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Facilitating access to higher education for students with disabilities: Strategies and support services at the University of Botswana

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By the close of the twentieth century, higher education in Botswana, like in many developing countries, had been transformed from the preserve of the elite into a more accessible arena that annually enrols large numbers of students from all sectors of society. This change reflects shifts in demographics, economics and politics, as well as a significant improvement in the number of children who have access to primary and secondary education. The adoption of the Universal Declaration of Human Rights in 1948 (which ushered in efforts by the United Nations to promote social, economic and cultural rights in tandem with civil and political rights), the 1989 Convention on the Rights of the Child (which became binding in international law in 1990), the 1990 World Conference on Education for All (held in Jomtien, Thailand), and the Dakar Framework for Action (adopted in 2000), have all pressured many countries around the globe to commit to improving citizens’ access to education.

After the 1990 Jomtien Conference, the principle of education for all was strongly emphasised, and the international community was urged to prioritise basic education. At the same time, it was acknowledged that different learners have different basic learning needs and different ways of meeting their needs. As noted by Torres (1999), basic learning needs vary with individual countries and cultures, social groups and population categories (according to race, age, gender, culture, religion, territory, etc.) and with the passage of time. The Dakar Framework espoused six goals that all emphasise:

- Full and equal access, especially for the most vulnerable and disadvantaged.
- Equitable access to basic and continuing education for all adults.
- Equitable access to appropriate learning and life-skills programmes (World Education Forum 2000).

Signatories to the Dakar Framework committed themselves to: ‘Ensuring that by 2015 all children, particularly girls, children in difficult circumstances,
and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality’ (World Education Forum 2000: goal 2). For the purposes of this chapter, people with disabilities can be counted among those in ‘difficult circumstances’.

With these commitments, many nations of the world expressed support for the goal of education for all, and went on to develop targets and strategies that reflect country-specific priorities, conditions and challenges, often linked to the Millennium Development Goals (MDGs) and subsequently to the Post-2015 Development Goals. Regionally, the South African Development Community developed a Protocol on Education and Training in 1997, which calls for regional co-operation in enhancing the provision of education and training in various ways, including:

- Widening provision and access to education and training, as well as addressing gender equality.
- Increasing equitable access, improving the quality and ensuring the relevance of education and training.
- Rationalising admission requirements to education and training institutions and accreditation of qualifications (SADC 1997).

As will be shown, the government of Botswana has worked hard to create a non-discriminatory society that espouses the democratic principle of equality before the law. Furthermore, institutions such as the University of Botswana have emulated the government by attempting to create optimum environments for disabled students. Nevertheless, students with disabilities still face daunting challenges. The purpose of our study was to investigate factors that enable and hinder equity, access and quality at the University of Botswana, with particular emphasis on students with disabilities.

Our main research question was: how does the university foster social cohesion, reduce inequality and raise the level of knowledge, skills and competency in society, as well as promote equality of opportunity and participation in the civic, cultural and social life of the nation? From this central question, the following sub-questions were key:

- What strategies and structures has the university put in place to facilitate the achievement of equity, access and quality for students with disabilities?
- What procedures and criteria are used to select students with disabilities?
- What challenges face the university in achieving equity, access and quality for students with disabilities?

Before providing details of our study and our findings, we offer some background information about disability in Botswana, and about the history of government and university policies related to this issue.
The context

Since attaining independence in 1966, the government of Botswana has shown an interest in the welfare of people with disabilities. For instance, in the 1970s, the government commissioned a study on the nature and prevalence of disabilities in the country, the results of which were used by the health ministry to introduce the Special Services Unit for the Handicapped in 1975 (Republic of Botswana 1996). This unit has since been integrated into the Ministry of Health’s Rehabilitation Services Division. In the 1970s, the Ministry of Local Government Lands and Housing established the Department of Social Welfare and Community Development. The services delivered by this department were not specifically aimed at disabled persons, but were intended to benefit all who were in need. Since 1992, the Ministry of Labour and Home Affairs has taken over the Division of Culture and Social Welfare and works with local authorities to provide social welfare services to the whole population, including people with disabilities.

