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Solid Minds Counselling Clinic

Scholars Program

Journey to Success:

A Guidebook on Inclusion for Mastercard Foundation Scholar Program Partners

Reviewed: January 2024

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Chapter 1: About

Introduction

Inclusion is the culture created through effort and practices that support different groups and individuals to be, and feel, accepted, welcomed and treated fairly. Inclusivity makes people feel valued for who they are. To ensure that all people are included, there is a need to focus on addressing the specific barriers and lived experiences of those who are excluded or marginalized based on their age, gender, race, religion, ability, sexual orientation, citizenship status or other identities. In this guidebook, the Mastercard Foundation in collaboration with World University Service of Canada (WUSC), Solid Minds and Light for the World (LFTW) provide practical gender-responsive guidance on *addressing barriers to ensure that youth with disabilities, refugees and displaced persons are included in opportunities provided by the Scholars Program.*

This guidebook is intended to help you understand an intersectional approach to equity and inclusion, especially for youth with disabilities, refugee youth and displaced youth. It provides guidance on how to apply this knowledge to your work with the Scholars Program.

In it, we share best practices and tips to ensure that the Scholars Program is an inclusive educational experience for young people from various walks of life. The guidebook is anchored in the four strategic outcomes of the Scholars Program for young people:

- **Access and Thrive:** Young people, including women, refugees and displaced youth, and young people with disabilities, have or can access higher education and the conditions are in place for them to thrive.

- **Community-Engaged Learning:** Education institutions and systems are inclusive, compassionate and connected to communities and the labour market to deliver learning that is relevant to student and community aspirations.

- **Dignified and Fulfilling Work:** Enabling structures are in place allowing young people to independently navigate their career and personal development, transition smoothly into dignified and fulfilling work and create opportunities for others.

- **Agency and Voice:** Young people have agency and voice and are catalysts of change.

The CapAble Platform

To support your inclusion work, the CapAble platform has been developed to give you detailed guidance to put disability inclusion into action at your institution.

Designed in an African context with a global reach, CapAble is an online resource platform that highlights best practices from the Mastercard Foundation Scholars Program and beyond. On the platform you will discover detailed information on topics like assistive technology, budgeting for inclusion, types of impairments, and more.

Throughout this guidebook, you will find QR codes and links for further reading on selected topics, examples of good practices or motivational videos, blogs and stories.

Do you have a story of inclusion to share? Celebrate your accomplishment by submitting your story through the platform.

www.cap-able.com

Purpose

The Scholars Program aims to remove barriers to support both education and Africa's next generation of transformative leaders -- young people who are active contributors in their communities and catalysts of change.

Young people from marginalized groups face additional barriers that can impede them from accessing education and reaching their full potential. Among them, and often the worst affected, are young women, refugees and displaced youth, and youth with disabilities. In an effort to ensure that the Scholars Program reaches these groups, Mastercard Foundation has committed to the following:
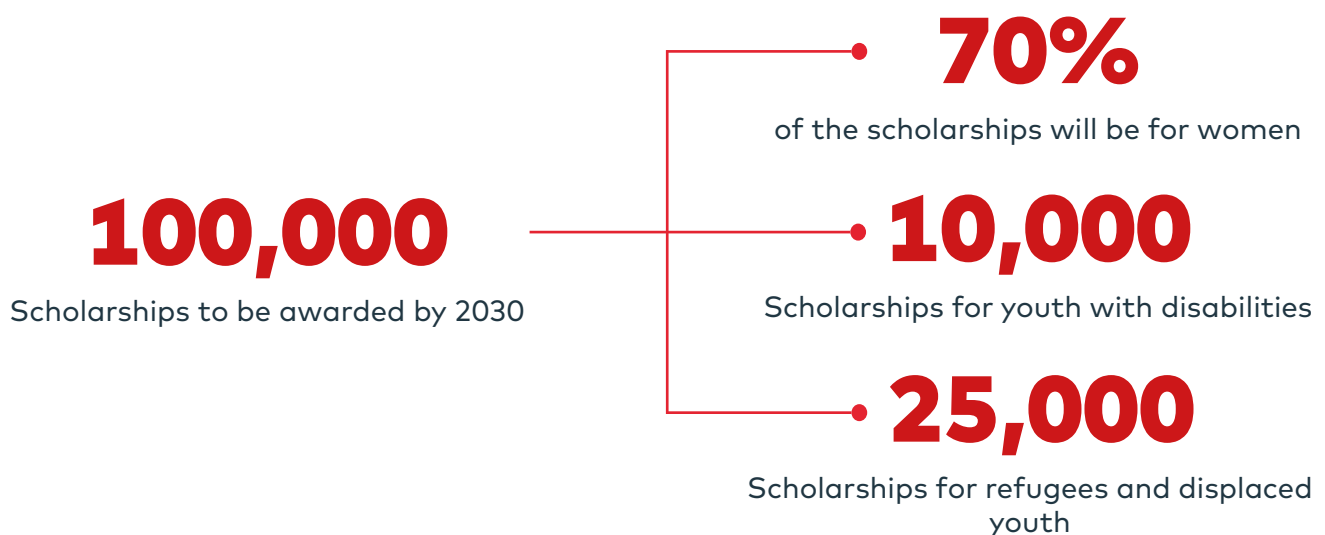
Scholars Program Partners are key to reaching talented youth from diverse and marginalized communities, and are critical to enabling them to thrive. We hope you can use this guidebook as a reference and practical guide to:

- Understand the challenges, barriers, common experiences and the intersectional nature of issues that affect youth with disabilities, refugees and displaced persons -- especially as they pertain to accessing education.

- Brainstorm solutions to reduce barriers, offer flexibility and meaningfully include youth with disabilities, refugees and displaced persons in the Scholars Program, as well as their transition from university to dignified work.

- Gain insights to deliberately and systematically include and create enabling structures for youth with disabilities, refugees and displaced persons within the education system.

- Champion safe and dignified inclusion at your institution, within the Scholars Program, and throughout the higher education community. This includes developing or improving on policies and mechanisms that enhance youth voice and agency.

70%
of the scholarships will be for women

100,000
Scholarships to be awarded by 2030

10,000
Scholarships for youth with disabilities

25,000
Scholarships for refugees and displaced youth

Why Inclusion Matters

Unfortunately, not all young people have full access to education. We know this to be true, just as we know that programs like the Scholars Program provide opportunities for all youth to access educational and transformative leadership opportunities that enable them to reach their full potential. Youth with disabilities, refugees and displaced persons -- especially women and girls -- face additional barriers when it comes to accessing and succeeding through education at every level, and in the labour market.

A Bridge to the Future: From Higher Education to Employment for Displaced Youth in Africa: This mapping study highlights some of the bridging programs for forcibly displaced African youth (to higher education and to employment) Click the link *, on the image, or scan the QR Code to view.*

Did You Know?

- Approximately 15% of the world's population lives with a disability[1].

- Persons with disabilities are more likely to experience adverse socioeconomic outcomes, including lack of education and higher instances of unemployment than persons without disabilities.

  - One-third of all out-of-school children at the primary level have a disability.

  - Women with disabilities suffer doubly, facing significant barriers to access education.

- Globally, 41% of the 103 million people forcibly displaced are children[2].

- Displacement interrupts education. This can impact future economic opportunities, creating a poverty trap that endures even after displacement is resolved.

- 63% of all school-aged refugee children are out of school. Only 6% of refugees access higher education[3].

1   WHO (2011), World Report on Disability

2   UNHCR (2022), Refugee Statistics

3   UNHCR (2022), Five Key Facts about Refugee Children's Education

Follow Andhira's journey from refugee Scholar at the University of Edinburgh to leading refugee inclusion in the Scholars Program! Click the link *, the Youtube Icon, or scan the QR Code to view.*

Benefits of Inclusion

There are many benefits to creating an inclusive environment at individual and program levels, as well as for the institution. Inclusive and compassionate institutions are able to attract prospective students and better engage the community. Indeed, from a strictly economic standpoint, attracting, retaining and including a more diverse student body is a competitive advantage for both your program and institution.

For students:

- Ensures access to accredited public education and training.

- Allows youth from marginalized backgrounds the opportunity to receive an education, and improve their economic status.

- Builds skills and fosters the leadership abilities of marginalized youth, allowing them to contribute to making change in society as catalysts of change.

- Supports marginalized youth to acquire employable skills for self-reliance.

> **" Inclusion is not just ethical, it makes us better. Better decisions are made when we hear from a variety of people and we become better people ourselves.**
>
> Professor Margee M. Ensign, Vice Chancellor
> United States International University Africa, Kenya

For the Scholars Program and Partner Institutions:

- Enriches and diversifies classrooms.

- Fosters empathy and greater understanding within the university community.

- Enhances the educational experience for every student.

- Avoids the need for creation of parallel education and training systems.

- Widens the pool of applicants and alumni referral networks.

- Attracts top students.

- Positive impact on the local and global public perception of the institution.

- Provides a diverse environment to inspire innovative research.

Intended Audience

This guidebook is intended for all Scholars Program staff, at both Foundation and Partner levels, to guide efforts that in order to guide efforts to make their programs more inclusive, particularly for youth with disabilities, refugees and displaced persons.

We hope that this guidebook will be useful to staff at higher education institutions also and that it will provide them the tools needed to start with inclusion.

Using this Guidebook

This guidebook enables the reader to learn, adapt and integrate new ways to meaningfully include the group of students that we are focusing on, in the Scholars Program.

This is the first edition of a living resource andit can be updated through responses and recommendations from the Scholars Program Partners.

As you gain more experience working with the specific group of individuals that we support through the Program, you will listen to their ideas and gather their feedback. We hope that this will enable you to share tips, best practices, the challenges they face and their solutions. This would be greatly appreciated as it will help to promote greater inclusion within the Scholars Program, as well as the broader higher education community.

As you explore this guidebook, utilise the QR codes and additional links provided for more information and exciting resources available on the CapAble platform!

Chapter 2: Key Concepts

Understanding definitions and concepts can help you support change efforts within your program, institutions and networks. The world is changing, and the work and practices to build inclusive spaces are also changing.

Language, concepts and definitions surrounding diversity, equity, inclusion and belonging will continue to evolve as well. What will remain constant is that those who are the greatest experts on what is needed to address barriers and better include marginalized people are those with lived experience of marginalization.

When in doubt, look for additional resources and perspectives from the very individuals we endeavour to include. Consider how to embed these voices within your program and efforts (e.g., staff persons from these groups, an advisory committee, etc).

Diversity and Inclusion

Often lumped together and assumed to be the same thing, diversity and inclusion are two different concepts. Diversity is simply a mix of people and incorporates all of the elements that make individuals unique from one another.
This includes diverse social categories like ability, immigration status, gender and race. It also includes life experience, perspective, values and other aspects that contribute to us each being unique.

Inclusion starts with the recognition that just because diverse groups of people are invited does not mean that all have equal power, access, and opportunities.

Inclusion creates a space where all individuals are treated fairly and respectfully, have access to opportunities and resources, and can contribute comfortably as themselves. Inclusive culture is one that recognizes and addresses the various intersecting barriers that people face and it fosters environments where everyone is valued, able to participate and be heard.

Diversity, without inclusion generally doesn't work. For example, a lack of connection and a feeling of exclusion will often result in low retention of diverse populations and the inability to attract diverse people to these environments. This is why inclusion is the focus for the Scholars Program.

Equality and Equity

These are two similar concepts. Equality refers to equal opportunity and the same levels of support for all segments of society.

Equality is about "leveling the playing field," but does not recognize the different needs of groups and people and the unique barriers they face. The idea is that the rules are the same for all and applied to everyone equally.

Equity goes a step further towards fairness. It allows for a diverse range of approaches and support mechanisms to ensure a greater fairness of outcomes. With the concept of equity, we are able to be flexible and more accommodating of the unique needs of each person, and this will make certain that every individual has equitable access.

Neither equality nor equity can address systemic issues that prevent inclusion. Even though someone has been supported and accommodated to successfully access a program or service, the next candidate may still need some form of support effort to accomplish the same if the system has not been changed.

Equality Versus Equity

In the first image, it is assumed that everyone will benefit from being given the same support. They are being treated equally.

In the second image, individuals are given different forms of support to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Gender-Responsive Programming

The terms gender-sensitive and gender-responsive are often used incorrectly. While they both refer to the degree to which gender was considered when developing a policy, plan, or activity, they represent the spectrum of gender integration and cannot be used interchangeably.

Gender integration is the process of assessing the implications for women, girls, men, boys, and non-binary individuals for any programs and activities. It is a strategy for making their concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation so that people benefit equally and inequity is not perpetuated.

While approaches that are gender-sensitive attempt to redress existing gender inequalities and not exacerbate inequalities, gender-responsive programming goes one step further.

It responds to the different needs and interests of individuals, as well as the differentiated impact of policies, plans, and initiatives. Through gender-responsive programming, gaps in decision-making, access, control and rights can be reduced.

This approach entails engaging groups in critically examining, challenging and questioning gender norms and power relations that underlie visible gender gaps. Ensuring that policies and plans are gender-responsive will allow for them to not only reach or include refugees or displaced persons and persons with disabilities, but also to ensure that persons of all genders are equitably included.

Disability and Impairment

Disability and impairment are often used interchangeably. But they are different things:

Impairment is the loss of a function of the body (e.g., sight) and may be irreversible and lifelong.
Sometimes the impairment, if less severe, can be addressed and function can be restored (e.g., glasses may correct visual impairment).

Disability results when a person who has an impairment experiences a barrier to an activity.
A blind person, for example, cannot read printed materials; however, if the materials were in Braille, there would be no barrier for the person to read.

Learn more key concepts around disability on CapAble! Click the link or scan the code for more details.

[Understanding Disability and Inclusion - CapAble](#)
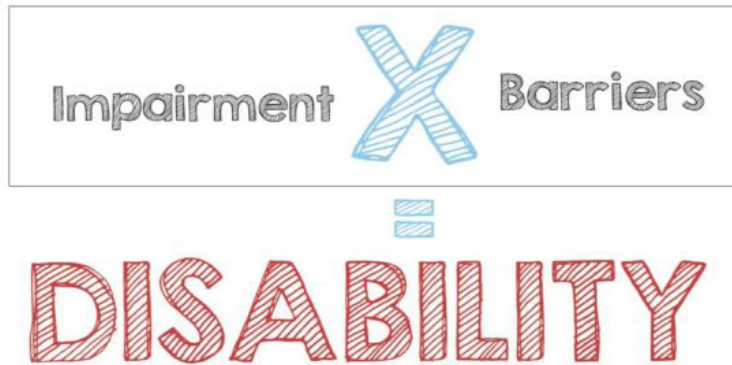
Impairments are not a problem in and of themselves. Societal barriers are the problem, limiting people with impairments from participating in activities.

"

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

United Nations Convention on the Rights of Persons with Disabilities

Different Types of Impairment

There are many different types of impairments that people can have. Some impairments and disabilities are visible while others are difficult to see.

You do not need to become an expert on disabilities. What is most important is to listen to persons with disabilities. Ask about their needs and focus on solution building that empowers and involves them.

Listed below, are some types of impairments -- **please note that it is not an exhaustuve list.** It is not uncommon for persons with disabilities to experience multiple impairments.
Each individual is unique, so the accommodation and support required for each person to succeed should be unique too.

