

# The Disability Inclusion

## Reflection Checklist



Scholars  
Program



## INTRODUCTION

### Disability Inclusion in the Mastercard Foundation Scholars Program

The Mastercard Foundation Scholars Program is currently in an expansion phase, targeting the enrolment of an additional 15,000 tertiary level Scholars, with a focus on women, displaced youth, and young people with disabilities. This phase also includes a focus on successful transition to the world of work, as well as fostering the development of transformative leadership skills in the Scholars Program.

The Scholars Program in this phase will recruit, educate, prepare and transition 1,500 young people with disabilities in Africa by 2030. Although disability inclusion is relatively new to the Foundation, among the Scholars Program team and most of the partners, there is a motivated and capable team in place that is committed to ensure that Scholars with disabilities can fully participate; are economically self-reliant post scholarship; and become change-makers and role models in their communities and beyond.

This asks for creative changes in the Scholars Program, backed with supportive resources and tools, and knowledge and skills within the team to be able to guide partners on the road to inclusion.

### About Light for the World

Light for the World is a global disability and development organization aiming to contribute to an inclusive society where no one is left behind. Our mission is to contribute to a world in which persons with disabilities fully exercise their rights in line with the UN Convention on the Rights of Persons with Disabilities and Sustainable Development Goals. Persons with disabilities living in poverty are amongst the most excluded groups in society. They are at the center of our work, and they drive the change.

Light for the World, as the Disability Inclusion partner of the Scholars Program, will support the Program's expansion to reach youth with disabilities as well as the wider inclusion agenda within the Program - which also encompasses inclusion of female scholars and those from displaced populations, working closely together with other technical partners such as World University Service Canada (WUSC). The scope of work involves development of tools and resources, delivering trainings, and providing technical support on disability inclusion for the Scholars Program partners.

## About the Disability Inclusion Reflection Checklist

This checklist is intended as a guide to enable Scholars Program partners plan for and integrate disability inclusion into each phase of the Scholars Program, including program design and formulation.

While each question is posed to encourage reflective thinking, not all questions presented may be applicable to every Program. However, we encourage each Partner to be innovative in their thinking and use each question to start the paradigm shift in thinking towards more and/or better disability inclusive practices. The Checklist is designed to be used throughout one's partnership with the Scholars Program; referring to the different sections and using the guiding questions as a basis to set up or strengthen actions towards disability inclusion; to identify areas of improvement, and address gaps.

Should you need more information, assistance, or other resources, please refer to the list of other resources provided at the end of the checklist.

Also note that more information on each of the considerations mentioned in this checklist will be available on the Scholars Program's online resource environment on disability inclusion – CapAble: [www.cap-able.com](http://www.cap-able.com) [to be launched November 2021].

## 1. Designing a Disability Inclusive Scholars Program

Stages and special considerations		Refer to	Yes	No	Comments
<b><u>1.1 Inclusive co-design and program formulation</u></b>					
1.1.1	Has a <b>baseline</b> on students with disabilities already enrolled at the institution been conducted?				
1.1.2	Has a <b>barrier analysis</b> on the inclusion of young people with disabilities in the Scholars Program been conducted?				
1.1.3	Have considerations for how to meet the inclusion needs of prospective Scholars with disabilities been factored in the proposal?				
1.1.4	Were young people with disabilities and their representative organizations consulted to provide their input in the program design process?	<a href="#">Guiding document on consultative meetings</a>			
<b><u>1.2 Inclusive budgeting</u></b>					
1.2.1	Has budget been allocated to cover costs required for disability-related expenses?	<a href="#">How to budget for disability inclusion</a>			
<b><u>1.3 Inclusive Impact/Monitoring and Evaluation Framework</u></b>					
1.3.1	Have specific targets/milestones and indicators on disability inclusion been set?	<a href="#">Setting disability-specific indicators</a>			

1.3.2	Do monitoring and evaluation, communication as well as reporting processes mandate that data collected during implementation of the Program be disaggregated by disability?	<a href="#">Disability inclusive monitoring, evaluation and learning</a>			
-------	---	--	--	--	--

## 2. Running an inclusive recruitment/enrollment process

Stages and special considerations		Refer to	Yes	No	Comments
<b><u>2.1 Inclusive Promotion, Communication, and Information Materials</u></b>					
2.1.1	Do promotion, communication and information materials on the Program include a commitment statement on disability inclusion? Including depictions of Scholars with disabilities?	<a href="#">How to make Digital IEC Materials disability inclusive</a>  <a href="#">Disability Inclusive Communication Guidelines (UN)</a>			
2.1.2	Have promotion, communication and information materials on the Program been availed in at least 2-3 different formats? e.g., printed, audio, audio-visual (with sign language interpretation and/or live captioning), easy-read infographics?				
2.1.3	Have at least 2-3 different media (mix of traditional media (tv/radio/newspaper and digital media (website, social media) been used to communicate about the Program?				
<b><u>2.2 Deliberate Mobilization</u></b>					
2.2.1	Have disability support structures including Organizations of Persons with Disabilities (OPDs), and disability-specific/expert organizations been engaged to support the mobilization of potential applicants with disabilities?	<a href="#">How to find and reach out to potential Scholars with</a>			