Botswana’s 2001 Population and Housing Census showed that 58 976 people were living with disabilities, and about 66 per cent of these were living in rural areas. According to the 2011 Census, this figure had risen to 59 103, accounting for 2.92 per cent of Botswana’s total population (Hlalele et al. 2014: 151). Of the total number of disabled people in Botswana in 2011, approximately half were male and half female. Hlalele et al. have provided the following breakdown of the prevalence of different types of disability in Botswana:

- Sight/visual impairment: 40.7 per cent.
- Hearing impairment: 17 per cent.
- Impairment of leg/s: 11.7 per cent.
- Speech impairment: 9.9 per cent.
- Mental health disorder: 7.8 per cent.
- Impairment of arm/s: 6.3 per cent.
- Intellectual impairment: 3.3 per cent.
- Inability to use the whole body: 2.5 per cent (2014: 152).

In general, the government has opted to take a policy rather than a legislative route in addressing issues related to people with disabilities (Grobbelaar et al. 2011; Kotze 2012). That is, the government’s National Policy on Care for People with Disabilities, adopted in 1996, signalled the government’s intention to take a multi-sectoral approach, integrating the issue of disability into various development initiatives across sectors such as health, education, institutional capacity building, social welfare and environmental conservation (Grobbelaar et al. 2011). The policy set out nine principles
that state-run entities should adopt to enhance the quality of life of people with disabilities in Botswana; that is, all government departments are expected to:

- Recognise and protect the human rights and dignity of every individual.
- Acknowledge that participation in the basic entities of society – the family, social grouping, and community – is a core aspect of human existence.
- Strive for a self-sufficient society through the formation of an environment within which all peoples, including those with disabilities, can develop to the fullest possible extent.
- Ensure that people with disabilities have the responsibility and the right to determine their own well-being.
- Ensure that families are given clear objectives in relation to socialising, educating and caring for family members with disabilities.
- Ensure that people with disabilities are proactively integrated into society.
- Recognise that caring for people with disabilities is a continuous process that requires family and community involvement more than institutionalisation.
- Ensure that equal opportunities are available to all members of society, but acknowledge that variation according to the needs and abilities of individuals is inevitable.
- Ensure that care for people with disabilities is co-ordinated effectively, and in a spirit of co-operation and beneficial interaction (Republic of Botswana 1996: 5).

The policy also assigned roles to the various government ministries. It is important to note that the principles of the policy are based on guidelines contained in various national development plans issued by the government of Botswana, and in the World Programme of Action Concerning Disabled Persons that was adopted by the United Nations in 1982. Accordingly, the government also funds organisations that provide disability-related services. For instance, in 2012, Kotze (2012: 21) indicated that ‘the Botswana Council for the Disabled receives an annual budget of BWP25 million [approximately US$2.5 million] from the government, which is expected to cover its own running costs and those of its affiliates’. However, as early as 2001, the government acknowledged that

the sustainability of NGOs has mainly depended on donor funding over the last three decades. International NGOs and governments from developed nations have been supporting indigenous NGOs’ work in different areas of social welfare, poverty alleviation, disability, cultural development, environmental management, training and development of
Small, Medium and Micro Enterprises etc. Support has often taken the form of funds, personnel, equipment and technical assistance. (Republic of Botswana 2001: 6).

One key factor that has hindered the implementation of Botswana’s policy on disability is that the policy failed to define disability, and this has rendered it inadequate in many respects. For example, it has been argued that the policy encouraged ‘a purely medical approach that focuses on the “disability” as in need of cure and rehabilitation instead of providing the necessary conditions in the society to enable children [and others] with disabilities to realise their full potential’ (Deen 2014: 1).

Nevertheless, in relation to education, the government has committed itself to educating students with disabilities and, although special education has long been an integral part of the education system, the 1994 Revised National Policy on Education added new impetus to this by enabling the education ministry to increase access to education for children with special needs. Through this policy, the government committed itself to providing education for all children, including those with disabilities, acknowledging that education is a fundamental human right. Prior to this, special units in regular schools dominated the provision of special education. Hopkin (2004: 89) has since observed that Botswana’s government then adopted ‘an “open” system of special education in which children with special needs were mainstreamed or integrated into ordinary schools’. Since the policy was issued, it has been recognised that all children tend to benefit when those with special needs are included in the general education environment (Matale 2000).