	Description	Examples
Physical	A set of conditions that results in difficulties in movement, holding/grasping, feeling, movement coordination, height and ability to perform physical activities.	• Conditions that affect the limbs, skeleton, joints or muscles, or a combination of these. • Loss of limbs. • Conditions of the central and peripheral nervous system e.g., spinal injury, stroke, leprosy.
Hearing	Refers to various degrees of hearing loss. Depending on the severity of hearing impairment, it may also affect speech, particularly if it begins before a child acquires language.	• Mild: difficulty hearing soft sounds, such as whispering. Can benefit from hearing aids. • Moderate: difficulty hearing clearly during conversations. Can benefit from hearing aids. • Severe: can only hear loud sounds or noise. • Profound (deafness): difficulty to perceive any sound at all. Cannot benefit from hearing aids.
Vision	Partial or total loss of vision or ability to see and read.	• Partially sighted: some difficulty to see or read. • Low vision: severe vision impairment, which makes it difficult to read at normal distances. People with low vision require supportive tools to see and read. • Blind: inability to see at all. Need for non-visual resources, such as Braille or audio.

	Description	Examples
Speech	Impairments that affect the ability to communicate. Communication is a two-way process that involves clear expression and full understanding of what is said.	• Production of speech: difficulty in verbal expression, such as articulation of speech and / or sounds; difficulties with the quality of the voice; difficulty with sound formation (stammering) or a combination of these. • Difficulty in understanding written or spoken language or in using the right words. However, most persons with speech impairment do not have difficulties in understanding written or spoken language. • A hearing impairment can affect speech development because the ability to hear is critical to development of speech. Intellectual impairment may also affect speech due to difficulty in understanding.
Psychosocial*	A "medical or psychiatric condition that affects an individual's cognition, emotion and/or behavioural control, and interferes with his or her ability to learn and function in the family, at work or in society."	• There is a broad range of acute or chronic psychosocial impairments. They include medical conditions, such as anxiety, depression, schizophrenia and post-traumatic stress disorder. • Psychosocial impairments can have biological and environmental factors, and can often be a normal response to an intolerable situation that reduces someone's ability to function. • The duration may vary from one episode in life to recurrent experiences. Most persons with psychosocial impairments benefit from relevant medications prescribed by trained health workers. • Most persons with psychosocial impairments lead an active life with proper and adequate support. • Although often confused, a psychosocial impairment is different from an intellectual impairment.

Description	Examples

Intellectual*

This refers to life-long limitations of the cognitive and intellectual abilities of a person. Abilities related to learning, comprehension, problem solving, processing speed, social skills or memory can be impacted.

- There are different degrees of intellectual impairments (mild, moderate, severe, profound)

- Some people require minor accommodations and support. Some people will require supervision in connection with daily activities.

- Intellectual disability often has its onset in childhood, and is often linked to brain development, or problems prior to, or at, birth.

Learning*

Learning disabilities is an umbrella term for over 200 learning differences in how brains interpret symbols and language. They can cause a person of average or above average intelligence to have challenges with reading, spelling, writing, doing mathematics, following instructions and/or storing or retrieving information from short or long term memory. Because of these challenges there often appears to be a gap between the individual's potential and actual achievement.

- Learning disabilities vary significantly from individual to individual.

- Examples include dyslexia (difficulty in reading), dyscalculia (difficulty in math) and non-verbal learning disorder (difficulty understanding non-verbal cues).

- Some people with learning disabilities are affected in many of the areas listed above, and some are affected by just one.

- The best way to support people with learning disabilities is to get to know their individual learning needs and work with them to develop a support plan.

* Psychosocial, intellectual and learning disabilities often co-occur with neurodivergence. Information on Neurodivergence as a disability category, and associated conditions, is being developed and will be available on the CapAble platform.

Interested in learning more about different types of impairments? Click the link or scan the QR code for more information.

Types of Impairments - CapAble

When provided access to opportunities, refugees contribute to the economy as educators, innovators, workers, volunteers, and producers. Such contributions can only be fully realized if refugees are allowed to integrate locally through access to gainful employment, land and other social, economic and legal rights.

Forced Migration

Forced migration is the involuntary or forced movement of a person from their home and community as a result of persecution, conflict, violence, human rights violations or other serious events disturbing peace and public order. Globally, over 100 million[1] people have been forcibly displaced, including refugees, internally displaced persons, asylum seekers and migrants.

Refugees are people who are "unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion." [2]

Internally displaced persons (IDPs) are people forced to leave their home and community, but have not crossed an international border to find safety. Unlike refugees, they remain within their home country. IDPs remain under the protection of national laws and the government, even if that government's policies and actions are the reason for their displacement.

Asylum seekers are people who have crossed an international border as refugees and who have not officially been recognized as a refugee by the country they have fled to. All refugees start off as asylum seekers. The refugee determination process can be long and difficult. Without recognition by the state as a refugee, asylum seekers can face additional challenges accessing basic necessities.

Statelessness. According to the United Nations High Commissioner for Refugees (UNHCR) UNHCR, a stateless person is one "who is not considered as a national by any State under the operation of its law". In simple terms, this means that a stateless person does not hold nationality of any country.

Some people are born stateless while others

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1   UNHCR (2022). Global Trends

2   UNHCR (1951). Convention and Protocol Relating to the Status of Refugees

become stateless over the course of their lifetime;

for example, a child born in the Hagadera refugee camp in Kenya whose mother was also born in the same refugee camp, but whose grandparents come from Somalia or South Sudan. Statelessness can occur for several reasons including, but not limited to: particular ethnic or religious groups being denied the rights of citizenship; renunciation of one nationality without the acquisition of another; the dissolution of one state and the creation of another (without the transfer of citizenship); personal circumstances that are not associated with persecution; and parents not being able to register the birth of their children.

Migrants. The UNHCR defines migrants as those who choose to move, not because of a direct threat of persecution or death, but primarily to improve their lives by seeking employment, education, reuniting with family members, or for other reasons. The key distinction is that migrants possess the choice to move whereas forcibly displaced people do not.
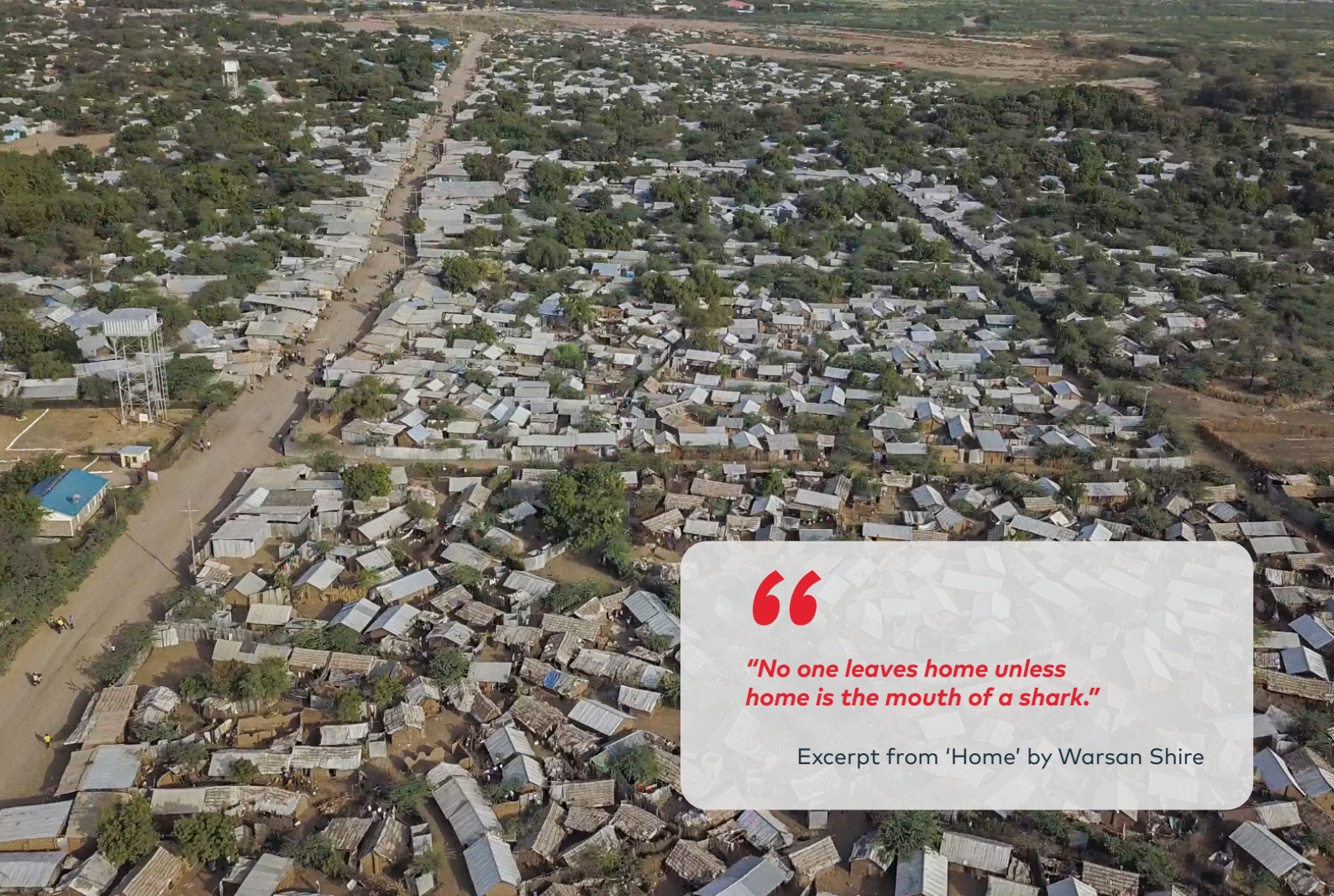

Different Refugee Experiences

Refugees are individuals and their experiences will differ from one person to the next. Most refugees seek safety in neighbouring countries (called a 'host country'), and will encounter different policies, processes and support depending on where they cross a border. Refugee women, children, members of the LGBTQ+ communities and those with disabilities often face additional vulnerabilities and challenges in their host country. In addition, they often bear the psychological and physical scars of conflict.

Sadly, many refugee situations are prolonged and considered protracted, with people forced to stay outside their country for years -- even generations. Solutions for refugees, or durable solutions as they are also known, are voluntarily returning to their home country when it is safe to do so, integrating locally in the host country or resettling in another country that is referred to as a "third country". Less than one percent of the world's refugees will be resettled while most will remain in their host country and some will be able to return to their home countries.

> **"No one leaves home unless home is the mouth of a shark."**
>
> Excerpt from 'Home' by Warsan Shire

Below are common terminologies and refugee experiences to help you understand the context that a displaced young person may be coming from. It is important to note that not all forcibly displaced people will neatly fit into the categories below, but this table will serve as a useful starting point:

| **Refugee camps**	• Refugee camps are temporary facilities built to provide immediate protection and assistance to refugees who have been forced to flee their homes due to war, persecution or violence.
	• While intended to be temporary facilities, in reality, many refugees will remain in camps for years. Most refugee camps are located in isolated locations, far from urban centers in host countries. Camps are meant to provide basic needs, such as food, water, shelter, medical treatment and other basic services during emergencies.
	• In situations of long-term displacement, the services provided in camps are expanded to include educational and employment opportunities. The roles and responsibilities of refugee management between the state, UNHCR and other international stakeholders depend on the different national contexts. In most contexts, UNHCR and partner organizations are responsible for the day to day administration of services in the camps. The hosting state is responsible for providing state protection to those that have been granted asylum.
	• The majority of services provided in refugee camps are funded through humanitarian aid and development projects and often lack stability and sustainability. Depending on the host country, refugees may be required to live in a camp, or denied access to support should they live elsewhere.

Refugee settlements

- Refugee settlements differ from camps in that they are integrated and longer-term approaches to supporting refugees.

- Settlements differ from country to country, but generally provide greater integration between locals and refugees, including the provision of services like education, for example.

- The settlement and integrated models for refugee management in 'host countries' have resulted in social and economic benefits for refugee communities and local communities alike, with a reduction in the strain on resources at the local level.

Protracted Refugees
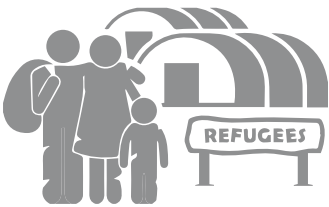
- UNHCR describes protracted refugee situations as those "in which refugees have been living in exile for more than five consecutive years. Refugees in these situations often find themselves trapped in a state of limbo: while it is not safe for them to return home, they also have not been granted permanent residence to stay in another country either"[1].

- As of the beginning of 2019, nearly 16 million people were in a protracted refugee situation.

- Refugees in camps such as Dadaab in Kenya are examples of those facing protracted situations, where many have been in encampment for over two decades.

Urban Refugees

- A refugee who decided to, or was obliged to, live in an urban setting.

- Over 60% of the world's refugees live in cities. Many move to cities to secure economic independence and educational opportunities.

- In some countries, where local integration of refugees is common and refugees have similar rights to locals, urban refugees can thrive.

- In countries with restrictive refugee policies, urban refugees may live without documentation, with precarious legal status and without permission to work. This places them at risk with local authorities and limits their integration and success.

- Urban refugees have been granted state protection by the host country. In most contexts, urban refugees do not receive direct basic support -- such as food and accommodation -- from UNHCR or the host government. However in some countries, UNHCR and other aid agencies provide support to them through livelihood programs.

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1   UNHCR (2020). Protracted Refugee Situations Explained

Host Community

- A host community in the refugee context refers to the country of asylum and the local, regional and national governmental, social and economic structures within which refugees live.

- Scholars Program Partners and other stakeholders should engage and work with host communities to promote local integration and ensure refugee protection where appropriate. In many contexts, this is a requirement.

- In addition to engaging UNHCR, it is important to engage host communities (such as religious leaders, elders, women groups), local organizations, county governments, regional and national government as it can help foster public support for non-discrimination of refugees, expand asylum space, improve the rights environment and livelihood opportunities for refugees, make them aware of host community programmes and the policies that affect them.

- When informed and engaged, host communities can be the champions for policy changes. Creating policies that are inclusive of refugees.

- For example, refugee host communities include: the Turkana and Somali communities in Kenya and the Anyuak community in Ethiopia.

Returnees

- Former refugees who have returned to their home country.

- This process is considered 'voluntary return' and returnees can face challenges re-establishing themselves in their home country and community.

- For many returnees, the country and community they left will have transformed considerably.

- Finding a job or continuing on an education journey may also prove challenging for returnees whose experience and credentials are not always recognized.

Barriers to Inclusion

Barriers refer to any process, mind-set or structure that prevent people from accessing information, resources, facilities and basic services that are available to the general population. Barriers prevent marginalized groups from reaching their full potential and participating in all aspects of society.

There are different types of barriers, and for many groups, they will face several barriers that are often overlapping. For example, a refugee may face both structural barriers such as a lack of documentation, as well as attitudinal barriers should an administrator make negative assumptions based on their refugee status.

Gender-related barriers cut across most barriers and tend to be deeply entrenched in our systems and attitudes.

STRUCTURAL
e.g., Legal/Policy/ Adminstrative

ATTITUDINAL
e.g., Prejudice/ Discrimnation

COMMUNICATION
e.g., Information Gaps

PHYSICAL
e..g., Accessibility

Interested in learning more about the barriers faced by people with disabilities? Follow the QR code for more information.

Introduction: Barriers faced by people with disabilities - CapAble

Unique Barriers Faced by Refugees and Displaced Youth

- **Schooling interruptions and gaps in formal education.** This is especially true of female refugees and displaced young women. For young people, they may have incomplete transcripts or have attended several different schools. Those who graduate may have missed several schooling years and may be older than those who were able to pursue education without interruption.

- **Poor educational quality and access.** The number of refugees and displaced youth of school age in camps far exceeds the number and capacity of schools, classrooms, desks, chairs, toilets and books. Young refugees must often travel great distances to access overcrowded classrooms with extremely difficult learning environments. In Kakuma camp in Kenya, the average classroom is 156 students and the student to teachers ratio is 1:97.