2.2.2	Have outreach and information sessions on the Scholars Program been organized? Has representation from disability support structures, special and inclusive high schools been secured in these sessions?	<a href="#">disabilities</a>			
2.2.3	Have continuing students, alumni, and current Scholars (with and without disabilities) been engaged to spread information on the Program in their peer circles?				
<b><a href="#">2.3 Application Support</a></b>					
2.3.1	Have contact persons or liaisons been availed to offer more information, support application process for prospective Scholars with disabilities and provide information on disability-related queries?	<a href="#">How to run a disability inclusive recruitment process</a>			
2.3.2	Is there a platform where prospective applicants with disabilities can access more information on disability-related support services offered within the Scholars Program and/or the institution? Note: This could be an information tab on the website, a “frequently asked questions” on disability inclusion document and/or other information sources.				
<b><a href="#">2.4 Inclusive Interviews</a></b>					
2.4.1	Have recruitment/interview staff gone through at least one disability awareness training and training on disability inclusive recruitment strategies?	<a href="#">How to run a disability inclusive recruitment</a>			

2.4.2	Is reasonable accommodation provided during interviews for applicants with disabilities if and as needed?	<a href="#">Reasonable Accommodation Guide</a>			
-------	---	--	--	--	--

### 3. Providing an Inclusive Learning Environment

Stages and special considerations		Refer to	Yes	No	Comments
<b><u>3.1 An inclusive orientation program</u></b>					
3.1.1	As part of the orientation program, have Scholars with disabilities been introduced to their support structures within the Scholars Program and the wider institution?				
3.1.2	Has mobility training been conducted for Scholars with physical and visual impairment (and other impairments as needed)?				
3.1.3	(As needed) Have Scholars with disabilities been introduced and trained on using the assistive technology and devices available?	<a href="#">Assistive Technology Guide</a>			
<b><u>3.2 Reasonable Accommodation and Accessibility</u></b>					
3.2.1	Have the accessibility and reasonable accommodation needs of Scholars with disabilities been assessed?	<a href="#">Reasonable Accommodation Guide</a>			
3.2.2	Are sign language interpretation services available for Scholars with hearing impairments?				

3.2.3	Are personal assistant services available for Scholars if and as needed?			
3.2.4	Is the physical environment of the institution including campus and student residences fully accessible?	<a href="#"><u>Accessibility Audit</u></a>		
3.2.5	In case of inaccessible areas, are there accommodations in place to enable Scholars, especially those with physical and visual impairments to access these areas?	<a href="#"><u>Reasonable Accommodation Guide</u></a>		
3.2.6	Is there a possibility for students with different types of impairments to request for additional support when needed?			
3.2.7	If the reasonable accommodation needs cannot be adequately met by resources, budget, and services available, is a plan in place to explore alternative options?			
3.2.8	Do students with different types of impairments get additional time for exams where this is thought appropriate?			
3.2.9	Have examiners/assessors been sensitized on disability inclusion needs and requirements when examining/assessing students with different types of impairments?			
<b><a href="#"><u>3.3 Disability Awareness Training</u></a></b>				
3.3.1	Are institution-wide disability awareness events, activities and training sessions regular arranged?			



3.3.2	Is in-depth training and technical support relating to aspects of disability inclusion for staff, management, and the wider institutional community available if and as needed?	<a href="#"><u>How-to Guides</u></a>			
3.3.3	Have lecturers that have students with disabilities in their courses been sensitized on how to communicate with and/or effectively include them in learning?				
<b><a href="#"><u>3.4 Disability Support /Accessibility Center</u></a></b>					
3.4.1	Is a disability resource/accessibility/disability support service center available at the institution?	<a href="#"><u>Key considerations for a Disability Resource Center</u></a>			
<b><a href="#"><u>3.5 Social Inclusion</u></a></b>					
3.5.1	Are there peer support groups, associations of students with disabilities at the institution?	<a href="#"><u>How to make Student Bodies and Groups disability inclusive</u></a>			
3.5.2	Is representation of students with disabilities secured in social clubs, student leadership, inclusive sports, and other social activities at the institution?				

## 4. Preparing and Transitioning to the World of Work

Stages and special considerations		Refer to	Yes	No	Comments
<b><u>4.1 Internships</u></b>					
4.1.1	Are Scholars with disabilities supported to find internships and other training opportunities in line with their career interests and ambitions?				
4.1.2	Are the host companies/ organizations for internships sensitized on the inclusion needs of Scholars with disabilities placed with them?	<a href="#"><u>Bridging employer awareness on disability inclusion</u></a>			
4.1.3	Are Scholars with disabilities provided with reasonable accommodation during their internships, and field work including academic research?	<a href="#"><u>Reasonable Accommodation Guide</u></a>			
<b><u>4.2 Employability skills training</u></b>					
4.2.1	Are Scholars with disabilities trained on employability skills, like networking, CV writing, interview skills and basic ICT literacy? Are disability-specific concerns and considerations covered in these trainings?	<a href="#"><u>Employability skills training for students with disabilities</u></a>			
4.2.2	Are career fairs regularly organized? Are disability-specific concerns and considerations covered in these fairs?				
<b><u>4.3 Work Placements</u></b>					

4.3.1	Have links to inclusive employment initiatives been made to connect graduate Scholars with disabilities to employment/ entrepreneurship opportunities?	<u>Inclusive Employment Initiatives</u>			
-------	--	---	--	--	--

