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achieving high decision-making positions in Senegal**

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Disclaimer:

This document represents part of the author's study programme while at the International Institute of Social Studies. The views stated therein are those of the author and not necessarily those of the Institute.

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List of Acronyms

ANSD	Agence Nationale de la statistique et de la démographie (National Agency of Statistics and Demography)
BFEM	Brevet de fin d'Études moyennes (certificate of completion of junior secondary school)
CRPD	Convention on the Rights of Persons with Disabilities
CRPD	Committee on the right of people with disability
DPRE.	Direction de la Planification et de la Réforme de l'Éducation Direction of Education Planning and Reform
DSPD	Division for Social Policy and Development
MEN	Ministère de L'Éducation Nationale (Ministry of National Education)
SDGs	Sustainable Development Goals
UN	United Nations
UNCRPD	United Nations Convention on the Rights of persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Abstract

This research paper explores the barriers preventing physically disabled teachers from achieving high managerial positions in the education sector in Senegal. It examines how disability can act as a significant obstacle to these teachers' access to leadership roles. The research employs a qualitative approach, with interviews conducted with 25 participants. Among these, I had the privilege of interviewing 5 directors from the Ministry of Education in Senegal to gain insights into the primary reasons preventing physically disabled teachers from attaining managerial positions.

From these interviews, it became clear that many of the Ministry's programs and projects primarily focus on addressing gender inequality faced by female teachers. However, the information gathered from the study reveals that the main barriers for physically disabled teachers include a lack of support, limited information on the application process, discrimination, exclusion, and stigmatization.

Relevance to development studies

Knowing the importance of disabled people's representation in managerial positions for development and inclusion, this research is highly relevant to development studies. It highlights the barriers preventing physically disabled teachers from achieving managerial roles in the education sector.

Addressing the situation of physically disabled teachers is crucial, as they make significant contributions to society. Placing them in decision-making positions not only enhances perceptions of disability but also helps to rectify injustice and addresses gender-related issues that affect communities and society as a whole. Supporting people with disabilities boosts their confidence, particularly among disabled students, and reduces stigma. Moreover, having physically disabled teachers in managerial positions contributes to reducing discrimination and promotes a more inclusive environment. Their representation in the education sector aligns with and supports the achievement of Sustainable Development Goals (SDGs) 10 (Reduced Inequalities) and 5 (Gender Equality).

Keywords

Physical disabled teacher, high decision-making positions, intersectionality and ableism, Stigma, barriers, Senegal.

Chapter 1 : Introduction

1.1 Introduction to the Study

Internationally, there has been a growing debate about the inclusion of disabled people in high-level decision-making positions. Article 27 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) states that disabled individuals have the right to work on an equal basis with others. The purpose of this article is to ensure that people with disabilities have equal career opportunities and to reduce obstacles that prevent them from achieving their rights at work (Johnson, 2013).

Achieving representation in high-level decision-making roles for people with disabilities has become a priority for governments and international organizations. Since the adoption of the UNCRPD on December 13, 2006, increasing the representation of disabled individuals in leadership roles, promoting employment, and encouraging their inclusion has been on the global agenda. However, despite the 2006 convention's commitment to promote and protect the rights of people with disabilities, many still face workplace inequality (Watson and Simon, 2020).

Including physically disabled teachers in high-level positions is especially important, as it can reduce discrimination and gender stereotypes (Bines et al., 2011). The presence of physically disabled teachers in managerial roles within the education sector could positively affect societal perceptions of disability, as well as influence how children perceive the capabilities and roles of disabled people in society (ANSD, 2022).

A study by Wehmeyer (2017) found that the inclusion of physically disabled teachers not only enhances the educational environment for students but also addresses issues of injustice and influences gender equity within communities and society. Both society and students need to see able-bodied and physically disabled teachers in high-level roles in education, without discrimination. This representation not only impacts the careers of disabled teachers but also helps reduce gender-based violence and social injustice.

According to Wehmeyer (2017), having disabled teachers in managerial positions increases the confidence of disabled children and their parents, who may otherwise feel that a child with a disability has limited future prospects.

Furthermore, the allocation of high-level decision-making roles has long been unequal across many work sectors, with visible discrimination against certain groups, including people with disabilities. This discrimination has social, cultural, and economic consequences for disabled individuals and their communities.

In Senegal's education sector, the issue of physically disabled teachers has gained the attention of stakeholders, international organizations, and non-governmental organizations. A World Health Organization survey conducted in 2017 found that, like many West African countries, Senegal faces challenges in ensuring physically disabled teachers have access to high-level positions within the public education sector.