- **Economic pressures and high dropout rates.** The challenging school contexts, coupled with economic pressures, push many young refugees -- especially female refugees -- out of formal schooling and into marriage or wage and domestic labour activities. The cost of school supplies, transport, uniforms and related costs can be difficult to meet for families of some displaced youth or not a priority. Some families force their daughters to get married in order to receive dowry and alleviate economic pressures. High rates of adolescent pregnancy and personal safety on the way to and from school -- as well as inside schools -- have also contributed to even higher dropout rates for girls and young women.

- **Legal and mobility restrictions.** There are often restrictive laws and practices around refugee movement and work rights. For example all refugees in Kenya are required to live in and remain within one of two

Attitudes are often the biggest and most common barrier that people face. Our attitudes to others are very often framed by the societal norms and customs that we learn from childhood.

Special attention needs to be paid to attitude, as the way we think about something, strongly influences what we do!

designated refugee camps. Restrictions can make access to higher education opportunities and the economic means to attend school extremely challenging.

- **Few higher education opportunities.** There are few higher education scholarships and opportunities for refugees. There is also a lack of awareness on how to apply for these opportunities. Barriers range from opportunities not reaching groups -- like young women -- because of the manner in which they are shared through informal networks, to complex application processes and insurmountable costs associated with applications and exams.

- **Documentation challenges.** Missing legal status, national identification documentation and other documentation can create additional barriers for access to education at every level. It can be very difficult to obtain the legal rights to study and work in host countries that have restrictive practices for refugees. Delays in the refugee status determination process or the issuance of refugee ID cards can also lead to missed opportunities. Challenges can also include missing academic documentation and/or a lack of recognition of documentation from other countries or the UNHCR.

- **Family of origin.** There are often significant challenges surrounding a displaced student's family of origin, especially around finances and mental health . Students may encounter a variety of stressors including: heightened loneliness and separation anxiety from family or community; worrying about the safety of family members they have left behind; familial expectations of financial support; or even a lack of understanding and support from family members on their experiences in higher education. These challenges may only serve to exacerbate existing mental health issues and relevant support should be carefully considered and incorporated by university staff.

- **Cultural shocks.** Scholars from refugee and displaced backgrounds often experience guilt from "escaping" the camp while others are left behind and stark culture shock when exposed to the luxuries of university campus.

- **Difficulties accessing gainful employment.** Employment is often inaccessible for many refugees and asylum seekers either due to the lack of right to work through policies or through practice. Underemployment and unemployment is pervasive in many refugee and displacement contexts as documentation can be lost during displacement, unfavourable policies, stigma and lack of knowledge on how to employ refugees and displaced persons, and limited opportunities in camp and settlements.

Unique Barriers Faced by Persons with Disabilities

- **Attitudes, stereotypes and biases.** Attitudes are often the biggest and most common barrier that people with disabilities face in their lives. Our attitudes to others are very often framed by the conscious and unconscious societal 'norms' and 'customs' that we learn from childhood. Persons with disabilities very often experience negative attitudes from their home and community environments. In some countries, disability is perceived as a curse and is associated with witchcraft or thought to be caused by some wrongdoing in a previous life. Another widespread belief is that persons with disabilities are 'not productive' and cannot study and work as persons without disabilities. These attitudes can result in decisions that hurt persons with disabilities and hinder their opportunities. For example, parents may believe that their disabled child cannot study and therefore, they decide not to invest in their education.

- **Lack of self-esteem and internalization of biases.** As people with disabilities live in a world where ableism is prevalent, many persons with disabilities will internalize biases and negative attitudes towards people with disabilities -- including themselves. This can result in poor self-esteem and shame, and impact decision-making and ambitions. These are complex internal issues that can be deeply rooted and felt by persons with disabilities.

- **Communication barriers.** Communication barriers are experienced by people who have impairments that affect hearing, speaking, writing, and/or understanding, and who use different ways to communicate than people who do not have these disabilities. For example, the written health promotion messages on the boards are not accessible for people with visual impairments or the auditory messages without videos or images shown during events are not inclusive of people with hearing impairments. These barriers prevent persons with disabilities from experiencing productive interaction with other people, which can intensify their experience of exclusion.

- **Accessibility barriers.** People with disabilities encounter accessibility barriers in areas such as public transport, shops and marketplaces, hospitals and clinics, offices and factories, schools and housing, sport and playgrounds, and places of worship. Accessibility is about more than physical access such as ramps, but can be any barrier that prevents access to transportation, technology, housing, services and community infrastructure.

- **Participation barriers.** Participation implies that the person with a disability can fully take part in everyday, ordinary aspects of life, with an emphasis on building lasting connections with their community.

Four youth with disabilities share their lived experiences of barriers in this animated video. Click this link, *on the YouTube Icon, or scan the QR code to learn more.*
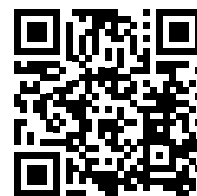
Reasonable Accommodation

A reasonable accommodation is an adjustment made in a system to accommodate or make fair the same system for an individual based on a proven need. For persons with disabilities, reasonable accommodation is often essential in enabling them to fully participate in several aspects of community life including education.

Reasonable accommodation may be provided for individuals with disabilities, regardless of whether the disability is pre-existing, acquired, temporary, or permanent. It can also be provided to any student that may benefit from an adjustment or flexibility that enables them to participate and independently navigate their education, career and professional development.

- Many reasonable accommodations cost little or no money at all and simply require effort, consideration, flexibility and creativity.

- It will not always be possible to provide a reasonable accommodation if it would cause an undue financial or administrative hardship. Explore other options and involve the young person in need of the accommodation in the decision process.

- Investing in a few costly reasonable accommodations, such as, modification of the university premises for accessibility or purchasing assistive technology, could go a long way in supporting efforts on disability inclusion. This will allow an institution to offer more opportunities to future students with disabilities.

- The person in need of a reasonable accommodation knows best what they need. Work with them to develop a solution that meets their unique needs appropriately.

- It is important for an institution to develop a systematic process by which students and staff can apply for reasonable accommodations.

Key questions to consider with reasonable accommodations:

What is the nature and cost of the adjustment?

Can it be met by the budget available?

Will it enable the individual to participate?

How many people could benefit from the adjustment?

What additional benefits might result from the change (for the institution and others)?

Common Reasonable Accommodations in Education[1]

Impairment	Potential accommodations	Additional considerations
Physical	• Making current facilities more accessible (e.g., ramps in lecture halls, automatic doors in restrooms, etc.). • Changing the location of lectures or events to accessible spaces. • Flexible learning arrangements (e.g., distance learning). • Height-adjustable chairs or desks	Due to the inaccessibility of public transportation in many countries in Africa, persons with physical impairments often face difficulties using public transportation to commute. For many, motorcycles or private taxis are more accessible, but these are costly. Consider providing extra transportation support to cover some of these additional costs.
	Learn about how USIU has made transportation accessible to wheelchair users. USIU-Africa: Accessible Transportation - CapAble	
Visual	• Personal assistants to help individuals participate in classes, gain access to printed materials, and take notes as needed. • Equipment (e.g., computers, phones, voice recorders) and/or assistive computer software (e.g., text-to-speech software). • Materials available in various formats (e.g., syllabi or other handouts in Braille or audio material in addition to written material).	Screen readers and magnifiers are examples of built-in accessibility tools on computers. Some people with low eyesight or limited sight may find that a computer provides adequate accommodation. Electronic/soft copy is an alternative to Braille material. Text-to-speech software can readily read soft copy information (ideally in MS Word).
	Learn how Kyambogo University uses assistive technology to include students with visual impairments. Kyambogo University: Leveraging technology for Disability Inclusion - CapAble	

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1   This is not an exhaustive list. We encourage you to be creative and explore the unique ways to accommodate and include diverse students.

Impairment	Potential accommodations	Additional considerations
Hearing	• Sign language interpreters. • Subtitles for any audio-visual material. • Written information in addition to any audio communications. ***Read best practices from four universities on including students with hearing impairments.*** Sign Language Support, Services and Awareness - CapAble	Some people with hearing loss may not know sign language but can lipread and talk coherently. Written communication and the employment of a personal assistant to help take notes are more supportive reasonable accommodations in this case than a sign language interpreter.
Learning	• Extra time on exams. • The option to type written exams. • The option to apply for extensions on assignments. • Copies of lecture notes. • A designated note taker for lectures. • A laptop or audio recorder for note-taking. • Access to a designated quiet space for studying and exams. ***Learn how Stellenbosch University uses assistive technology to support students with learning disabilities and psychosocial impairments.*** Using Assistive Technology to support Students with Learning Disabilities and Psychosocial Impairments- CapAble	Learning disabilities are different for every individual. It is essential to know an individual's specific learning challenges and understand the support they may need. Some people might need many of these supports, but others might need only one.

Impairment	Potential accommodations	Additional considerations
Psychosocial	• Extra time on exams. • Access to a designated quiet space for exams and study. • The option to apply for extensions on assignments. • A clear emotional support and referral pathway.	Psychosocial impairments vary significantly from person to person, and are not always present. It is important to work with individuals who experience these challenges on an ongoing basis to determine which supports they need at a given time.
Intellectual	• Use pictures or other visuals to demonstrate key concepts as mush as possible. • Give clear instructions, one at a time. • Break down a task into smaller steps. • As a trainer, you need to be patient and flexible. • Share easy-read resources (containing simple text, accompanied by info-graphics and visual aids) when possible.	For students with Intellectual impairments, it is important to work with them to develop an individualized education plan. Setting goals and structuring support to suit their needs will assist with their academic success.

Intersectionality

It is a framework to help us understand the complex way in which discrimination and inequality -- on the basis of ability, race, gender, citizenship, etc. -- need to be understood as overlapping and layered, rather than isolated and distinct.
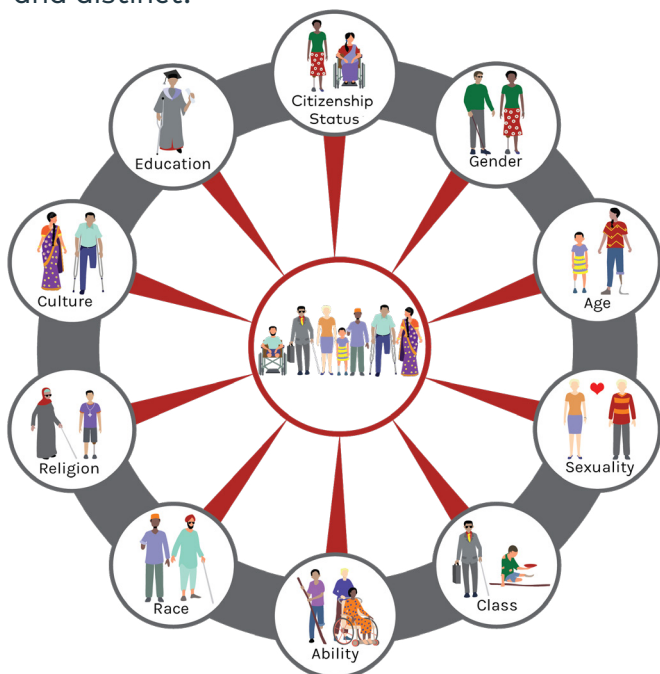
When thinking about intersectionality and inclusion, it is important to consider questions such as:

- How do race, religion, gender, sexual orientation, disability and refugee status affect (bolster or hinder) a person's opportunities or experiences?

- How do the different aspects of a person's identity interact to create overlapping and interdependent systems of discrimination or disadvantage?

- Does addressing a challenge or barrier of one group of people -- or having a blanket approach -- leave others out, or cause unintentional harm?

- How do different aspects of intersectionality create additional challenges where mental health is concerned.

For example, the experiences and barriers of a refugee woman and a woman with national citizenship rights will be distinctive. They both may experience sexism and barriers due to their gender, but the refugee woman may face intersecting additional barriers as both a woman and a refugee.

It is important to consider how these different aspects of a young person's social and political identities can create discrimination and privilege that impact opportunities. For example, within refugee communities, persons with disabilities are amongst the most vulnerable and socially excluded groups (marginalized as both refugees and persons with disabilities). These individuals are often marginalized within their family, community, at school and in wider society, particularly if they are girls or women.

No group is homogeneous and an intersectional lens helps to make sure we do not oversimplify our understanding and solutions, and that we build empathy and think about multiple forms of diversity as we approach inclusion and equity.

While addressing the barriers faced by youth with disabilities, refugees and displaced persons, particularly when considering psychosocial support from the very outset, it is important to be **clear, concise, and welcoming** in all your communications (i.e. use simplified language that is not overly medical).

Many of these young people have had to develop mental and emotional resilience with cultural stigma around accessing mental health support. Partner organizations should ensure their communications are culturally appropriate and not based on assumptions and biases.

Safeguarding

As we endeavour to achieve the inclusion of students with disabilities, refugee and displaced students, safeguarding[2] plays a pivotal role in ensuring that the interventions recommended in this guide adhere to the 'Do no harm' principle[3].

The root cause of safeguarding incidents is the abuse of power and trust by a perpetrator over others. Organisations can -- knowingly or unknowingly -- maintain, reinforce and replicate structural inequalities which enable the abuse of power to take place.

Structural inequalities -- inequalities based on identity and which are embedded in how organisations or societies operate) can also be maintained simply by a lack of action against those who have abused their power and position. Certain sexual and social characteristics of an individual, or having an impairment can increase their vulnerability to instances of abuse, exploitation and neglect. Hence, for persons with disabilities and refugees -- especially female refugees and women with disabilities -- the risk of abuse and exploitation is significantly high. The risk is further exacerbated by challenges such as:

- Lack of information about asylum, refugee rights, and available services.

- Difficulty in accessing quality learning, education, and skills-building opportunities.

- Lack of appropriate, safe and confidential reporting channels to raise concerns.

- Lack of trained safeguarding human resources.

- Difficulties obtaining legal recognition and personal documents.

- Lack of opportunities to participate, be engaged, or access decision makers.

- Poor access to youth-sensitive healthcare, including psychosocial support.

Safeguarding is everyone's responsibility and the prevention of the possibility of the occurrence of a safeguarding issue should be the top priority for all Scholars Program Partners.

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2   Safeguarding: The responsibility of organizations to ensure their staff, operations, and programs do no harm to children and young people, that they do not expose them to the risk of harm and abuse and that any concerns an organization has about children's and young people's safety within the communities in which they work are reported to the appropriate authorities.

3   'Do no Harm' Principle involves deliberate effort being put in place: to avoid exposing people to additional risks through our action.i.e. taking a step back from an intervention to look at the broader context and mitigate potential negative effects on the social fabric, the economy and the environment.

