



UMBRELLA OF ORGANIZATIONS OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTIONS (UPHLS)

TERMS OF REFERENCE (TORS) FOR RECRUITMENT OF EXPERTS IN BRAILLE AND RWANDAN SIGN LANGUAGE FOR SCHOOLS WITH LEARNERS HAVING VISUAL AND HEARING IMPAIRMENTS

1. About UPHLS

The Umbrella of Organizations of Persons with Disabilities in the Fight Against HIV/AIDS and for Health Promotion (UPHLS) is a national network of organizations of persons with disabilities, established on 21 September 2006 and registered with the Rwanda Governance Board (RGB) under registration No. 048/NGO/2015. Over the years, UPHLS has evolved from an initial focus on HIV/AIDS to a broader mandate encompassing health promotion, social inclusion, economic empowerment, and disability rights advocacy, in response to the evolving needs and priorities of the communities it serves.

UPHLS's mission is to strengthen the capacity of organizations for persons with disabilities and stakeholders to promote the rights of Persons with Disabilities for inclusive services and participation. Its vision is an inclusive society where diverse persons with disabilities are empowered to enjoy wellbeing and dignity.

2. Background and Context

Inclusive education aims to ensure equitable access to quality education for all learners, including those with visual and hearing impairments. In line with national education priorities and global commitments to equity and inclusion, the Rwanda Education Board (REB) is committed to promoting inclusive education by strengthening policies, building teacher capacity, and supporting schools to implement the national curriculum in accessible and inclusive ways for learners with diverse needs.

To strengthen inclusive practices, qualified Braille Experts and Sign Language Experts will be engaged to provide professional support in selected inclusive schools enrolling learners with visual and hearing impairments. This support will contribute to the effective implementation of UDL by enabling teachers to use accessible instructional materials, adaptive communication methods, and inclusive assessment practices.

Generally, education for learners with visual and hearing impairments must move beyond mere school attendance and social interaction with teachers and peers without disabilities, toward the delivery of quality, equitable, and learner-centered educational services that support meaningful participation and learning outcomes.

The situation is even more critical for learners with hearing impairments, many of whom are born without early access to a natural language that serves as a foundation for



UMBRELLA OF ORGANIZATIONS OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTIONS (UPHLS)

communication with parents, guardians, and educators. This gap significantly affects their cognitive, linguistic, and academic development.

It is against this background that UPHLS, in partnership with REB and UNICEF, is seeking passionate, empathic, enthusiastic, and competent experts in Braille and Rwandan Sign Language to strengthen inclusive education by building teachers' capacities through on-site coaching, mentoring, and outreach support in model schools and Teacher Training Colleges, and by promoting the effective and consistent use of accessible teaching and learning approaches for learners with visual and hearing impairments.

3. Job Purpose

The purpose of this assignment is to enhance access to quality education for learners with visual and hearing impairments through the provision of specialized expertise in **Braille** literacy and **Rwandan Sign Language (RSL)**. This initiative supports learners, teachers, and school leadership in achieving literacy and fluency goals.

4. Objectives

4.1. General Objective

- To improve teaching and learning outcomes for learners with visual and hearing impairments through effective use of Braille and Sign Language.
- To capacitate the teachers at the identified schools on Braille and Rwandan Sign Language

4.2. Specific Objectives

- To provide basic Braille and Rwandan Sign Language skills to all teachers
- To offer advanced and intensive training in Braille and RSL to three selected teachers: one Mathematics teacher, one Languages teacher and one Sciences teacher to support sustainable disability-inclusive teaching and learning within the school
- To support learners with visual impairment and hearing impairment in acquiring, respectively, braille literacy and communication skills using Rwandan Sign Language
- To build the capacity of teachers in inclusive instructional practices specifically in braille and Rwandan Sign Language
- To ensure accessibility of learning materials and assessments
- To promote inclusive school environments for learners with visual and hearing impairment.





UMBRELLA OF ORGANIZATIONS OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTIONS (UPHLS)

5. Scope of Work and Responsibilities

The experts will be deployed to the identified model schools and TTCs and will provide on-site coaching, mentoring, and hands-on support to teachers in the use of RSL and Braille. In addition, they will serve a facilitative role to the neighboring schools through scheduled outreach visits, conducting cluster-based training and practical demonstrations and providing follow-up support to ensure effective transfer of skills and consistency in implementation.

5.1. Common Responsibilities (Applicable to Both Experts)

- Work closely with school leadership, teachers, and parents/guardians to support inclusive education
- Provide technical support to teachers in adapting instructional approaches and materials from the existing curriculum to ensure accessibility for learners with visual and hearing impairments.
- Participate in Individual Education Plan (IEP) development and implementation
- Prepare periodic reports on activities, progress, and challenges
- Uphold child protection, safeguarding, and professional ethics standards
- At least three (3) teachers (one in Mathematics, one in sciences, and one in Languages) supported to attain advanced, functional proficiency in Rwandan Sign Language or Braille, and prepared to sustain peer mentoring and support following the completion of the expert's contract.

