professionals. It mostly has its roots in the findings of a research organized in 2008 about the way higher learning institutions respond to the labour market's needs. The result was the existence of a big mismatch between academic graduates and the labour market's needs. From then, the founders of INES-Ruhengeri decided to look for the best university concept that could match with their ambitions. It is in that context that, from 2010, INES-Ruhengeri was embarked on the new orientation of university of applied sciences with the aim of fostering a practical university.

1.3 Vision statement of INES-RUHENGERI

The vision of INES is reflected in the following statement:

"Universality in every individual;



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Knowing in order to better serve the world”

INES as a private Institute for Higher Education orients its academic services towards applied sciences. In the vision of INES this means that all taught sciences are applied to the population daily problems, seeking to propose and answer to them.

1.4 Mission statement of INES-RUHENGARI

According to the statutes of INES, the mission is expressed as follows: “To contribute through interactive junction between civil society, private sector and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well-paid employment.”

INES-Ruhengeri’s mission focuses on the relevancy and quality of education and the employability of graduates through collaboration with stakeholders in the whole spectrum of academic services.

1.5 INES-Ruhengeri 'Core qualities

The following core qualities lie at the basis of the current performance of INES

<ul style="list-style-type: none">• Quality• Scientific excellence• Professional consciousness• Flexibility• Innovation• Entrepreneurship• Team spirit• Determination and perseverance• Courage and responsibility	<ul style="list-style-type: none">• Collaboration (among staff and with students)• Architectural concept• Accessibility (geographical and financial)• Receptivity to local need• Relation with the Catholic Church• Culture of Transparency• Integration of Social Sciences and Communication
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By highlighting the core values of a Catholic School and the values of INES Students as listed below, all partners must profit to them



1.7 Concept of Applied Sciences

The orientation of Applied Sciences was chosen by INES after deep analysis of the situation of labor market and discovering that there was a serious problem of mismatch between university products (graduates) and labor market needs in the region.

The underling question was then on whether Higher Learning Institutions (HLIS) are teaching wrong things or if they are teaching right things in a wrong way. And the answer was found to be that HLIs teach right things but in a wrong way. Thus INES-Ruhengeri adopted the approach of being an Institute of Applied Sciences.

Being an Institute of Applied Sciences implies that INES 'academic system and community engagement activities are characterized by:

- (1) Academic programs that are not only tailored to student's professional requirements but are also developed based on real community development needs,
- (2) A more competence-based educational methodology with a focus on integrating theories and practical done at school with professional context generic competences,
- (3) Research activities focusing on applied research in collaboration with the world





CHAPTER 2: POLICY STATEMENT

This policy is effective as of 1st February 2025, and will be subject to a review in February 2026 as per standard INES RUHENGRI policy review.

This policy is a foundational document meant to ensure equity, accessibility, and support for individuals with disabilities within the INES RUHENGRI community, classrooms and academic activities. If necessary, it will be reviewed and adjusted as needed prior to the review indicated above, to align with national laws, international standards, and best practices in higher education and disability rights.

2.1. Overview

Internationally the rights of people with disability are protected by Convention on the Rights of Persons with Disabilities, especially the articles 5 on equality and non-discrimination, 9 on accessibility, 24 on education, and article 25 on health are to be considered in the context of Higher Education.

At the national level, different laws on disability and rights of people with disability have been enacted. The law organizing education in Rwanda is promoting inclusive education and the rights of people with disability to education.

At the institutional level, and, in compliance with different laws, INES-Ruhengeri is making efforts to revisit policies and to put in place infrastructures to promote accessibility for students with disability. Especially, the Student Support Centre has been established with equipment, assistive technology, and trained staff to increase the awareness of INES community on disability and inclusion. Different sessions of awareness and training on disability and inclusion are progressively conducted. The partnership has been developed and it has to be continued to ensure inclusive education including industrial attachment.

2.2. Purpose

The Institut d'Enseignement Supérieur de Ruhengeri (INES RUHENGRI) is committed to fostering an inclusive, equitable, and accessible environment for all individuals, regardless of physical, sensory, cognitive, or mental health disabilities. INES RUHENGRI believes in the



strength of diversity and the value of incorporating a wide range of experiences and perspectives into every facet of university life.

This policy outlines the framework and responsibilities for ensuring equal access and opportunities for students, faculty, staff, and visitors with disabilities.

2.3. Definitions

Academic accessibility: Ensuring that all students have equitable access to all academic services, including but not limited to: course resources; coursework; information; classes; evaluation and assessments, office hours; industrial attachment, and supervision.

Academic services: Instructional methods or resources, educational services or school resources available to the student to allow the student to complete courses for which they are qualified.

Accommodations: modifications or adaptations of academic services to ensure equitable access for students with disabilities.

Disability: A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

Inclusion: Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or intellectual disabilities and members of other minority groups.

2.4. Principles

1. **Non-Discrimination:** INES RUHENGARI prohibits discrimination on the basis of disability in admission, recruitment, academics, research, hiring, employment, and general activities.
2. **Accessibility:** The University commits to providing and maintaining accessible physical, digital, and programmatic environments.



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3. **Reasonable Accommodations:** INES RUHENGARI will provide reasonable accommodations to qualified individuals to ensure equal access to educational programs, employment, and activities.
4. **Confidentiality:** All information about an individual's disability will be handled confidentially, in accordance with applicable laws and university policies.
5. **Community Awareness and Training:** INES RUHENGARI will provide ongoing training and resources to the university community to foster an inclusive and supportive environment.