The Safeguarding Cycle

The safeguarding cycle, presented below, illustrates how to understand and mitigate against safeguarding risks.
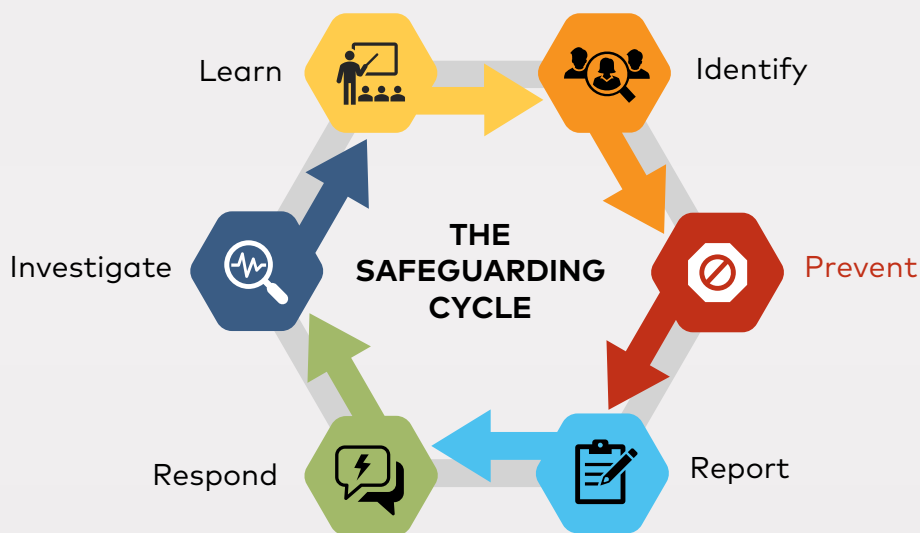
1. Identify.

It is important for all those working with persons with disabilities, refugees and displaced populations to learn to spot the signs of abuse and the various types of harm /abuse. These abuses can be categorised as (but are not limited to):

- *Physical abuse*

  Example: Assault, hitting, slapping, punching, kicking, hair-pulling, biting, pushing, rough handling, physical punishment, improper or unlawful use of restraint among others.

- *Sexual abuse*

  Example: Rape, attempted rape or sexual assault, inappropriate touch anywhere, indecent exposure, any sexual activity that the person lacks the capacity to consent to, inappropriate looking, sexual teasing or innuendo or sexual harassment among others.

- *Psychological or emotional abuse*

  Example: Intimidation, coercion, harassment, use of threats, humiliation, bullying, swearing or verbal abuse, preventing someone from meeting their religious and cultural needs, preventing the expression of choice and opinion among others.

- *Economic abuse*

  Example: Theft of money or possessions, fraud, scamming, preventing a person from accessing their own money, benefits or assets, denying one the ability to make decisions about their own resources among others.

- *Organisational/institutional abuse*

  Example: Not taking account of individuals' cultural, religious or ethnic needs, failure to respond to abuse appropriately, interference with personal correspondence or communication, failure to respond to complaints, abusive and disrespectful attitudes towards people using the service, lack of respect for dignity and privacy among others.

- *Discriminatory abuse*

  Example: Sub-standard service provision relating to a protected characteristic, unequal treatment based on age, disability, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation, harassment or deliberate exclusion on the grounds of a protected characteristic among others.

- *Other forms of harm*

  Other types of harm (outside of abuse) exist that persons with disabilities, refugees and displaced populations may face, such as sharing of sensitive information, and breaching confidentiality.

It is crucial that your staff and affiliates know what measures to take if they encounter a safeguarding issue. The creation of a safe, non-retaliatory and accessible reporting environment is crucial. Policies, procedures, and formal training are essential, and identifying potential safeguarding issues should become a routine part of conversations and culture at the institution and in the community.

2. Prevent

This involves putting in place measures to mitigate against safeguarding risks that may arise during your interaction with displaced and refugee populations. Remember: safeguarding issues arise out of the abuse of power (either implied or actual power)[5].

To have effective prevention measures, it is highly recommended that an organisation has a clear safeguarding and whistleblowing policy. These policies act as a guide on how staff should conduct themselves and also establish how to report in the event that a safeguarding issue arises. Some recommendations for this include:

- Having clear and regularly updated safeguarding and whistleblowing policies.

- Creating awareness on clear, safe and accessible reporting mechanisms and the relevant policies.

- Including safeguarding in formal onboarding processes for new staff and students. This may include, but is not limited to: having staff sign and abide by your institution's safeguarding policy and code of conduct.

- Conducting regular meetings and feedback sessions with refugee students to gain knowledge on existing and new safeguarding risks, referrals and ease of reporting methods.

- Having designated staff at different levels with clearly defined safeguarding roles and responsibilities with regards to safeguarding.

- Incorporating safeguarding risks and mitigation strategies in existing risk assessments processes.

3. Reporting

Your safeguarding policy and your whistleblowing policy should also provide staff with details of external sources of support they can access for advice and guidance. Some of the barriers to reporting that may be faced by staff and especially refugee students or students with disabilities include:

- Not knowing where to report or to whom.

- Downplaying the abuse due to poor understanding of their rights.

- Feeling responsible or to be blamed for the abuse.

- Concern that they may not be believed.

- Concern that the organisation may not be receptive.

- Lack of trust in the reporting mechanism.

- Repercussions for and retaliation towards them or others.

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5   Implied power is power derived from one's social or sex characteristics and has no identifable source while actual power is power derived from well defined sources of power e.g. legitimate, reward, coercive, expert and information power.

Creating a safe reporting environment not only ensures that their voices are heard and their concerns acted upon in a timely manner, but also encourages others to take up the support being offered.

It is important to note that refugees often come from a background where existing and traditionally trusted protection avenues have collapsed and thus the element of trust -- especially for those in authority -- has been eroded. In order to encourage reporting and utilisation of reporting mechanisms, some of the steps that can be taken include:

- Simplify reporting mechanisms while adhering to safety, confidentiality and accessibility principles. While taking steps to simplify these processes, consider having multiple reporting mechanisms to promote ease of reporting and enhance accessibility.

- Include reporting mechanisms as part of the orientation package for students and /or new employees.

- Ensure cultural and context appropriateness, including through undertaking consultation with the intended end-users.

- Ensure prompt action on and equal treatment of all enquiries and that they are treated with equal importance, including through adequate individual and organisational support. However, also manage expectations on utilisation of the reporting mechanisms. For instance, one should avoid making false promises and ensure that the correct and timely information is shared with an individual at all times.

An effective reporting mechanism needs to be guided by the principles of confidentiality, non-discrimination, safety and respect. An incident will more likely be reported if individual staff or students -- particularly refugee students -- know who to report to and if they're confident that someone will listen and act.

4. Responding

Once a staff or student has raised a concern, it should be acted upon as soon as possible. Recognise, assess and act upon immediate risks first. If you have an inefficient system to assess those risks, there could be delays which could increase the risk of harm.

When you're handling a safeguarding concern, it is important to include the person concerned in any discussions and decision making. Given that the institution may not be mandated or able to handle all aspects of a safeguarding issue e.g. health or security; it is important for the institution to have clear information on relevant service providers.

This may include health service provider including those providing psychosocial support, legal aid providers, and security personnel/agencies (e.g. the police), among others.
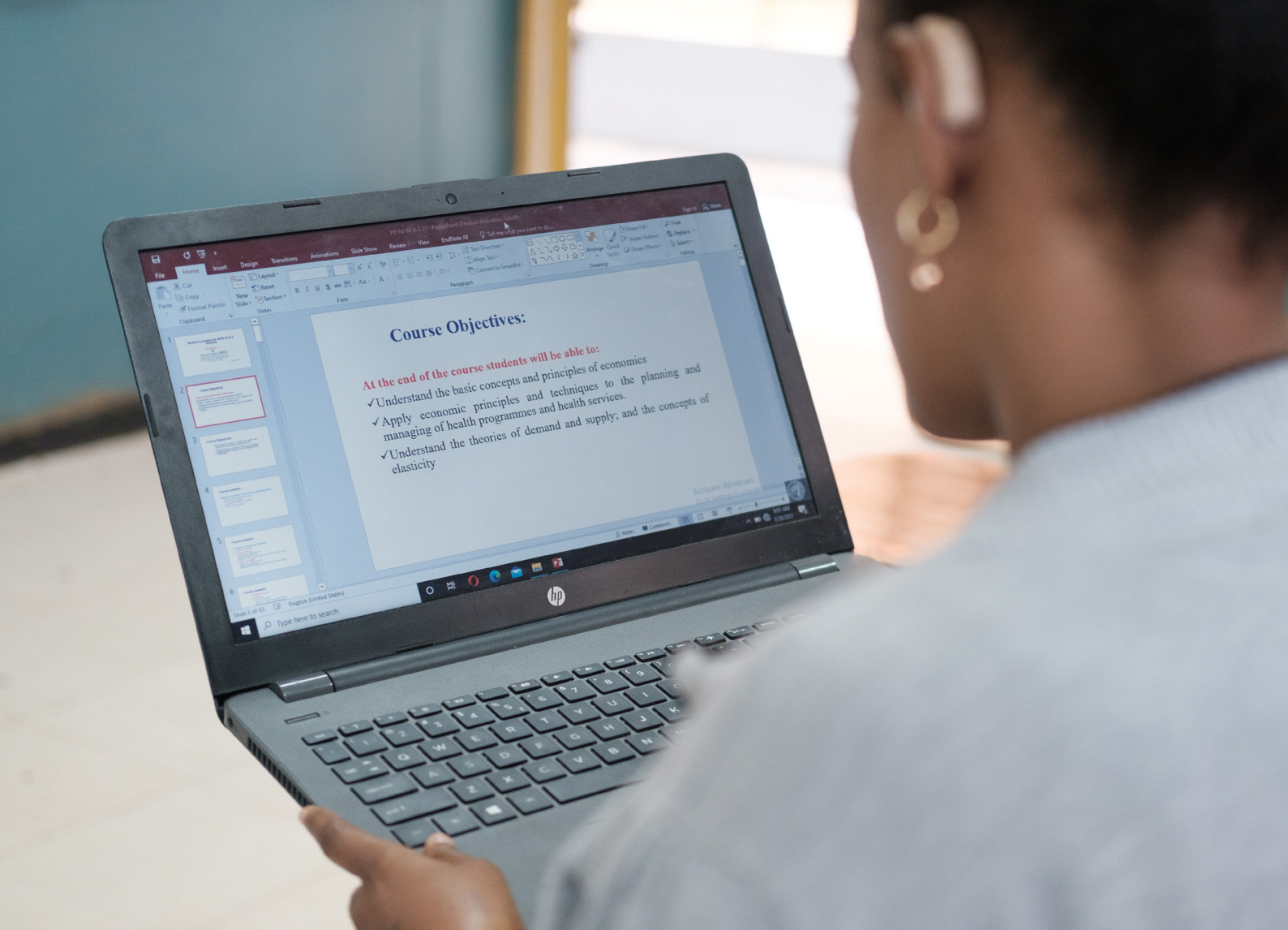
5. Investigation

Any safeguarding issue investigation should be done by a trained investigator and in a manner that does not compromise the safety and security of the person of concern. An internal or external investigator may be used to do this.

It is, however, recommended that the institution invests in the capacity building of one of its designated persons to be able to conduct the investigations. Findings of any investigation should only be shared by the relevant personnel handling the case and treated with confidence.

Appropriate action should be taken in the case where the findings of the investigation reveal any wrongdoing. The relevant actions to be taken should be guided by the safeguarding policy and the institution's Code of Conduct.

It is however important to note that some cases may require the involvement of the police in the case where the act (s) uncovered by the investigations are in breach of the law.
The person affected by the safeguarding concern

should be made aware of the outcome of the investigations as well to enable them to also decide on the way forward (survivor- centred approach[6]).

6. Learn

It is important to keep a record of all actual and suspected safeguarding concerns raised in order to identify trends, develop mitigation strategies and possibly identify high-risk areas within the institution's environment.

It is also crucial for the institution to conduct regular safeguarding audits. This may involve looking into the effectiveness of reporting mechanisms available to staff and students and how identified cases were responded to. Information gathered from the audits should inform the updates to relevant policies aimed at ensuring the safe and dignified recruitment and

learning of particularly refugee students.

The outcomes of these audits should be shared regularly with the institution's management to enhance accountability and continued monitoring of existing safeguarding mitigation measures. Moreover, regular review of policies including research to stay abreast of best practices and industry trends in safeguarding.

This will overall provide additional support to the internal processes such as safeguarding audits to strengthen the safeguarding policy and other relevant policies aimed at ensuring a safe and conducive environment for all.

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6   Practicing a survivor-centred approach means establishing a relationship with the survivor that promotes their emotional and physical safety, builds trust,respects their wishes and helps them to restore some control over their life.

Data Protection

Data protection is the process of safeguarding important information from corruption, compromise or loss. It is a fundamental right and this right extends to all people -- regardless of disability, refugee and displaced status -- who interact with learning institutions.

Given the high vulnerability and exposure to protection and safety risks, misuse of the personal data of refugee students in particular, may compromise their ability to adequately benefit from opportunities of higher education. Confidentiality is also crucial for students struggling with mental health concerns, and with other vulnerable/stigmatized health status.

It is important for institutions to have a data protection policy[4]. Some of the key considerations while handling personal data of refugees and displaced students include:

1. Personal data must be acquired and processed under the premise of the law, fairly and in a transparent manner. Written consent from the person of concern is required if there is a need to share the data.

2. The purpose of data collection must be specific and legitimate i.e. the data collected cannot be used for anything other than the purposes mentioned and clearly explained to the owner of the personal data.

3. Data collected must be accurate and where necessary, up to date.

4. Data collected must be stored only for as long as is required.

5. Data collected -- including personal data -- must be secured with appropriate security measures/solutions that protect against unauthorised or unlawful access and processing and against accidental loss, destruction or damage.

6. Only collect data that is necessary and that you are sure you will use (not that which you anticipate using) i.e. data minimisation.

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4   UNHCR (2015). Data Protection Policy

THE PRINCIPLES OF DATA PROTECTION

LAWFULNESS, FAIRNESS AND TRANSPARENCY

Personal data shall be processed lawfully, fairly and in a transparent manner in relation to the data subject.

PURPOSE LIMITATION

Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes.

DATA MINIMISATION

Personal data shall be adequate, relevant, and limited to what is necessary in relation to the purposes for which they are processed.

ACCURACY

Personal data shall be accurate and, where necessary, kept up to date.

STORAGE LIMITATION

Personal data shall be kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed.

INTEGRITY AND CONFIDENTIALITY

Personal data shall be processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage, using appropriate technical or organisational measures.

ACCOUNTABILITY

The controller shall be responsible for, and be able to demonstrate compliance with the Data Protection Principles.

Source: Serve IT

Chapter 3: Our Approach to Inclusion

Rights-based Approach

We believe that the needs and rights of all young people, including persons with disabilities, refugees and displaced youth, are very similar to others. We want to see young people's rights upheld, their needs met and hopes fulfilled.

We know that marginalized young people face multiple barriers that impede them from accessing the same opportunities and rights. Our vision for inclusion is that the Scholars Program be a leading example of equity and inclusion, and that young people, regardless of ability, status, gender, identity or economic status, have greater access to education, an opportunity to thrive and to become transformational leaders.