In 2013, in an attempt to further address issues of people with disabilities, the government issued its Inclusive Education Policy Plan which seeks to ensure accessible and equitable education for all. According to the assistant minister of education and skills development, Patrick Masimolole, the government’s aim in developing the policy was to

achieve an inclusive education system which provides children, young people and adults with access to relevant, high quality education which enables them to learn effectively, whatever their gender, age, life circumstances, health, disability, stage of development, capacity to learn or socio-economic circumstances. (quoted in The Voice BW 2013)

Inclusive education is thus the government’s latest approach to addressing the diverse needs of individuals in the general education system in Botswana. This is not surprising as the government has long considered equity to be
a hallmark of its education policies, and has constantly sought strategies to provide equal opportunities for its citizens. Provision has long been made for the education of children with disabilities and, to support teachers in this regard, special centres were established by the education ministry to disseminate information about cognitive, behavioural, and other educational challenges that students with disabilities might face. In 1994, in the Revised National Policy on Education, the ministry recommended that all trainee teachers be exposed to special education programmes. According to Hopkin (2004: 94):

Other developments in this direction were that appropriate programs have been developed in the Primary and Secondary Colleges of Education. Pre-service programs leading to the Diplomas in Primary and Secondary Education include Special Education as a mandatory component. A Special Education option is available in the Diploma in Primary Education. Programs offered in the University of Botswana now include a range of Special Education training programs from Diploma to Masters.

Tertiary education in Botswana includes certificates, diplomas, degrees and other advanced courses offered by various institutions. Data published by Commonwealth Education Online (2015) indicates that tertiary education in Botswana is provided by approximately thirty vocational and technical training centres, four teacher-training colleges, two colleges of education and two universities. Other tertiary institutions include the Institute of Development Management, the Botswana College of Agriculture, the Botswana Institute of Administration and Commerce, and the Botswana College of Distance and Open Learning.

The University of Botswana
The University of Botswana was established by an Act of Parliament in 1982. The institution is an offshoot of the University of Botswana, Lesotho and Swaziland, which was established in 1963 as a joint institute to serve these three countries (Mokopakgosi 2013). Its vision is to be ‘a leading academic centre of excellence in Africa and the world’.

Two of the core values it espouses are cultural authenticity and equity, which the institution tries to achieve ‘by ensuring that the diversity of Botswana’s indigenous values and cultural heritage forms an important part of the academic and organizational life of the institution’ and ‘by ensuring equal opportunity and non-discrimination on the basis of personal, ethnic, religious, gender or other social characteristics (University of Botswana 2015).
With regard to students with disabilities:

The University of Botswana is non-discriminatory in its admission procedures and is committed to providing wider access, high quality, and innovative services to students with disabilities. The University has created an inclusive learning environment in which students with disabilities have equal opportunity for education, can participate in all university activities and competently realize their academic, career and personal goals. (University of Botswana 2015)

As early as 1982, the university established its Disability Support Services Unit (DSSU) to offer support to all students with disabilities. Services provided include: diagnostic support and needs assessments, assistive devices, as well as psychosocial networks, and referrals.

Students with disabilities are encouraged to request academic ‘accommodations’ as soon as they receive notification of acceptance to the university, but can also submit such requests at any time during the academic year (University of Botswana 2015). Students wishing to request support from the DSSU are advised to:

- Register with the DSSU as soon as possible.
- Provide verification of their disability by a medical practitioner, physician, and/or allied health professional; and/or,
- Provide documentation of any professional assessment of their condition to guide the unit in providing the appropriate services (University of Botswana 2015).

Research methods

Due to the aims and the nature of the study, document analysis (see Bowen 2009), was employed to generate some initial data about the registration of students with disabilities at the university. Our primary research methods were qualitative, however, as we wanted to focus on how students with disabilities at the University of Botswana experience their environment. Following methods advocated by Schurink (1998), as well as McMillan and Schumacher (2010), our aim was to obtain respondents’ perspectives on issues that affect them. Accordingly, semi-structured interviews were conducted with:

- Two officers in the university’s Admissions, Liaison and Exchanges Unit, which oversees admissions and therefore plays a role in determining access for people with disabilities.
- Two officers in the DSSU, which aims to ensure that the university environment is responsive to the needs of students with different abilities.
- An officer in the Department of Institutional Planning, which deals with
issues pertaining to the institutions’ physical infrastructure, and thus directly affects the experiences of many students with disabilities.

- Three lecturers in the education faculty’s Special Education Unit who deal with academic issues affecting students with disabilities.
- Six students with disabilities; of these, two had visual impairments, two used wheelchairs and two had learning difficulties.