2.5.Scope

This applies to all students and trainees enrolled on academic programs or courses at INES RUHENGARI, staff, faculty and visitors.





CHAPTER 3 : ACADEMIC SUPPORT AND ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

Students with any disability are welcome in INES RUHENGARI classrooms. INES RUHENGARI operates on an equitable basis whereby all students have fair and comprehensive access to all programs and services for which they are qualified. To this end, INES RUHENGARI is committed to ensuring all students have the chance to achieve their academic potential. This policy details the process by which students are afforded accommodations in their academic courses and the implementation of such accommodations.

3.1. Procedure

If students have a disability and wish to request accommodations or support to ensure they can access academic services for which they are qualified, the following process must take place:

- The student gives information on his/her disability during online application, and once admitted, he/she registers his/her disability with the **Registrar's Office** as soon as possible on arrival to the campus.
- Upon registering their disability with the Registrar's Office, they may be required to complete an intake form and submit documentation detailing their disability. Required documentation may include medical records, which will be kept confidential. Students who refuse to submit the requested supporting documentation will not be eligible for disability services.
- The Registrar's Office notifies the **Student Support Centre**, **Directorate of Quality Assurance**, and the **relevant academic unit** under which the student is enrolled as well as the **Directorate of Students welfare**.
- The student meets with the Student Support Centre and their relevant academic unit to discuss any limitations and barriers, and any accommodations in academic activities that might overcome these.
- The academic unit with the support of the Student Support Centre and in consultation with the Quality Assurance Office develops possible accommodation or support for the student to access in the classroom or any academic activity relevant to the students' academic program.



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3.2. Responsibility

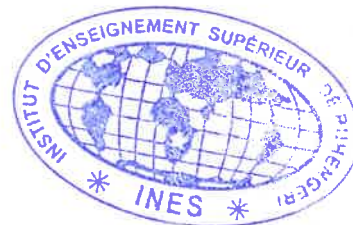
It is the responsibility of the student to communicate their disability to the Registrar's Office and to provide current documentation and test results which are no less than 5 years old and from a qualified professional.

The Registrar's Office must notify the academic unit and the Student Support Centre and the Directorate of Quality Assurance, who work together to discuss and develop reasonable accommodations or support.

Students who register their disability and are offered academic accommodations in class or any other academic activity such as clinical rotations, assignments or examinations, are required to uphold high standards of academic integrity and abide by INES RUHENGARI's Code of Conduct Honor and Plagiarism Policy.

The Quality Assurance Manual and Assessment Policy will provide details for the best accommodation of students with a disability during the examination. These will include the additional time, mode of assessment (soft or hard copy), size and font of text, etc. Upon deliberation of the Quality assurance office advised by the Student Support Centre, these facilities can be applied to temporal cases of accidents or illness to ensure the equity.

INES RUHENGARI's Registrar, the Quality Assurance Office and academic departments are responsible for working with course faculty and the teaching and learning team to determine suitable, reasonable accommodations for students with disabilities. The academic department, course faculty and teaching and learning team is then responsible for providing those accommodations to ensure the student is able to have equitable access to the course for which they are qualified.





CHAPTER 4: CAMPUS ACCOMMODATION (HOUSING) AND ACCESSIBILITY FOR PEOPLE WITH DISABILITIES

The INES RUHENGRI campus, housing and services offered on campus should be accessible to all students, staff, faculty and visitors, regardless of disability.

The INES RUHENGRI Disability Support services serve as the primary resource for coordinating housing and services for individuals with disabilities. It will be domiciled under the Director of Students welfare.

4.1. Procedure campus accommodation (housing) and accessibility for people with disabilities

Students, faculty and staff, and those hosting visitors, must notify the Disability Support Services of their need for specific housing or services in a timely manner and provide appropriate documentation of their disability, which are no less than 5 years old and from a qualified professional.

The Disability Support Services will collaborate with Human Resources and the Directorate of Students welfare to assess the documentation provided and meet with the individual to discuss needs and solutions.

The Disability Support Services, alongside the Directorate of Students welfare, will ensure appropriate and accessible housing is provided to meet the needs of the individual, and amended campus services as appropriate, such as dining support or accessible office space. This will be handled on a case-by-case basis depending on the specific needs of the individual making the request.

The Disability Support Services will notify relevant departments with which the individual is affiliated, such as academic units, to ensure all needs are met both in the classroom and outside. Refer to the above procedure 'Academic Support and Accessibility for Students with Disabilities' for academic accommodations and support in academic activities for students.



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4.2. Responsibility for campus accommodation (housing) and accessibility for people with disabilities

INES-Ruhengeri Disability Support serves as the primary resource for coordinating housing and services for individuals with disabilities on the INES-Ruhengeri campus. They are responsible for reviewing cases where individuals need support with campus housing and/or services, meeting with the individual, and determining outcomes together with relevant departments.

Students, faculty, and staff must notify the Disability Support Services of their need for accommodations in a timely manner and provide appropriate documentation of their disability as outlined above.

Human Resources and the Campus Operations department will assist in the process for staff and faculty, and ensure equitable employment practices at INES-Ruhengeri for individuals with disabilities.

Done at INES-Ruhengeri, on 20th February 2025

Dr. MAZARATI Jean Baptiste
Chairperson of INES-Ruhengeri Governing Body