We believe that identifying and removing attitudinal, environmental and institutional barriers will be key to building and sustaining a more diverse and inclusive Scholars Program.
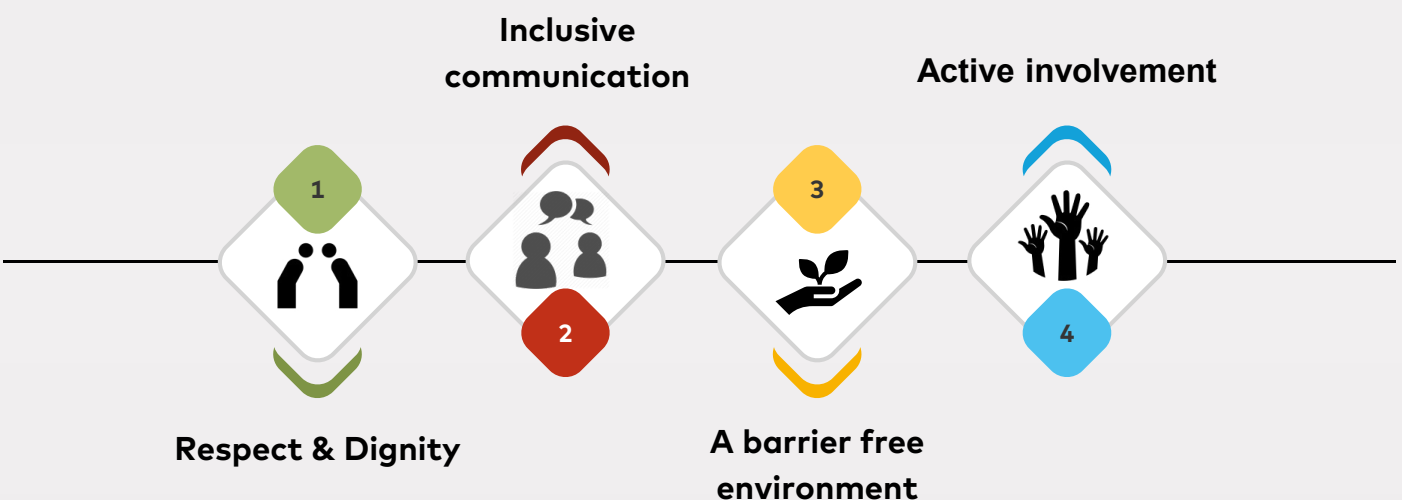
Twin-track Strategy

In recognition of the systemic nature of barriers, as well as the unique challenges that youth with disabilities, refugees and displaced persons face, we apply a twin-track strategy to inclusion

for the Scholars Program. This allows us to both "level the playing field" -- so that diverse youth can participate in the Scholars Program -- and to address the specific and unique needs and barriers for these youth with a targeted approach.

Applying such a strategy to inclusion will help to ensure that young people have fair access to opportunities within the Scholars Program as well as adequate support and preparation for the next phase of their lives.

Cornerstones of Inclusion

We are guided by the following four cornerstones of inclusion; these help us to consider and embed measures to break down barriers and advance the inclusion of youth with disabilities, refugees and displaced persons in all aspects of our work.

Inclusive communication

Active involvement

1

2

3

4

Respect & Dignity

A barrier free environment

Respect and Dignity

The guiding principle is "respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons". Fostering respect and dignity starts with having a positive attitude and a desire to welcome and create inclusion for everyone, including those who are different from you. Institutionally, ensuring systems enable the youth we focus on to independently navigate their career and personal development and transition into dignified and fulfilling work is a key aspect of dignity.

Inclusive Communication

Communication is the process of reaching mutual understanding, with participants sharing information, ideas and feelings. It is a two-way process and can be written, verbal or nonverbal. Inclusive communication relates to all modes of communication including written information, online information, telephone, and face to face.

It involves sharing information in a way that everybody can understand and implies the use of tools that are necessary for supporting specific communication needs (e.g., translation support or communication through sign language).

Inclusive communication implies not only addressing barriers to ensure that messages and information are accessible (e.g., format in braille and delivery over radio), but also to promote productive interaction and engagement. Consider how diverse young people are able to share their ideas, input and experience. Be ready to keep making changes and adjustments where necessary.

Do's and Don'ts of Disability Etiquette

Do call a person with a disability by their name and refer to a person's disability only when it is related to what you are talking about.

Do talk directly to the person with a disability and not to their assistant.

Do ask persons with disabilities which term they prefer to use if you need to discuss their impairment.

Do use person-first language. Person-first language puts the person before the diagnosis and describes what the person has e.g. "a person with diabetes" or "a person with albinism".

Don't ask "What's wrong with you?" or "What happened to you?"

Don't describe people based on their disability (e.g., "the girl in the wheelchair").

Don't reduce people to their conditions, such as "a diabetic" or "an albino." A person is first and foremost a person, and then a person who has a characteristic.

Don't refer to persons without disabilities as "normal" or "healthy." These terms can make persons with disabilities feel as though there is something wrong with them and that they are "abnormal."

Accessibility: A Barrier-free Environment

Accessibility is broadly understood as an ability to access or benefit from any product, device, service or environment without barriers. If a product, service or environment is accessible, it means that *all people can access it without facing any barrier enabling them to live independently and participate fully in all aspects of society.* This includes the ability to:

- Move around freely without obstacles

- Move around independently (without direct assistance of others)

- Move around with confidence and respect

Accessibility is a core element of disability inclusion. A barrier-free environment entails more than physical access, such as ramp construction, and must be interpreted broadly.

In a society that offers all its members appropriate and equal access to transportation, technology, housing, services and community infrastructure, meaning that these people will have more chances to develop their skills and contribute to society.

Consider infrastructural, circumstantial, financial, cultural, and legal barriers faced by particular subsets of youth, such as youth with disabilities, refugees and displaced persons.

Acknowledge intersecting identities (a person can have multiple, compounding forms of marginalization) and try to include and address any additional barriers that individuals may face (for example, an evening seminar is determined best for the majority of working refugee youth, but some refugee women feel unsafe being on campus at that time).

A barrier-free environment for youth with disabilities

Category	Examples of Accessibility needs - *not exhaustive
Persons with a visual impairment	• Good lighting for persons with low vision. • Good tactile markings for identification. • Securely fixed handrails. • Signage in braille, embossed and/or large letters. • Pathways cleared from objects and debris to avoid people from tripping over.
People with hearing and / or speech impairment	• Clear and visible signage. • Provision of written reference information. • Glare free lighting to make lip reading and following sign language easier. • Good acoustics in meeting rooms. • Alternate methods of communication in public places, such as paper and pen.
People with Intellectual Impairments	• Clear and frequent signage. • Quiet and calm place for asking questions. • Easy-read written material: clear and simple messages supported by pictures.
People with Psychosocial Impairments	• Access to mental health support services. • Extra time on assignments and exams when needed. • Access to calm quiet spaces to relax.
People with physical impairment (difficulty walking)	• Wide pathways, ramps and doorways to allow a person using a wheelchair to move easily. • Things reachable from a sitting position. • Accessible toilets and washing facilities. • Securely fixed handrails. • Available seats and benches so people who have difficulty walking can rest.
People with physical impairment (difficulty using arms and hands)	• Using lever handles rather than knobs for door handles, taps. • Extended length of pump handles on water pumps and wells to make pump action easier. • Place handrails so they can be easily grasped or leaned on by a person who has limited use of their hands.

Participation: Active Involvement

Active involvement is inclusion and the ability to fully participate without discrimination and on an equal basis with others. It means that people can take part in everyday, ordinary aspects of life without barriers and with an emphasis on building lasting connections in the community. This involvement is not only physical presence, but the political voice, especially in decision-making.

Many marginalized persons, including youth with disabilities, refugees and displaced persons have been historically excluded from making decisions that impact their lives and the lives of their communities.

This is gradually changing, but meaningful consultation and empowering participation of those with lived experience must be at the core of work on inclusion.

The meaningful participation of marginalized youth will not only empower these youth, but also help to reshape the narrative about them as active agents and contributors, not passive recipients.

We can all play a role in shifting this narrative and ensuring that young people are involved in decisions that impact their lives.

Involve the host community

Refugees and youth from host communities often face similar barriers, especially as they pertain to educational access and outcomes. It is well-known and a requirement for refugee inclusion programming to include interventions that also support host communities. This not only ensures that host communities are not left behind, but also fosters positive connections between refugee and host-community members. Higher education contexts are no different, and belonging and inclusion within the Scholars Program should consider host community involvement.

Find ways to involve the host community in building inclusive campuses where refugees and displaced youth can feel at home and achieve their full potential. Consider including the voices of persons with lived experience in all community events.

For example, a person with a disability, a refugee youth, or a person with a mental health condition, among others. Are there opportunities for students, especially those with disabilities and refugees, to engage in outreach and programming with the host community beyond the campus?

Consider following an "informative approach" to connecting host community youth with displaced youth both on and off campus:

- Conduct awareness workshops and fairs with the local host community members and share information on alternative scholarship opportunities available to them.

- Work closely with education partner agencies and government officials -- particularly those at the county level -- to sensitize them on the scholarship opportunities available to the host community

- Create opportunities for learning and experience-sharing about the unique educational experience of the host community, refugees and displaced youth, particularly women and girls. This could be in the form of refugee advocacy clubs that encourage collaboration between host and refugee youth.

Beyond being invited, efforts need to be made to ensure the meaningful and active involvement of those with lived experience of forced displacement. Meet the DREEM Youth Advisory Committee. Click the link *, on the image, or scan the QR code to learn more.*

E-learning Course: Basic Introduction to Disability Inclusion in Higher Education

Are you interested in learning more about disability and how to support your higher education institution in becoming more inclusive? This E-Learning Course will introduce you to the basics you need to get started, covering; key concepts on disability and inclusion, the cornerstones of inclusion, disability etiquette and helpful tips on including people with different types of impairments in an education setting and beyond.

- Designed to cover the pre-read materials in the Master Trainer on Disability Inclusion curriculum.

- Filled with practical examples to get you started.

- Designed to be widely applicable to anyone in your institutional community.

- Free printable certificate upon completion.

Click on the link*, or Scan the QR code to access the E-learning Course*
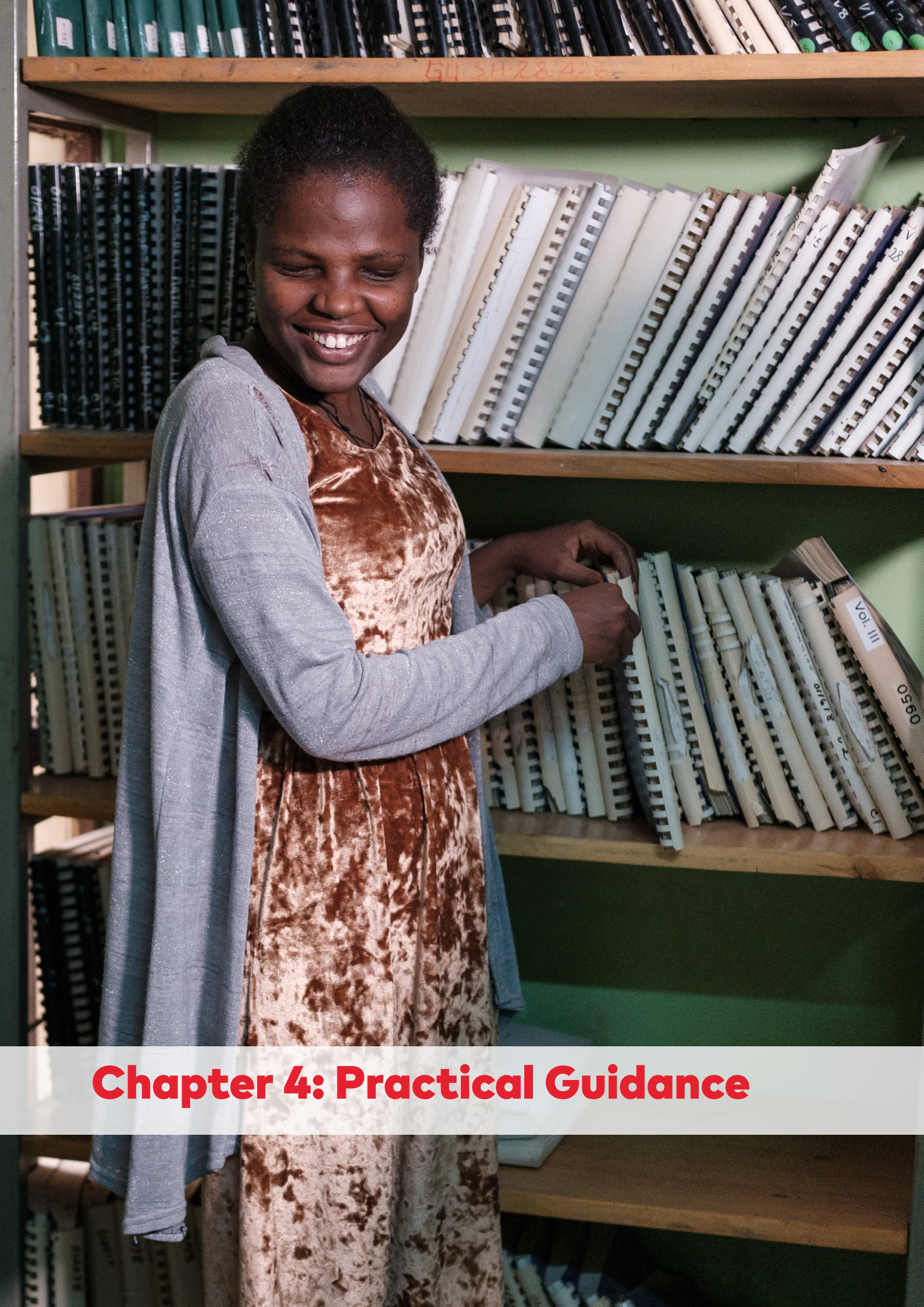
Chapter 4: Practical Guidance

This section will provide you with practical guidance to understand and effectively respond to, and help mitigate, the unique barriers and challenges youth with disabilities, refugees and displaced youth face to access, succeed and be meaningfully included in higher education and the Scholars Program. Creating an inclusive learning environment should be viewed as a continuous process that evolves as Scholars progress in their educational journey all the way to transition to the world of work. This chapter addresses the Scholars full journey, from recruitment, to transitioning to education, the education period, and transitioning to the world of work. It also provides key information needed to plan this process and ways to measure your progress in the inclusion journey.

Planning

Inclusion needs to be built, developed and continuously adapted. Planning is a key element and should include an assessment of the current situation within the Scholars Program and broader institution, consultations and the development of partnerships with various stakeholders, including youth from target communities.

- **Conduct a barrier analysis** to identify barriers and gaps that diverse youth face to access and succeed in the Scholars Program and your institution as a whole. Institutional data (e.g., demographic information on applications), surveys and interviews with young people and staff can be used to identify challenges. Data should be gathered not only to identify gaps that may impede access, but also experiences of social exclusion or barriers to participation. Data should be disaggregated by gender and other relevant demographic factors to understand barriers through an intersectional lens and to allow for equity-based programming that does not cause harm or leave any sub-groups behind. Findings and recommendations from this barrier analysis should be factored into program development.
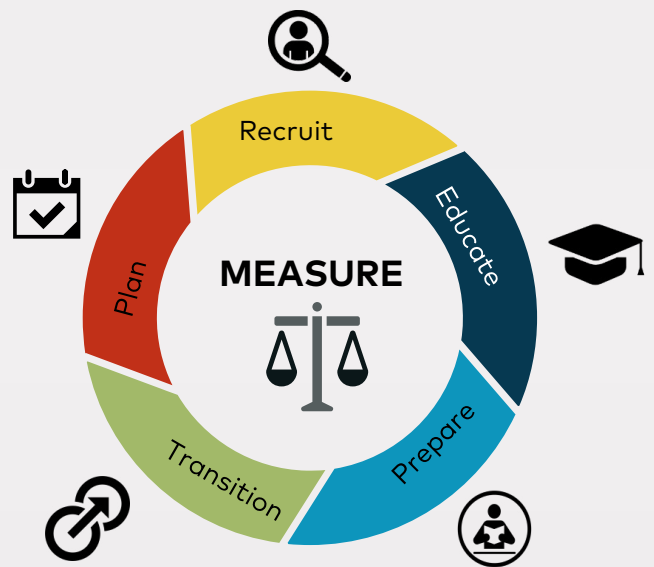
- **Establish a baseline** that identifies the demographic information of your Scholars Program. Specifically, are there students with disabilities, are there refugees or displaced youth, are men and women equally included? Ideally, this is done the first year of running the Scholars Program at your institution, enabling you to benchmark changes over time. If you have not captured this data as yet, could you? Consider details such as types of impairments, language profiles, educational background, gender, etc.