In total, 14 respondents participated in the study, and were selected because they possessed rich information about the experiences of students with disability. We developed a semi-structured interview questionnaire that was based on our research questions and the documents we reviewed. The questionnaire was first tested with selected officers in the units described who were not part of our respondent group. Respondents were informed that their participation was voluntary and that they could terminate the interviews at any time. They were also informed of the importance of their participation to the study. All the respondents were interviewed individually, and notes were taken during each interview.

Data analysis
Interview data was analysed in relation to the research questions. The data was coded so that emerging patterns and themes could be identified and documented. After this, responses were interpreted, and attempts were made to understand the perspectives of the respondents in relation to the policy and other documents that we reviewed.

Findings
The findings are presented according to the research questions that guided the study.

Strategies and structures used to ensure equity, access and quality
To ensure access, equity and quality, the University of Botswana set up various structures. A senior employee noted that ‘One of the structures in place is the Admissions and Liaison and Exchange Services Unit which is responsible for admissions and selection of students into the university’s programmes. This is the department that is responsible for supporting students.’ Another structure is the Student Affairs Division, which is responsible for, among other things, creating a holistic environment for students that ‘ensures that learning is their central focus, and by establishing and developing a range of learning, social, cultural and recreational opportunities that will facilitate the full realization of their potential for academic and personal growth’ (University of Botswana 2013: 5).
The DSSU is, however, the major structure that facilitates the achievement of access, equity and quality for disabled students at the university. A senior member of the unit noted:

The Unit was established to particularly take care of the needs of the students with disabilities at the University of Botswana. The purpose of the DSSU is to offer support and remove barriers such as curriculum, social, cultural and environmental issues in relation to students with disability.

The unit’s assistant manager echoed these sentiments, explaining that

much as members of the DSSU do not take part in the initial admission (selection) of students with disability into university programmes, there is an important role we play. The admissions department always refers potential students for specialist assessment, which gives us the opportunity to impact the process.

The two DSSU officers interviewed were in agreement with these comments and further explained their mandate. One of them pointed out:

As specialists we advocate for policies and practices that are disability compliant or inclusive. We are in the process of unpacking the university’s and the government’s access policies. For instance, access for whom? How will the policy be implemented with regard to the marginalised? The policies need to be domesticated for them to be relevant.

Another senior officer declared that the DSSU have made giant strides in creating a conducive environment for students with disabilities, noting that ‘the unit boasts a staff complement of seven. There is a braillist in place for the visually impaired, an orientation/ mobility instructor for the visually impaired, an assisted technology technician, and a scribe for those who cannot write’.

A student who uses a wheelchair pointed out that the university is providing a lot of support in many areas such as user-friendly walkways, a minibus [that can carry a wheelchair] and so on. But he lamented the fact that

there are no recreational facilities for students with disabilities at the university. In fact nobody cares about this but some of us were engaged in sports before we met with accidents, and we would like to continue where we stopped.

These sentiments were echoed by several students interviewed, and are mirrored by Onyewadume and Nwaogu (2006) who found significant inadequacies in
the provision of recreational facilities for pupils with disabilities at school level in southern Botswana.

A student who is visually impaired recounted:

I lost my vision a long time after graduating as a primary school teacher. I had given up on advancing my studies and I felt really depressed. I was fortunate to be admitted to the University of Botswana because since arriving here I was provided with a mobility assistant by the DSSU, and this has made my studies here easier and more enjoyable as I am able to go anywhere I want with his assistance. I hope that after graduating I will get the same assistance.

Another student pointed out:

Through the assistance of the DSSU, I was able to acquire this walking device which has made my life and studies more manageable and easier. I am able to attend classes and visit the library with ease.

University policy states that

a wide range of services are provided to students who have disabilities, the main aims being to ensure equal access and full participation of people with disabilities in higher education. Some of the assistance provided is assessment and development of individual academic plans, liaison with academic staff for academic assistance and arrangements for the taking of examinations. (University of Botswana 2013: 7)

The university has mandated the DSSU to create an environment that promotes access and participation of students with disabilities in the curricula and co-curricular activities. The DSSU strives to provide an environment that not only enhances their inclusion in university activities, but also increases students’ chances of success in their studies and of engaging in lifelong learning.