5.2. Specific Responsibilities

5.2.1. Braille Expert

The Braille Expert shall:

- Teach Braille literacy (reading and writing) to learners with visual impairments
- Transcribe learning materials, examinations, and school documents into Braille
- Support learners in the use of assistive devices (e.g., Perkins Brailler, screen readers)
- Provide basic support to learners with low vision through appropriate accommodations, such as large print or magnification, where applicable,
- Train teachers on basic Braille skills and inclusive teaching strategies
- Support orientation, mobility and autonomy skills in collaboration with relevant teachers
- Ensure proper maintenance and use of Braille equipment



UMBRELLA OF ORGANIZATIONS OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTIONS (UPHLS)

5.2.2. Sign Language Expert

The Sign Language Expert shall:

- Facilitate communication between deaf/hard-of-hearing learners, teachers, and peers
- Teach and promote the use of Rwandan Sign Language in schools
- Support interpretation during lessons, assessments, and school activities
- Train teachers and staff in basic Rwandan Sign Language skills
- Assist in the development and adaptation of Rwandan Sign Language learning resources locally available.
- Promote Deaf culture awareness within the school community

6. Deliverables

The experts to be deployed in the selected schools are expected to submit the following deliverables

- Individual learner support plans and progress records
- Adapted and accessible teaching, learning, and assessment materials
- Reports on teacher training, coaching, and mentorship sessions conducted
- Termly activity and performance reports
- Practical recommendations for strengthening inclusive education practices at school and cluster levels

7. Duration of the assignment

To ensure that the investment yields measurable and lasting outcomes and considering that the training teachers in RSL and Braille, transforming classroom practices, and ensuring effective inclusion of learners with visual and hearing impairments require adequate time for capacity building, practice, mentoring, and reinforcement; the deployment of the experts for the assignment will be for one full academic year of three terms (3rd term of 2025-2026 school year, 1st and 2nd term of 2026-2027 school year). This will allow the progressive development of teachers' competencies, continuous mentoring, monitoring, and follow-up, meaningful assessment of impact at both school and catchment levels and greater sustainability of the intervention beyond the experts' placement.



UMBRELLA OF ORGANIZATIONS OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTIONS (UPHLS)

8. Pre-deployment Orientation and Technical Preparation

It is expected that orientation training will be for the selected experts before deployment to schools. This will ensure the effective and harmonized delivery of support services and the orientation will provide them with an overview of existing national tools, guidelines, and assistive resources already in use within schools, thereby promoting consistency and alignment with current inclusive education practices.

The orientation will particularly emphasize the systematic use of Grade II Braille over Grade I, in accordance with national and international standards that prioritize literacy, reading fluency, and the smooth transition of learners with visual impairments across education levels. Equipping experts with a shared understanding of these tools and standards from the outset will enhance the quality of support provided to teachers and learners, prevent fragmented practices, and maximize the overall impact of the intervention.

9. Reporting and Supervision

- The Experts shall report to the School Headteacher through the Deputy Headteacher in charge of studies with copy to UPHLS and REB Focal Persons.
- Technical oversight may be provided by REB/SNIE Unit, UPHLS and UNICEF
- Regular review meetings shall be conducted to assess progress

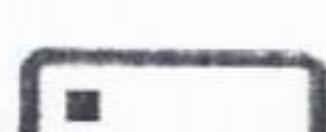
10. Required Qualifications and Experience

10.1. Braille Expert

- Minimum qualification should be A2 in any field
- Proven competence in Braille literacy and transcription
- Proven experience working with learners with visual impairments
- Training in assistive technology is an added advantage.

10.2. Sign Language Expert

- Minimum qualification should be A2 in any field;
- Certification or formal training in Rwandan Sign Language;
- Proven experience interpreting or teaching Sign Language in educational settings;
- Knowledge of Deaf culture and inclusive education principles;
- Experience of working with children with hearing impairment is an added advantage.





UMBRELLA OF ORGANIZATIONS OF PERSONS WITH DISABILITIES IN THE FIGHT AGAINST HIV/AIDS AND FOR HEALTH PROMOTIONS (UPHLS)

11. Competencies and Skills

- Strong communication and interpersonal skills;
- Ability to work collaboratively in a school environment;
- Commitment to inclusion, equity, and child-centered approaches;
- Professional ethics, confidentiality, and integrity;
- Readiness of working from every place of the country or district of appointment.

12. Performance Evaluation

Performance shall be evaluated based on:

- Quality of learner support provided;
- Improvement in learners' access and participation;
- Feedback from teachers, learners, and school management;
- Timely submission of reports and deliverables.

12. Ethical Considerations

Experts shall:

- Respect learners' rights and dignity;
- Maintain confidentiality of learner information;
- Comply with child protection and safeguarding policies.

Not currently engaged in any other contractual obligations with another organization that may interfere with the performance of daily duties.

Application process

Duty Station:

- The RSL and Braille Experts will be based at the selected schools as annexed to this offer;
- Time frame: 12 months.

Interested candidates are requested to submit the following documents:

1. Motivation letter addressed to UPHLS Executive Director;
2. Detailed curriculum vitae with three names of referees;
3. Braille/Sign Language certificate or a recommendation from a recognized institution;
4. Copy of degree and/or A2certificates;
5. Copy of the National ID;
6. Proof of previous working experience as mentioned in the CV (rendered services certificates).





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Documents will be submitted on infos@uphls.org not later than **February 26 2026 at 3:00 PM** Kigali local time.

Note:

- UPHLS promotes equal opportunities and values a diverse workforce. Persons with disabilities candidates are highly encouraged to apply.
- UPHLS staff/ consultants are strictly required to comply with UPHLS policies. These policies include, but are not limited to:
 - Prevention of Sexual Exploitation and Abuse (PSEA),
 - Anti-fraud, bribery and corruption policy
 - Child Protection and Safeguarding

Any violations of that policy will be treated seriously.

Done at Kigali, on 11th February, 2026 by

KARANGWA Francois Xavier

UPHLS Executive Director

