# Terms of Reference (ToR) for Consultants – Resource Development on Disability Inclusion in Higher Education

**August 2021**

**Light for the World, Uganda**

## Icon Description automatically generatedBackground on the Mastercard Foundation Scholars Program

Mastercard Foundation is a global foundation based across four hubs in Kigali (Rwanda), Nairobi (Kenya), Accra (Ghana) and Toronto (Canada). The Foundation’s programs promote financial inclusion and advance education and learning in Africa, primarily for young people, and in Canada for indigenous youth.

The Mastercard Foundation Scholars Program allows students whose talent and promise exceed their financial resources to complete their education. Its key assumption is that all young people, no matter their starting point in life, should have the opportunity to obtain quality education, gain dignified and fulfilling work, and pursue their aspirations. With a vision that education is a catalyst for social and economic change, the Program provides Scholars with financial, social, and academic support and focuses on developing leaders who are transformative, encouraging them to be active contributors in their communities. The goal is to develop a network of transformative leaders driving inclusive and equitable socio-economic transformation in Africa.

The Program is implemented by a global network of 27 high-quality university and non-governmental organization partners and is currently embarking on an expansion. The implementation of the Program is organized around four main phases: Recruit, Educate, Prepare and Transition.

### Disability Inclusion in the Mastercard Foundation Scholars Program

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

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

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

## Background on 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. Our mission is to contribute to a world in which persons with disabilities fully exercise their rights in line with the UN Convention on the Rights of Persons with Disabilities and Sustainable Development Goals. Persons with disabilities living in poverty are amongst the most excluded groups in society. They are at the centre of our work and they drive the change.

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

## Purpose of the assignment

As part of the development of tools and resources on disability inclusion and the provision of technical support, Light for the World has identified the need to have external specialists on aspects of disability inclusion. These specialists will provide tailored support on areas of need identified by Scholars Program partners and support building resources for the online learning environment known as Capable. This online environment present resources, tools, and blended learning content for Mastercard Foundation Scholars Program staff and partners.

The areas of support identified for specialist support are:

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| --- | --- | --- |
| **Specialist** | **Details of the support role** | **Deliverables** |
| **Assistive Technology / products (open-source, specialized or universally available) products and services)** <file:///C:/Users/user/Downloads/WHO_EMP_PHI_2016.01_eng.pdf> | A range of assistive technology are currently available that enable students with disabilities to actively participate in their learning environment. However, the availability of these technologies globally and locally (especially in Africa), their usage, costs and access is often not common knowledge.  This support role is designed to avail this information, support the building of resources and provide tailored support to Scholars Program partners as required. | * Create and update curated online database of access technologies that explains the product functions, features, environmental specification, estimated costs, supplier * Identify and document good practices/lessons learned related to the provision and use of assistive technology in higher education * Create an assistive technology supplier and trainer list. * Draft guidelines for fitting and decision-making around assistive technologies with references * Develop presentations and briefs of top assistive technology options for students with particular barriers/disabilities. * Provide tailored content on demand for the Scholars Program |
| **Counseling, stress management and career development support for students with disabilities** | While students with disabilities have similar mental health support needs as other students, the barriers they have encountered leading up to higher education and those they actively face in their learning environment pose a greater need for psychosocial support or the integration of disability-specific elements in existing psychosocial support services. In addition to this, there are students with psychosocial impairments that also require support to enable them to thrive in their learning environment.  This support role is designed to avail this information, support the building of resources and provide support to Scholars Program partners as required. | * Develop information resources on psychosocial support for students with disabilities and inclusion of people with psychosocial impairments in learning. * Create a checklist/guideline on an orientation programme for students with disabilities that promotes their inclusion and wellbeing. * Identify and document good practices/lessons learned related to the provision of psychosocial support for students with disabilities in education * Create three presentations and three briefs on selected topics with special emphasis on young woman, stress management and substance abuse. * Provide a guidance note on special considerations for career guidance counselors. * Provide on demand support to Scholars Program |

* While the above support roles are listed together, interested parties are requested to apply for one role or more (should they have the expertise) separately.
* The consultants will work under the guidance of the Thematic Director on Inclusive education

## Expected timeline for assignment

Each specialist will be provided with a framework contract up to 31st August 2022, with a maximum of 20days of output expected in this timeframe. A proposed timeline is presented below. We expect most input to be needed in the months of September, October and November 2021.

## Composition and qualifications of the specialist(s)

We are looking for a pool of specialists:

* With education background on Special Needs Education, Physiotherapy or Occupational Therapy, with a focus on higher education.
* With **hands on experience** on one or more of the three areas mentioned: Assistive Technology in Education, Assistive Devices in education and Psychosocial support for students with disabilities. The specialist should have considerable experience (minimum of 5 years) in the concerned field with **specific focus on its application in the context of African Higher Education Institutes**. The specialist should have own experiences as well as **experience to develop content for others**.

## Technical and financial proposal

At the time of application, the consultant/firm is expected to submit technical proposal, financial proposal as well as the project planner worksheet (copy and original) as per this term of reference. The consultants’ detailed plan for the entire process must be included in the technical proposal; and members` CV, work experiences, and letter of reference for successful previous work must be included as annex of the technical proposal.

## Submission of proposals

1. Interested consultants who meet the above-mentioned criteria are invited to submit their proposal to:  [a.maarse@light-for-the-world.org](mailto:a.maarse@light-for-the-world.org) with the subject “Consultants – Resource Development on Disability Inclusion in Higher Education”
2. Clearly state which area of support needed you are interested in. If interested in providing support to more than one area, kindly submit proposals separately for each area.
3. Application due date is September 27/2021