Through its disability policy, the university is committed to promoting equal opportunities in university life. A senior officer in the Department of Institutional Planning at the university pointed out that in order to increase access, equity and quality for people with disabilities

the University of Botswana developed infrastructure such as the creation of more classroom space. These classrooms are accessible even to students with disability who use wheelchairs. Furthermore, students who are physically challenged are always allocated space in classrooms on the ground floor while some rooms are accessible through lifts. Most of the roads and walkways have ramps to facilitate ease of movement.
This is in line with the legal requirements of the government’s Building Control (Amendment) Regulations of 2009, which require a local building authority to issue Disability Access Certificates for the construction of all non-domestic buildings. The certificate serves to confirm that the design of any proposed structure caters for the accessibility needs of people with disabilities.

Efforts to improve the welfare of students with disabilities are further reflected in the university’s 2009/2010 Annual Report, in which it was pointed out that during the 2009/2010 academic year, the University of Botswana Disability Support Services made visible strides…through the procurement of a wheelchair mini-bus to meet their special transportation needs. The vehicle has provided specialized transport services to facilitate safe and secure transportation of students with disabilities. (University of Botswana, 2010: 18)

Another senior officer in the DSSU concurred with this assessment and emphasised that ‘The University of Botswana has over the years created a friendly environment for students with disability by providing students with motorised wheel chairs [so that they can] move around with ease’.

This is clearly in line with the University of Botswana Strategic Plan to 2016 and Beyond (University of Botswana 2008: 17), which stated:

In 2007, capital funds were released to enable the significant expansion of physical facilities that had been proposed to the Government, reflecting a policy commitment to major expansion…Extending access to education and increasing opportunities and levels of participation in tertiary level education remains essential to the achievement of Vision 2016, the delivery of the National Human Resource Development Strategy and for advancing the economic development of the Nation in a global economy.

Procedures and criteria for selection of students with disability
There are no special admission requirements for students with disabilities; that is, all admissions are purely merit based. Admission regulations stipulate the basic entry requirements to undergraduate degrees and diploma certificates as follows:

The normal basic requirements for entrance to Undergraduate Degree and Diploma programmes shall be the Botswana General Certificate of Secondary Education (BGCSE) with a grade C or better in English
Language, but other qualifications may be accepted on their merit as alternatives. (University of Botswana 2014: 11)

However, special requirements have been made for primary school teachers who want to upgrade their qualifications from certificate to degree level. A senior officer in the Department of Admissions, Liaison and Exchange Services at the university explained:

Apart from the normal entrance requirements, the university has over the years developed other entrance routes specifically for those groups that would not enter the institution through the usual route because of certain historical instances. For example, most if not all primary school teachers until the 1994 Revised National Policy on Education had either a Form 3 academic attainment or a fail, while others had entered the teacher training colleges with a primary school qualification. The entry requirements for University of Botswana programmes were a Cambridge Overseas Certificate. In order to cater for these primary school teachers to upgrade their qualifications to degree level, they entered through a Mature Age Entrance Examination.

While this access route may not be necessary for many students with disabilities, it illustrates that the university is willing to make special arrangements, and that precedents have been set in this regard. It also illustrates that the university is flexible enough to respond to the specific needs of particular communities. Another respondent explained that to cater for disadvantaged students such as those from remote rural areas and for people with disabilities, the University of Botswana, at some point, had a quota system for those students from the disadvantaged areas and those with disability. This was in recognition of the fact that the environment where one operates can have an impact on the performance of these students in one way or the other. But the government [later] terminated the sponsorship based on this because it felt that all areas in the country have developed since independence, and resources have been distributed equally to enable all students to compete well.

Challenges facing the university
The mostly positive responses obtained by student respondents to our study seem to suggest that the University of Botswana is doing a very good job in facilitating access, equity and quality for students who are disadvantaged in various ways, but clearly some challenges still hinder such students. For instance, an officer in the DSSU pointed out that
because admission is based on merit, most of our potential students are left behind. They miss out on this opportunity. This is exacerbated by the fact that assessment of students is done after they have already been admitted.

Another officer explained that the university

does not have clear admissions procedures which the DSSU has recommended since benchmarking with other universities to learn about best practices when it comes to special dispensations in admissions procedures for people with disabilities. With regard to admissions, DSSU works closely with departments and faculties to provide advice on access issues, and this includes the Admission Office as well.