- **Collaborate with various stakeholders** from the onset. Now is the time to identify and build relationships with various services that may already be on your campus (e.g., disability services), as well as community organizations (e.g., settlement organizations that work with refugees locally or refugee-led organizations). These networks will also be valuable at later stages, helping you to problem solve issues that come up, or pointing you to appropriate resources and support. These networks can also support targeted recruitment of youth with disabilities and displaced and refugee youth for the Scholars Program.

- **Engage young people** from target communities. This should include young people with disabilities, refugees and displaced youth and other students. In order to support active participation, you must create an environment that welcomes the presence and input of diverse youth, including typically marginalized groups such as young mothers. This could include ensuring childcare is available during these sessions. For example, if planning a consultation, it is important to ensure that persons with disabilities are specifically invited and are offered meaningful opportunities to share their ideas.

- **Develop an evergreen action plan that takes an intersectional approach.** This should specify and prioritize what needs to take place, the timelines, who is responsible and opportunities to review progress. Use the action plan to develop measurable equity and inclusion targets, work plans, to continuously check progress made and address any regressions.

- **Budget for inclusion.** Activities to support interventions that accommodate and include youth with disabilities, refugees and displaced youth, and measure progress require an earmarked budget. Exact costs are difficult to know, and will depend on individual Scholars' needs and profiles. We recommend allocating 2-5% of the overall program budget to flexibly apply to inclusion measures such as:

  - Measures to enhance accessibility of premises and various facilities.

  - Training and awareness-raising activities on campus and with staff.

  - Assistive devices for Scholars and additional psychosocial support services.

  - Translation and credential evaluations.

  - Support to women refugees with children.

  - Legal and career support services.

  - Reasonable accommodations (e.g., sign language).

Accessibility Assessment

An accessible barrier-free environment is a core element of disability inclusion. It allows people with disabilities, particularly those with visual, physical, neurological and multiple impairments to fully and actively participate in all spheres of university life.
An accessibility assessment is conducted by an authorised or accredited body in order to systematically check and track accessibility within the institution. This covers physical spaces in the university routinely used by students (e.g., lecture halls, laboratories, residences, etc.) as well as the accessibility of Information, Education and Communication (IEC) Materials. Having students and/or staff with disabilities take part in the accessibility audit will ensure that their experiences and needs are adequately taken into account during the process.

The How-to Guide below is a practical tool to enable your institution effectively carry out an accessibility assessment. Click on the link*, on the image or scan the QR code to view and download.*

HOW-TO

How-to
Conduct a Rapid Accessibility Assessment

LIGHT FOR THE WORLD

in partnership with

Stories of Inclusion!

Disability Inclusion in the Mastercard Foundation Scholars Program at University of Gondar, Ethiopia

in partnership with
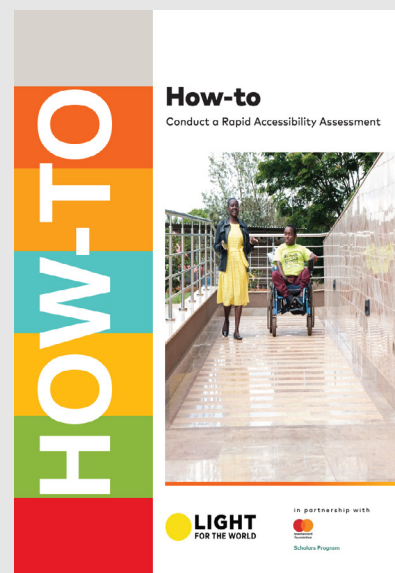
Scholars Program

The Stories of Inclusion! Photonarrative brings together experiences of Scholars with disabilities, mentors, Scholars Program staff and university management at University of Gondar, Ethiopia on the univeristy's journey to disability inclusion. Click the link *or scan the QR code to view and download.*

Access and Thrive

Facilitaing access to higher education for youth with disabilities, refugees and displaced youth, more often than not, requires additional targeted approaches and efforts. Below are a range of strategies that can be tested and implemented through the Scholars Program to support inclusive recruitment. A reminder that this work is front-loaded, and when you focus on building a positive and inclusive student experience, the alumni network and word of mouth will help to simplify recruitment efforts and bring about more strong and diverse applicants. To be connected with UNHCR, NGOs working with refugees, and Refugee-led Organizations in refugee communities to aid with the sharing of your recruitment information, please contact the WUSC team.

Tips for Inclusion

- **Use diverse communication media.** Reach more potential applicants -- especially young women -- by using traditional media (e.g., community radio, TV, print newspaper) and digital media (e.g., websites, social media platforms), and share information in various formats (audio, video, easy-read documents). This includes leveraging technology to broaden access. Consider the role of community organizations, as well as peer groups to share information (e.g., notice boards, refugee-led organizations or religious institutions vs. online promotion, Facebook pages/groups). Among refugee and displaced communities, information generally flows more easily through social networks and agencies working directly with these youth. Plans to recruit and reach out to youth should be gender-responsive, taking into account the unique barriers young women face in accessing information, to ensure that both men and women are reached.

- **Work with educational institutions as referral partners.** Special needs schools and inclusive mainstream schools can be an important way to help you conduct outreach activities. Additionally, many of these schools will assist their students with disabilities in the application process to higher education institutions.

- **Engage current students and alumni.** Currently enrolled students at the university as well as Scholars -- including youth with disabilities, refugees and displaced youth and others -- have a wealth of knowledge and experience regarding both the institution and the Scholars Program. Engage them to understand what works in terms of effective recruitment, how they may want to be involved and their ideas to reach potential applicants.

- **Partner with issue-focused organizations and women's groups.** Look to organizations of persons with disabilities, local disability groups and refugee groups, women's groups and non government expert organizations to help promote the Scholars Program. Consider additional ways to work with these organizations, including training for

staff on your campus, or other ways that you can cross-promote events and learn from one another.

- **Specifically name the target student groups in recruitment.** Young people must see themselves in the educational opportunity in order to understand and believe that the opportunity is available to them. This is especially true for many marginalized youth who have faced structural barriers that have denied them access to educational opportunities, including many scholarship programs that specify citizenship requirements. This can be directly articulated both in recruitment materials, and explicitly stated on the application (e.g., priority will be given to applicants who meet the program requirements and are women with disabilities).

- **Create a peer ambassador program.** Hire students and graduates with lived experience of displacement and persons with disabilities and ensuring diverse gender representation to act as ambassadors for your Scholars Program. Having these young people travel to present to schools in the community, as well as schools in

refugee settlements and camps, can allow other young people to "see themselves" in the program and to ask questions of someone who understands the process and experience. Where possible, consider how your institutions might hire these young people as recruiters.

- **Adopt additional measures to recruit girls and young mothers.** Take special consideration and develop measures to reach young girls and women. These may include (but are not limited to) engaging with family members and community leaders to promote higher education uptake among girls and young women; putting quotas and flexible entrance criteria in place to directly target female recruitment (e.g., lowering entrance cutoff scores); and working specifically with young women's groups to promote and highlight the benefits of higher education. Additionally, provide infrastructure support such as daycare and subsidized housing, and make these amenities clear to young women at the information and recruitment stages. On campuses, women's participation in higher education and campus life can be normalized and encouraged. This can be done through policy and design (e.g., having inclusive policies for pregnant students) and through public education.

- **Provide an adequate application window.** Ensure that the time between when the call for applications is launched and the deadline for submission is sufficient to reach more marginalized communities. For many youth with disabilities, and for refugees and displaced youth, additional time should be considered in order to acquire support with completing the application and collecting supporting documents. In addition to ensuring the application window is sufficient, provide a process to integrate some flexibility with incomplete applications received, or those that may require more time (e.g., transcripts pending from another country). Where possible, simplify the application process and provide assistance to applicants.

- **Offer flexibility in the admissions process.** Especially for refugees and displaced youth, acquiring the required documentation in the formats required (e.g., original hard copy transcripts from an institution) can be extremely difficult. For some, this means communicating with a government and institution of a country they have fled, or attempting to obtain transcripts from an institution that was destroyed. Consider flexibility and alternatives (e.g., attestations, alternate credential assessments or placement exams) in situations where individuals cannot access the required documents.

- **Offer flexibility in the admission requirements.** Flexibility on admission criteria should be considered, including lower grade requirements for some applicants as well as flexibility in age limits. For refugees, especially refugee women, the barriers to complete and succeed in secondary education are significant. Considering lower cut off scores or older applicants, coupled with entrance exams as part of the application process and/or bridging classes, can equitably respond to the unique barriers that refugee youth face. Where possible, make this information transparent and include it as part of all communication efforts, as people will self-select out of applying if they do not believe they have the required grades.

- **Build capacity of recruitment staff.** Bright and resourceful students shop around, and if your recruitment team doesn't have basic information about the experiences and needs of diverse student groups, prospective students will go elsewhere. Build the capacity and competence of staff by -- at minimum -- offering awareness training for recruitment staff. For example, a virtual meeting covering the basics of disability, types of impairments (including screening procedures), respectful language, practical tips on how to communicate and engage people with different types of impairments, and inclusive recruitment strategies. Where possible, ongoing training should be provided, helping to build the capacity and comfort level of recruitment and admissions staff on the experiences and challenges faced by various diverse youth

and the ways in which they can support their inclusion in higher education.

- **Make the decision-making process transparent.** Help applicants understand the application process clearly, provide information to keep them informed and manage expectations. If you know you receive more applications than you accept, ensure that this is clearly communicated. Describe the decision-making process in detail and provide a clear timeline. If applicants who are rejected can apply again, make this clear and provide the details on when they can do so.

- **Provide legal and administrative support.** For successful applicants to the Scholars Program, be prepared to provide additional support with documentation. Refugees and displaced students may need support in understanding the processes for studying at your institution, implications on their status and refugee process, and help to acquire appropriate travel documents and to liaise with government and UNHCR offices.

The Recruit Tip Sheet brngs together key points on how to find and recruit potential Scholars with disabilities! Click the link *or scan the QR code to view and download.*

Community Engaged Learning

Providing an inclusive and supportive learning environment for Scholars with disabilities, and those that are refugees and displaced persons, involves the removal of barriers that could limit their participation in learning, other extracurricular activities and promoting social cohesion.

Tips for Inclusion

- **Offer a pre-university orientation program.** A two-week -- or more -- orientation program scheduled at the start of the academic year for first year students provides an opportunity for diverse students to become acquainted with their learning environment, including available support structures. This is an excellent opportunity to work to identify and put in place any reasonable accommodations that new students might require. Some Scholars, based on their education background and/or accommodation needs, may need a longer and more comprehensive orientation period (e.g., mobility training for youth with visual and physical impairments).

- The transition to university can be difficult for students, especially those who have never lived independently or those who are also adjusting to a new community and culture. Orientations should include on-campus resources (e.g., tutoring or counselling services) and support and services available off-campus (e.g., community groups). Providing an orientation program gives students the chance to adjust and develop new routines before classes begin. Where possible, support staff should establish contact with family members of Scholars -- especially young women who may have had less support for education -- in order to support future communication and build a connection. In addition, consider segregating parts of the orientation by gender in order to provide female Scholars with a safe and open space, especially in sharing information about health resources and services.

- **Emphasize campus services and support.** It is important to provide specialized orientation to refugees and displaced students, and students with disabilities to understand important services, such as career guidance and counselling. Early on, these resources can support students to take appropriate

Journey to Disability Inclusion

Lessons learned from the Mastercard Foundation Scholars Program at University of Gondar

Journey to Disability Inclusion: This learning brief highlights key lessons learned on disability inclusion from the Scholars Program at University of Gondar, Ethiopia. Click this link, *on the image or scan the QR code to view and download.*

steps and plan to achieve their goals. Additional encouragement and guidance can help Scholars to avail themselves of these resources and enhance their success, especially in the job search process.

- **Create a safe and welcoming environment.** Ensure that there are policies in place regarding anti-harassment and discrimination, as well as effective measures in place to respond to any incidents. It is important to have specific policies and procedures in place regarding sexual or gender-based violence and work proactively to raise awareness about these policies to build safe campus communities. Offer psychosocial support and safe spaces for women to ensure they feel safe and welcome on campus and in the school community.

- **Provide reasonable accommodations.** Work with Scholars with different types of impairments to set up reasonable accommodations. These should be decided upon through close interaction between the Scholar and university staff, especially professionals in inclusive education and rehabilitation services.

- **Offer wrap-around support services to students.** Work within the institution and within the community to ensure that students and their families are aware of, and have access to wrap-around support and services. This may include academic support such as tutoring, mentors, study periods, writing support, etc., as well as broader support to individuals and their families such as counselling services, childcare, transportation support, employment support, etc.

- **Provide academic bridging.** Offer academic bridging to support Scholars who may not have achieved the admission or language scores required, or those who might need catch-up support. These classes can be provided during holidays for upgrading (bridging) prior to the start of the semester. These opportunities can support many young Scholars to succeed at the university level, offering not only catch-up classes, but courses that may not have been available to students previously (e.g., science and math options, computer and IT usage, and language skills).

- **Offer additional tutorials.** Tutorials are an important additional academic support measure to enhance the academic performance of Scholars, filling in potential gaps in regular teaching sessions. Schedule time for tutorials for a minimum of 12 hours per semester and enable Scholars to choose any courses where they need additional academic support. English and computer training and support are particularly important for many refugee and displaced Scholars who have had limited exposure to academic English or technology based resources such as computers and library resources

- **Offer mentorship support.** Lecturers and instructors can mentor and support Scholars by providing one-on-one or group counselling, coaching and overall support to navigate their studies and fit into university life with greater ease. Peer mentorship relationships with other students who have shared lived experience (e.g., refugees or those with an impairment) can also be set-up to provide support for new Scholars. These peer relationships can be valuable to building important social

Curious about how assistive technology can facilitate an inclusive learning environment? Click the link or scan the QR code to the Technology Hub for key information you need to get started.

[Technology Hub - CapAble](#)

connections and navigating the university, especially for young women who may have additional challenges and less access to networks.

- **Provide legal and administrative support.** Ensure that Scholars have access to support to navigate legal matters (e.g., obtaining student visas) and that there is administrative support dedicated to helping students. Build relationships with organizations in the community (e.g., settlement or legal aid organizations) that can guide and help, but ensure that students are not alone navigating difficult paperwork and processes. This includes ensuring Scholars from refugee backgrounds are aware of their legal rights (e.g. the right to work or freedom of movement) and have the necessary legal support to apply for required documentation.

- **Facilitate academic and non-academic peer-to-peer support.** Classmates and other peers on campus can play an important role in supporting social inclusion, helping diverse Scholars make friends in the university community and participate in student life and academics. While this may occur organically for some students, a systematic approach to foster these relationships can help ensure no one is excluded. This could be a peer buddy system and be part of orientation. Consider offering capacity-building and awareness-raising sessions on topics related to the diversity of student experiences (e.g., types of impairments) to help peers understand one another, build empathy and develop inclusive leadership competencies.

- **Encourage extracurricular activities.** Scholars, especially those who have been historically marginalized, should be encouraged to participate in extracurricular activities (e.g., clubs, sports, volunteering). This will assist them in realizing their full leadership potential. Youth with disabilities, refugees and displaced youth need to be reflected in student leadership and other key decision-making positions within the university community so that they see themselves as part of the community and can play an active role in building an inclusive culture. In order to encourage and ensure the participation of diverse students in leadership roles on campus, ensure that policies are inclusive (e.g., refugee students and students with disabilities are encouraged to apply).

- **Offer person-centered mental health services.** Person-centered care ensures that individuals have ownership over decisions made about their support or care. The student's experiences, preferences and perspectives are important contributors to developing services that are tailored to their circumstances. It is important to examine whether mental health service providers who are engaging with youth with disabilities, refugees and displaced youth have had specific training or lived experience to provide the best level of care.

- **Offer psychosocial support services.** It is important to have a clear emotional support and referral pathway for students throughout their university experience. When offering psychosocial support services, ensure proper planning and training takes place for these services to ensure you are offering quality services that will do good and not cause more harm. Also consider compassion fatigue for all service providers and how to support burnout. In addition, as noted above, a peer support system would also be an excellent support model for students, as long as their fellow students have been provided with sufficient support on understanding the diverse experiences of those who require support.

Preparing to Transition to the Workforce

This phase of the Scholars Program involves preparing Scholars for graduation by providing professional development opportunities including mentoring, psychosocial support and career counseling, internships, work integrated learning, work placements, volunteer opportunities, entrepreneurship support and Business Development Services.

These opportunities are intended to develop employability or employment-readiness skills, building long term and sustainable networks, and fostering an entrepreneurial mindset. All these activities can help refugees and displaced students and students with disabilities prepare for the next phase of life.

In many ways, preparation for after graduation is a part of admissions, course selection and imagining a particular career path. Many youth with disabilities grow up in an environment of low expectations, which has an impact on their own ambitions for the future. Refugees and displaced youth often live in distorted labour markets, have skepticism about opportunities beyond higher education, and need additional support to think about and map out career possibilities. This is why preparing for transition should start as early as the admissions phase, even communicating with potential applicants -- especially young girls and women -- during outreach activities.

Preparing Students to Transition to the Workforce: Lessons from Ashesi University in Ghana and University of Gondar in Ethiopia. Click the link *or scan the QR code to read more.*

Tips for Inclusion

- **Build the capacity of career counsellors.** Institutions, usually through career centres and counsellors, will engage recruitment agencies to support student placements and employment. Supporting the capacity of career counsellors on issues related to impairment and employment for persons with disabilities, and refugee status and employment, can help to ensure that Scholars are receiving knowledgeable support and preparation for appropriate placements and opportunities. The training sessions should have specific content on employment dos and don'ts (e.g., when and how to disclose one's disability).

- **Provide supportive internships.** Internships are an important opportunity for Scholars to apply academic learning to real life experience, as well as build valuable networks and work experience. For Scholars with disabilities, and those that are refugees and displaced persons, community-engaged learning provides exposure to the world of work locally, and an opportunity to work with the support of an institution on any reasonable accommodations or adjustments. For the host organization, the internship will expose them to the experiences of diverse youth. A positive internship can help employers understand the value of diversity in the workplace and become champions for inclusion and hiring from the Scholars Program. Appropriate support for both student interns, and regular check-ins with the host employers can support a positive internship experience and mitigate any issues as quickly as they arise.

- **Develop a network of inclusive employers.** Internship placements are an opportunity for your institution and program to build a network of inclusive employers. Work with each employer to understand their employment needs, expectations and the organization. Identify any barriers (e.g., physical inaccessibility) and support appropriate placements for students. Ensure that employers understand the requirements, any reasonable accommodations or additional considerations and that they have support and guidance from the university. Conduct an exit interview with each employer who had a student placement in order to identify what went well, what could have been done better, additional support needs and whether the employer will consider hosting again. Identify any potential champion employers who could be enlisted to share their experience working with diverse student placements and to help reach more employers.

- **Build employer capacity.** Work with employers to ensure their workplaces have the capacity to support and include youth with disabilities, refugees and displaced youth (e.g., basic training, ongoing support to troubleshoot challenges, etc.). This

From Commitment to Action: Uganda Breweries Limited's Journey to becoming an Inclusive Employer. Click the link *or scan the QR code to read UBL's story.*

preparation of employers should start through the internship placements that students undertake as part of their courses. Partner with expert organizations who can conduct training and workshops for employers and provide key contact persons who can be a resource for any questions or concerns.

- **Be an inclusive employer.** Scholars with disabilities, refugees and displaced Scholars may face additional hardships and barriers when accessing placements and opportunities to gain work experience. While building that external network and continuing to build awareness and capacity of employers, universities themselves should also offer internships, placements, volunteer and part-time work opportunities to Scholars. Experience on campus (e.g., libraries, recreational centers, bookstores, various institutional departments) provides Scholars with practical work experience, networks and local references that can help them to acquire future employment.

- **Provide leadership development opportunities.** Giving back is an important element of preparing the Scholars to become transformative leaders. Provide Scholars with a range of activities and experiences, from participating in leadership development activities and courses to volunteering, taking part in service learning, and building entrepreneurship skills.

- **Organize targeted and customized career fairs.** Career fairs that showcase inclusive organizations and a variety of diverse employers, support Scholars to build their network and learn more about the job market and entrepreneurship opportunities. This can be coupled with workshops that teach Scholars to network effectively, and provide other employment support.

- **Provide specialized job search support.** Looking for a work placement or internship is difficult. For Scholars who have not had previous formal work experience and face additional barriers, one-on-one specialized intervention can help them to navigate the search and recruitment process effectively. Recognize that young women, especially from refugee backgrounds and those with disabilities, face additional barriers and may benefit from more support. Ensure that staff can provide legal and administrative aid for refugees who may need it, as well as assistance to Scholars with disabilities who may need to negotiate reasonable accommodations with employers.

- **Highlight the successes of Scholars.** As Scholars prepare to graduate, highlighting graduates and providing opportunities to hear from previous Scholars and role models with disabilities or displacement experiences can help young people discover choices and confidently join the employment market.

- Female Scholars can play a particularly crucial role in inspiring young women and other community members to recognize the value of education and leadership for young women.

- Consider different ways to communicate this information, such as articles about alumni or films with job search advice for Scholars. Elevating these stories and experiences can raise community awareness and influence perspectives about the skills and capacities of diverse young people. This

Nasif recounts his experience searching for jobs following graduation and how employability skills training enabled him to land a job at Stanbic Bank. Click the link *or scan the QR Code to read more.*

is a key part of building an inclusive and enabling environment for young people to succeed.

- **Build the capacity of affiliated mental health professionals and university staff on mental health.** Whether on campus or third party support systems, Scholars Program Partners should build the capacity of their mental health professionals to provide tailored services for students with disabilities, and those who are refugees and displaced persons. Provide mental health first aid for as many staff as possible and provide guidance on how to provide relief to someone in crisis. For example, what might particular signs of depressive or suicidal behaviour in refugee and displaced students be? In addition, one of the best ways to break down the stigma of mental illness is to highlight stories of recovery. Scholars Program Partners are encouraged to share stories in a way that encourages seeking assistance and organizations such as Solid Minds are well placed to provide training on how to do so.

Nasser Ssenyondo, entrepreneur and founder of the Silent Café shares his inspiration to build a business where Deaf people can thrive, and the impact it has had on the community. <u>Click the link,</u> *Youtube Icon, or scan the QR code to view his story.*

Dignified and Fulfilling Work

This phase of the Scholars Program involves refugees and displaced students, and students with disabilities transitioning to further education, employment, or entrepreneurship. This time can seem daunting for these students who already face other challenges accessing opportunities.

Sixty percent of Mastercard Foundation Scholars are working approximately one and half years after graduation, and 7% are able to start their own business or organization. Evidence shows that for graduates with disabilities, it is more difficult to access wage employment or run a profitable business.

This is related to a number of factors:

- Employers do not feel confident about their ability to create a disability friendly workplace. They often mention the lack of physical accessibility as a barrier without realizing that many persons with disabilities do not need such accommodations.

- Negative biases about job productivity and success of persons with disabilities.

- Highly competitive job markets requiring significant work experience (something that many youth, especially those with disabilities, do not possess).

- Employers fear additional costs needed for reasonable accommodations.

- Entrepreneurs with disabilities who start a business often face additional costs related to their impairment (e.g. transport costs, costs for a personal assistant or sign language interpreter), which makes it harder for them to run a profitable business.

The transition from university to the next phase for refugees and displaced students can be different from other Scholars. For instance, Scholars are expected to return home upon completion of their studies to exercise transformative leadership, and catalyze opportunities for themselves and others.

However, this expectation may not be realistic for refugees and displaced students who don't feel safe to return to their countries of origin, or even their host countries sometimes.

Consider the following important questions:

- What would the step forward be for refugees and displaced Scholars who can't return to their home country upon completion of their studies?

- Should the refugee and displaced scholars return to the refugee camps?

- What would be their legal status in the third country, if they happen to study in a country other than their host country? What are the processes involved? Do they have the legal rights to remain? Or legal right to return to their initial country of asylum?

- Who will help the refugees and displaced Scholars obtain legal rights to work within the host country? What are the processes involved?

- Who will help the refugees and displaced Scholars obtain legal rights to travel freely within the host country?

Tips for Inclusion

- **Continue to take steps to prepare Scholars.** All of the activities and steps to support students to prepare for the labour market, to guide them to access opportunities and to work with, and build the capacity of employers to provide inclusive workplaces will need to continue. Consider this work ongoing, and while some Scholars may be ready for labour market opportunities upon graduation, many others will continue to need support. It is important to ensure that Scholars can continue to access staff support, career centres and other campus supports even after graduation.

- **Establish linkages to Employer Networks.** Build upon the existing network of inclusive employers, broadening reach and opportunity for diverse youth. Develop and share business cases for hiring people with disabilities, refugees and displaced youth, and guide existing employers to reach other companies. Consider opportunities to connect with other networks of inclusive employers in order to reach a wider network of employers and facilitate entry into the job market for graduates with disabilities, refugee and displaced youth. This may also include developing strategic partnerships with agencies that work with women and girls for collective learning and to ease transition into the world of work.

Smashing the Glass Ceiling:
Ashar tells the story of her journey to becoming the Finance Director of a bus company in Uganda, and how she is driving change in the transport sector as a woman with short stature. She shares the efforts she has made to make her company inclusive, the reasonable accommodations she uses to succeed, and the awareness raising initiatives she has spearheaded.
Click the link *, the Youtube Icon, or scan the QR code view her story.*
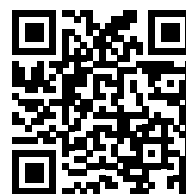
- **Establish an Entrepreneurship Fund.** Beyond seeking wage employment, Scholars may decide to take on entrepreneurial ventures or engage in business activities. Allocating funds to support these endeavours by Scholars in addition to connecting them to mentorship and business development services can go a long way in facilitating their successful transition to the world of work.

- **Build strong alumni and mentorship networks.** Provide opportunities for Scholars to connect with mentors and alumni of the Scholars Program. These opportunities can be as simple as a seminar with guest presenters and opportunities to ask questions, or an ongoing mentorship program between alumni and current students. These opportunities to connect, share stories and gather practical advice prove invaluable in preparing Scholars for the world of work. Alumni networks can facilitate connections to possible employers and encourage students to pursue programs that are in high demand, but where few people have the skills and qualifications.

- **Provide specialized legal and administrative support.** Ensure that Scholars understand their rights and responsibilities in the workplace, including laws and what to do if there is an issue (e.g., discrimination). For refugees and displaced Scholars in particular, navigating employment in a host country is a challenge. Ensure that specialized support and guidance is available to help them understand work rights and acquire required documentation (e.g., work permit). This includes paying for the applications.

- **Advocate for inclusive employment.** Unfortunately, barriers will continue to prevent diverse youth from reaching their full potential in the labour market. As inclusive leaders in your institution and with the Scholars Program, engage in advocacy efforts with government actors to eliminate barriers to employment for refugees and displaced youth and persons with disabilities. Work with private sector actors and advocate to eliminate barriers and build inclusive workplaces.

Business and Disability Networks offer tremendous value in supporting transition to work for young people with disabilities. Click the link, *or scan the QR code to learn more.*

Measuring Your Progress

Monitoring and evaluation of inclusion is an integral part of ensuring that interventions are effective for the specific target populations. Inclusion processes and systems can be captured at two levels: at the individual level, and the program level. Measurement targets and indicators will generally be established at the onset of a program, and be assessed throughout the stages of the Scholars Program.

- **Include youth when setting targets and inclusion milestones.** At the planning phase, set specific inclusion targets and success indicators for the Scholars Program at your institution. Diverse students and Scholars should be a part of developing monitoring and evaluation targets and indicators, as well as the best methods to gather data. This will ensure that the Scholars Program is as responsive to the needs of students with disabilities, and those that are refugees and displaced youth as possible and based on actual needs and priorities for youth.

These young people are 'subject experts' in their own experiences and possess personal, localized and contextual knowledge that can inform both design and data understanding and analysis (e.g., the why behind the findings). Involving young people in the monitoring and evaluation process also promotes sustainability and stronger ownership of success for the Scholars Program.

- **Collect disaggregated data when possible.** Disaggregated data allows assessment of the impact that the intervention has on different beneficiaries. It also reveals any patterns concerning their participation in activities and helps keep track of the project's inclusion goals. Categories of disaggregation depend on what information is most relevant, but may include age, gender, migration, displacement or civil status (nationality), disability type, etc. Caution should be used when sharing or reporting on disaggregated data, ensuring that people's identities and responses remain confidential.

Ensure that any identifying information (including some disaggregated information) is kept secure.

- **Apply an action learning approach.** Use data collection and success indicators to assess progress and to inform any changes and adaptations needed as you implement the program. For example, if you survey Scholars and identify that many feel disengaged from extracurricular opportunities, consider workshops, opportunities to try a club for a day, community fairs, etc. to help course correct and support diverse Scholars engagement in campus life.

- **Collect data on preparation and transition to work.** Marginalized populations face additional barriers in the labour market. Ensure that data is collected not only on the internal Scholars Program and campus experience of inclusion, but on preparation and transition to work.

- **Ensure safeguards and ethical data collection practices.** Data collection is important, but paramount is ensuring the safety of students is upheld. It is important to adhere to the "do no harm" principle at all times. When gathering and analyzing data from marginalized students, consider not only ensuring anonymity and confidentiality, but also the potential impacts of how findings can be used and framed. Be careful not to overburden diverse young people with too many surveys and assessments and to only assess relevant components.

- **Document your lessons learned.** In line with action learning, document challenges faced, solutions, achievements and key lessons learned. Identify innovative practices and approaches that worked, as well as what was unsuccessful and why. Use this to develop targets and action plans going forward, and share good practices for others to learn from your journey.

Chapter 5: Inclusive Institutions

To sustain results achieved through the Scholars Program, strategies used to foster inclusion can be scaled to the entire university. Collaboration between the Scholars Program team, the university management and other departments can help to embed positive and lasting change.

An inclusive institution is an important part of an inclusive Scholars Program. It is one where social inclusion is normalized as a priority across all aspects of the institution from their policy objectives to their implementation. Accomplishing sustainable inclusion requires both policy and cultural change.

Characteristics of a welcoming and inclusive institution

- Positive attitudes towards diversity and inclusion.

- Accessible infrastructure, inclusive learning materials and teaching practices.

- Policy and procedures to fight and address gender-based harassment, racism, ableism and all types of discrimination.

- Policies and mechanisms that ensure that the voices of marginalized youth are included in policy development, program and curriculum design, and decision-making.

- Flexible and accommodating academic programs and resources that support the unique needs of all students.

- Knowledgeable and skilled administrators and educators who provide culturally responsive leadership and inclusive curriculum and teaching.

- Social integration and cohesion on campus, where local and refugee/displaced students and students with and without disabilities create connections and feel a sense of belonging.

- Culturally-responsive and accessible psychosocial support is available.

- Leadership is representative of the diverse communities the institution serves.

Tips for embedding inclusion

Institutional change is important, but it can be slow. Here are some strategies and approaches to help foster an inclusive institution.