A senior officer complained that

support from management and parents is very minimal. Another problem is that even the central government is not doing much to relieve the problems of students with disabilities. Until the Botswana Government comes up with a national policy on people with disabilities, like they did with people living with HIV and AIDS, nothing is going to improve. One of the main challenges is that the unit does not have a budget to operate effectively.

A further challenge relates to attitudes shown towards people with disabilities. One student noted that:

Lecturers do not recognise that some of us are slow learners due to our disabilities and we need a different pace in order to understand issues. Lecturers maintain a fast pace in their delivery as if we are the same. They always say that they have a course outline to cover and students with disabilities are delaying their progress. Some do not even give handouts to guide us.

These realities clearly contradict the university’s stated vision and mission. However, in response to some of these difficulties, the DSSU has taken the initiative, offering additional learner support programmes and services, particularly in relation to information and communication technologies. There is an awareness that technology now permeates key areas of academic study, including teaching, learning, access to information, the use of the library and various assessment processes. This was creating a ‘digital divide’ between students with and without disabilities, in relation to access and participation in curricular activities (University of Botswana 2015). Essentially, the DSSU has realised that students with disabilities require advanced and specialised
adaptive and rehabilitation technologies designed to help them access and participate fully in curricular activities.

**Discussion and recommendations**

From the findings of this study, it can be argued that the University of Botswana has made significant progress towards achieving access, equity and quality with regard to catering for students with disabilities. In particular, the establishment of the DSSU in 1982 has helped the institution to co-ordinate academic and other support services for students with disabilities. The DSSU has been mandated to create an environment that not only promotes the access and participation of students with disabilities in curricular and co-curricular activities, but also increases their chances of success in their studies.

In addition, the university has made significant efforts to provide the infrastructure that is conducive to quality learning for students with disabilities. Buildings have been modified and other infrastructure such as ramps and handrails has been provided to meet the needs of these students and promote participation. The provision of motorised wheelchairs is another step in the right direction. Further use of assistive technologies could take these initiatives to greater heights.

Administratively, efforts have been made to provide qualified staff to manage the necessary systems and processes. The DSSU, in particular, collaborates with faculties and departments on matters pertaining to meeting diverse learning needs of students with disabilities. This is a very strong indication of deliberate moves towards greater inclusion. As the oldest institution of higher learning in Botswana, it seems only right that the university should take the lead in this way. Nevertheless, the university needs to work harder to improve the attitudes of both students and lecturers towards people with disabilities. Until stigmatisation and negative attitudes change, issues of equity and quality will remain pipedreams.

The support of those in political office has been essential in facilitating what the university has achieved so far, and the University of Botswana should be urged to take advantage of this conducive political environment to increase the access and participation of people with disabilities in their programmes. It is well known that, since achieving independence from Britain in 1966, the government has done an excellent job of investing in education for all its citizens. However, the government must be encouraged to provide additional support to those who are marginalised, including people with disabilities, and to act strongly as it did when the country faced the scourge of HIV and AIDS. More resources need to be channelled to this area if the targets of Vision 2016 and beyond are to be met.
One of the major challenges that the disability sector is facing is declining donor support. Major donors are leaving Botswana because the country is now in the middle-income category, and is therefore perceived as being able to afford to use its own resources for development. In addition, the global recession has created an uncertain financial situation for NGOs. Perhaps it is time for Botswana to focus on its own local resources. For example, the university’s Faculty of Education has had a viable Special Education Programme in place for decades that might well have impacted positively on the whole education system. This would be a valuable topic for further research.

While the 1996 Disability Policy is a notable one, it is recommended that the government consider domesticating the United Nations Convention on the Rights of Persons with Disabilities, and enacting a law that mirrors this convention. This would be achieved if civil society and other groups were to vigorously lobby the government. The domestication of the UN convention would make the implementation of disability support and resources easier and relevant for all concerned. Another challenge that faces the University of Botswana specifically is lack of adequate funding to meet the requirements of PWDs. It is therefore recommended that the university administration escalate its efforts to raise more funding by engaging other sectors of society such as the private sector and NGOs. Additional funding would enable the institution to acquire more targeted assistive devices and other resources that could help to further improve the lives of students with disabilities.

Note
1 In the 2011 Census, Botswana’s total population was estimated at 2 024 904.

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