- **Provide ongoing inclusion training and education for staff.** Awareness training fosters change in mindset around diversity and increases confidence in and commitment to include students with disabilities, and refugee and displaced students in academic and non-academic activities. This type of training is important for academic staff, management and non-academic staff. Additional training and support should be provided to lecturers to build their confidence on how to effectively accommodate the needs of students with various types of impairments in learning, as well as identification of psychosocial support needs and what to do in the case of trauma in the classroom.

- **Provide inclusion training and education for students.** Support all students, including those with disabilities, refugee and displaced students, to build knowledge and awareness of the experiences, challenges and attributes of other people who are different from them. These training sessions can help students develop the skills necessary to respectfully communicate with peers, engage in thoughtful dialogue around complex topics, and deepen their

Embedding inclusion within institutional culture and processes requires sufficient budgeting. Interested in learning more about budgeting? Click the link or scan the QR code to find out how the University of Gondar has learned to budget for inclusion.

[How to budget for disability inclusion:experiences from University of Gondar, Ethiopia - CapAble](#)

Inclusion competencies for staff

Staff on university campuses should be trained about the physical and mental challenges and obstacles that diverse students face and the specific support offered.

Consider the following skills when hiring a career counselor to work with refugee students and students with disabilities:

- *Cross-cultural competence*
- *Acceptance and empathy*
- *Communication Skills*
- *Problem solving skills*
- *Self-awareness*
- *Flexibility*
- *Gender sensitivity*
- *Experience working with displaced populations*
- *Experience working with people with disabilities*
- *Lived experience*

understanding of how diversity, equity, and inclusion are relevant to everyone. Consider specific days (e.g., International Day of Persons with Disabilities) to engage all students on these subjects and foster understanding.

- **Influence institutional policies and practices.** Accessibility and inclusion need to be prioritized to ensure that all students are able to receive a quality education and access fair opportunities. This is within the Scholars Program and beyond. Work where you can to ensure that human resource policies, teaching policies and other institutional policies are inclusive (e.g., ensuring that reasonable accommodation is enshrined in the institution's policies). Where issues are identified (e.g., students not being able to volunteer on campus without a passport),

work with administration and leadership to understand the issue and come up with solutions. More often than not, policies and practices that are not inclusive are not intended to leave people out, but are so because diverse experiences were not adequately considered in design.

- **Identify allies and build partnerships.** Foster partnerships and networks with other staff who are committed to diversity, equity and inclusion. Find ways to grow in number and work together to strategically approach issues at your institution, as well as to know where to go for additional support. Changes that require no additional costs or risks to the institution are often simpler to achieve.

- **Work to build institutional support services.** Establishing or expanding the function of an institutional service, such as a disability resource centre or a legal service with refugee experience, can help to embed inclusion support in the institution. When these services are available to all students on campus and not only through the Scholars Program, more young people benefit and this has a lasting impact on inclusion in your institution. Work to create additional staff positions that play a vital role in supporting inclusion for example, sign language interpreters and personal assistants.

- **Ensure protection from any form of exploitation and discrimination.** Your institution should have clear safeguarding policies and a zero tolerance policy relating to exploitation and discrimination. These should be clearly communicated to all students, along with reporting options (e.g., 'whistleblowing' processes) and opportunities for guidance & counselling.

- **Support diversity and representation.** Seeing role models within the university helps students to gain the confidence they need to be successful. Representation of people with disabilities and refugee and displaced persons at different levels of the institution matters. Consider how you can support this process.

Perhaps you can prepare and encourage diverse people to apply for senior roles and governance opportunities, hire with diversity and equity in mind, or advocate for hiring policies that aim to increase diversity.

- **Demonstrate and share success.** Through the Scholars Program, as well as the institution at large, find ways to share success stories about how adapting and building an inclusive institution has a positive effect. Celebrate success by recognizing staff who have championed inclusion, as well as students who are leading change across the institution.

- **Amplify positive narratives about marginalized students.** Amplifying the voices and experience of youth with disabilities, refugees and displaced youth and women and young mothers, and highlighting their contributions to academic institutions and communities can have a positive influence on campus.

- **Support leadership opportunities.** Create spaces and foster opportunities for marginalized young students to lead on campus. Leadership opportunities are not always available to these young people and many are passionate about inclusion and can help to champion the work of tackling systemic barriers within their institutions.

- **Advocate for your students.** More than anything else, listening to students you work with, believing them about their experiences and working -- where you can -- to advocate for change will make a difference. Being bold enough to say something in the face of unfairness is not always easy, but it paves the way for others to follow. For the students, whose voices and experiences are often on the sidelines, your commitment to their inclusion will help them feel a sense of belonging.

Looking for a fun and interactive way to engage the university community in conversations about disability inclusion? Click the link, on the image, or scan the QR code to download the CapAble Awareness game and step into the shoes of a student with disabilities on their journey from recruitment through their transition to the world of work.

Disability Awareness Game - CapAble

Key Takeaways

- Inclusion is a cornerstone of the Scholars Program. Diversity and inclusion are priorities for the Mastercard Foundation and an expectation of and for young people globally.

- Diversity and inclusion are good for your program and institution. Inclusion drives cohesion on campus, creativity and results. Scholars will graduate with greater empathy and understanding of people's diversity and life experience, and will not only become ambassadors for your program and institution, but inclusive leaders in society.

- Youth with disabilities, refugee and displaced youth face many unique barriers to accessing and succeeding through education. Each individual is faced with unique, often intersecting barriers. These groups generally face disproportionate unemployment and participation challenges in the labour market.

- We need to work to include diverse youth in the Scholars Program and in our institutions by both breaking down barriers, and through targeted efforts to support their inclusion.

- When we "do inclusion" well with one group, there are positive impacts that spill over to other aspects of community life.

- The biggest experts are those with lived experience. Find intentional and meaningful ways to include these young people and listen to them at each stage of the Scholars Program.

- Engaging other stakeholders and those who work with young people from diverse backgrounds and experience can support your inclusion efforts and problem solving.

- Training, capacity-building and engagement is needed across the institution to create a culture of inclusion and sustain positive change.

- This is a learning journey; you will make mistakes, but commit to keep trying.

- You can influence change and make a difference in the inclusion, welcome and success of diverse young people. Be bold and speak up.

Scholars Program Inclusion Checklist for Youth with Disabilities

An expanded Reflection Checklist with links to resources is available for download! Click the link *or scan the QR code to access.*
Pages 66-67 can be printed or photocopied to be used as a tool.

Policy setting / strategic planning	✓
1. Is there a policy on disability, commitment statement and/or action plan on the inclusion of vulnerable groups, among others persons with disabilities?	

Access and Thrive	✓
2. Are there links between the university and Organisations of Persons with Disabilities (OPDs) or networks of persons with disabilities?	
3. Are the promotion materials for the Mastercard Foundation Scholars Program accessible for persons with different types of impairment?	
4. Are the promotion and information materials disability inclusive? For example, by showing pictures of scholars with disabilities that have already benefited from the scholars program?	
5. Are the promotion and information materials shared within networks of persons with disabilities as to actively reach out to potential scholars with disabilities?	
6. Is there affirmative action so that persons with different types of impairments can benefit from the program? (e.g. persons with psychosocial impairment)	
7. Does the Mastercard Foundation Scholars Program have a target of how many of the Scholars are to be Scholars with disabilities?	

Community Engaged Learning	✓
8. Are the abilities and needs for reasonable accommodation of potential students being assessed?	
9. Has an accessibility audit been planned and budgeted for as well as a budget for necessary adaptations?	
10. Are measures taken to ensure that study materials are accessible for students with a visual impairment?	
11. Is the budget available to ensure that persons with visual impairment, or a mobility impairment who need a personal assistant can be accommodated?	
12. Has the staff of the university received basic training on disability awareness?	
13. Are measures taken to ensure that students with a visual impairment have access to a computer with screen reader software?	

14.	Are students with a visual impairment trained to be able to use a computer with screen reader software?	
15.	Are measures taken to ensure that Partner Institutions conduct regular general disability awareness dialogues/ open days for the entire school community?	
16.	Is there a sign language interpreter available for students who are deaf or hard of hearing?	
17.	Is there a possibility for students with different types of impairments to request additional support when needed? (e.g. some extra time for explanation of content)	
18.	Have students with different impairments been included in inclusive study groups? (as opposed to organizing them in separate groups)	
19.	Have lecturers that have students with disabilities in their course been sensitized on how to communicate with and/ or effectively include the student with different disabilities during the class?	
20.	Is there a resource centre for students with disabilities at the university/education institution where they can find assistive devices, and/ or support staff?	
21.	Do students with different types of impairments get additional time for exams where this is thought appropriate?	
22.	Have examiners been sensitized on the needs and requirements when examining students with different types of impairments?	
23.	Is reasonable accommodation provided for students on school internship and field work including those doing academic research?	
Dignified and Fulfilling Work		✓
24.	Are students with disabilities supported to find an internship with a company/ organisation in line with their ambitions?	
25.	Are the host companies/ organizations sensitized on the specific abilities and needs of the student with disabilities?	
26.	Are reasonable accommodation needs considered during the internship?	
27.	Have students with disabilities been able to participate in a career fair to sensitize them on possible career paths?	
28.	Have students with disabilities been trained on employability skills, like networking, CV writing, interview skills and basic ICT literacy?	
29.	Did graduates with disabilities have an opportunity to be in a work experience placement so that they have an opportunity to expose their abilities and beat possible negative attitudes about their abilities to work?	

Scholars Program Inclusion Checklist for Refugee and Displaced Youth

Pages 68-70 can be printed or photocopied to be used as a tool.

Policy setting / strategic planning		✓
1.	Is there a policy on inclusion of refugee and displaced youth at your institution?	
2.	If such a policy exists, is it gender responsive, inclusive and adaptable?	
3.	Are refugee and displaced youth of different social characteristics / identities engaged in policy formulation and implementation processes ? (e.g., needs assessments, monitoring and evaluation, collection of feedback among others)	
Access and Thrive		✓
4.	Are there safe, accessible and reliable linkages between the university and refugee and displaced youth?	
5.	Are the promotion materials for the Mastercard Foundation Scholars Program accessible, and do they take into consideration the diversity of experiences of refugee and displaced youth?	
6.	Does your institution offer tailored scholarship opportunity support to young refugee and displaced mothers? Is there specific funding earmarked for infrastructure like childcare?	
7.	Are the promotion and information materials inclusive for refugee and displaced youth?	
8.	Are there mechanisms in place to reach out and recruit refugee and displaced youth? (e.g., those within limited Internet access)	
9.	Does your institution have a target for how many of the scholarship opportunities are allocated for refugee and displaced youth? Are there intersectional targets? (e.g., refugee women)?	
10.	Does the Mastercard Foundation Scholars Program utilise gender-responsive and inclusive approaches to engage refugee and displaced alumni in the refinement and improvement of the recruitment process?	
11.	Has your institution considered waiving admission fees for refugee and displaced students?	

12.	Does the Mastercard Foundation Scholars Program have a point of contact at your institution and a mentor of refugee background who provides guidance and helps answer questions and concerns regarding the application process?	
13.	Does your institution offer flexibility or alternatives for refugee and displaced students to gather supporting documents or seek alternative means for assessment where documentation is too difficult to attain?	
14.	Are there specific measures in place to collect data on refugee and displaced student enrollment? Is this data disaggregated by gender?	
Community Engaged Learning		✓
15.	Are refugee and displaced youth aware and knowledgeable of resources available to them on campus and in their communities? Are there certain groups of refugees and displaced youth that may have lower access to resources?	
16.	Has your institution provided targeted and specialized orientation on available resources to the refugee and displaced students?	
17.	Does your institution have specific measures that protect refugee and displaced students from any form of exploitation and discrimination? Is there a clear and secure reporting process in place?	
18.	Are there specific and inclusive measures or mechanisms in place to promote and create transformative refugee and displaced youth leaders at your institution? Is the diversity of refugee and displaced students reflected in the student leadership and other key decision-making positions?	
19.	Are there engendered and inclusive mainstreaming mechanisms in place to gather the perspectives and voices of refugee and displaced students within your institutions?	
20.	Is there institutional commitment to refugee and displaced youth inclusion especially at the senior management level of your institution?	
21.	Are measures taken to ensure that Partner Institutions conduct regular refugee and displacement awareness dialogues/conversations that are open for the entire campus community? Is World Refugee Day observed at your institution?	
22.	Are there additional support systems such as tutoring services, available for refugee and displaced students?	
23.	Are refugee and displaced students encouraged to participate in both academic and extracurricular activities?	

24.	Is there a healthcare professional on campus trained in the specific needs of refugee and displaced students (e.g., refugee mental health and wellness support), as well as gender-specific support for young women?	
Dignified and Fulfilling Work		✓
25.	Are refugee and displaced students supported to find an internship and access to work placements with an organization that is aligned with their career goals?	
26.	Are there mechanisms in place to engage and host potential employers and entrepreneurs to facilitate safe networking opportunities and advocate refugee inclusion? Are potential employers sensitized and aware of the barriers and needs of refugee and displaced students?	
27.	Is there a mentorship program in place to assist the transition of refugee and displaced students to the world of work?	
28.	Do the refugee and displaced Scholars and university staff understand the legal rights to access work in the country of study and/ or in their country of asylum?	
29.	Are alumni success stories inclusive of the diverse refugee and displaced student graduates?	
30.	Does your institution engage in advocacy efforts with local and regional governments to eliminate employment and entrepreneurship barriers?	
31.	Are there specific measures in place to ensure female refugee and displaced students transition into employment and entrepreneurship opportunities?	
32.	Are refugee and displaced students trained on employability skills? (e.g., networking, resume writing, interview skills, and job search techniques)	

Mastercard Foundation

The Mastercard Foundation works with visionary organizations to enable young people in Africa and in Indigenous communities in Canada to access dignified and fulfilling work. It is one of the largest, private foundations in the world with a mission to advance learning and promote financial inclusion to create an inclusive and equitable world. The Foundation was created by Mastercard in 2006 as an independent organization with its own Board of Directors and management.

About the Scholars Program

The Mastercard Foundation Scholars Program is developing Africa's next generation of leaders. The program allows students whose talent and promise exceed their financial resources to complete their education. With a vision that education is a catalyst for social and economic change, the program focuses on developing leaders who are transformative, encouraging them to be active contributors in their communities.

The Program provides financial, social, and academic support to Scholars. Financial support includes, but is not limited to, tuition fees, accommodation, books, and other scholastic materials. The scope of majors and degrees eligible for the Mastercard Foundation Scholars Program varies from institution to institution.

For more information, please visit:
www.mastercardfdn.org

World University Service of Canada

World University Service of Canada (WUSC) is a leading Canadian non-profit organization in international development, committed to providing education, economic opportunities and empowerment opportunities that improve the lives of millions of disadvantaged youth around the world. WUSC has proven experience working to address barriers for refugees and displaced youth in several domains, including third country scholarships, access to education in host countries and emerging work on integration, community-based initiatives, and economic opportunities.

Light for the World

Light for the World is a global disability and development organisation aiming to contribute to an inclusive society where no one is left behind. The mission of Light for the World 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. The work is driven and led by persons with different types of impairments, and Light for the World holds a track record advising on disability inclusion and offering technical expertise around disability inclusion tailored to the needs of various sectors and industries.

Solid Minds

Solid Minds is a private, independent outpatient mental health clinic located in Kigali, Rwanda licensed by the Ministry of Health. Solid Minds provides evidence-based psychological services to individuals, couples, families, and children, and also has employee assistance, capacity building, training and supervision, and student wellness programs with local and international organisations, businesses, and educational institutions.