The situation for physically disabled teachers from primary to secondary public education in Senegal remains complex and critical. Although there are many physically disabled teachers working

in Senegal's public education sector, it is rare to see them in managerial positions (DPRE/MEN, 2021).

1.2 Background to the Proposed Study

Since 2021, I have been working with the Directorate of Human Resources at the Ministry of Education, and I have also been a teacher for more than eight years (since 2012). This experience has given me the opportunity to observe inequality and social injustice within the education system. I have seen many physically disabled teachers remain in the same roles without receiving any promotion. Their professional situation has raised my awareness of the need for equal opportunities for all teachers, without discrimination.

Senegal signed and ratified the International Convention on the Rights of Persons with Disabilities on December 2, 2009, incorporating it into Article 98 of its constitution, followed by the Framework Act 2010-15 of July 6, 2010. Although these laws promote and protect the rights of people with disabilities, the number of physically disabled teachers in high-level decision-making roles remains low, which affects them socially, culturally, and economically. Additionally, their limited access to senior positions is seen as problematic by both international and national organizations.

According to a report by Ngom (2017) and the ANSD (2022), Senegal has 91,967 teachers in the public education sector, yet only 1,219 of them hold high-level decision-making positions. Of those, only 5% are occupied by physically disabled teachers. Ngom (2017) attributes this low representation to a lack of focus on disability issues in education and training, as well as a failure to implement policies addressing disability at the institutional level.

Increasing the number of physically disabled teachers in managerial roles is essential, as no one should face discrimination or be denied their rights in the workplace. Allocating positions should be done fairly and transparently, without favoritism, as equality in position allocation is a fundamental human right (Brennan, 2022). Implementing people's rights is also part of adhering to international policies on equality and inclusion.

In many African countries, according to Rugho (2017), policies regarding disabled people in managerial roles are poorly implemented. Cultural norms and beliefs play a significant role, often leading to stigmatization in the workplace. In Uganda and Kenya, a report by Alley (2016) found that disability is often viewed negatively within communities, with the media sometimes reinforcing these stigmas. This social bias further increases workplace discrimination against disabled people.

The reasons for the low number of disabled individuals in managerial positions vary across African countries. Alley (2016) argues that in Nigeria, Kenya, and Uganda, workplace stigma towards disabled people is the main factor behind their low representation. For example, in Nigerian, Ugandan, and Kenyan communities, disability is sometimes perceived as a violation of societal norms. As a result, it is difficult for disabled individuals to achieve high-ranking positions in these countries (Rohwerder, 2018).

Research indicates that the low representation of physically disabled teachers in managerial roles negatively impacts disabled individuals and discourages them from pursuing careers in education. This limited representation also hinders efforts to reduce stigma associated with disabilities (Burchardt, 2004).

In Senegal, a legal framework exists to support access to high-level positions, as the country has ratified conventions related to decent work and inclusion for disabled individuals. However, from my observations in the education sector, it remains challenging for physically disabled teachers to attain senior positions. To advance disability rights on an international scale, stakeholders must prioritize inclusion and access to decision-making roles for marginalized groups within the education sector (Chibaya et al., 2022).

Despite governmental efforts, the situation for physically disabled teachers remains critical. Discriminatory practices against people with disabilities contradict the Convention on the Rights of Persons with Disabilities, which calls for the promotion, protection, and full enjoyment of rights for disabled individuals (UN, 2006). While studies such as Wehmeyer (2017) have been conducted on students with disabilities, little is known about the representation of physically disabled teachers in managerial roles within the education sector. Through this research, I have spoken with disabled teachers to understand their perspectives on these barriers, and I engaged various participants, including education stakeholders and career managers.

1.3 Research objectives and questions

As stated in the introduction, this study is part of my master's program at the International Institute of Social Studies in The Hague. Its purpose is to contribute to the body of knowledge within the field of development studies. The findings from this study may be valuable for physically disabled individuals who aspire to reach high-level decision-making positions. This research aims to investigate the factors that prevent disabled teachers from attaining managerial roles, using frameworks of organizational theory, ableism, and intersectionality.

The research questions are as follows:

- 1) What are the barriers that prevent physically disabled teachers from reaching high-level decision-making positions?
- 2) How do physically disabled teachers navigate and counter the career progression barriers they face?
- 3) How can these barriers be addressed at the policy level by stakeholders to increase the representation of physically disabled teachers in high-level decision-making roles?

1.4 Organization of the paper

This research paper is composed of six chapters. Following the introductory chapter, Chapter Two reviews concepts and theories related to the situation of physically disabled individuals in the education sector. Chapter Three focuses on the methodology, covering data collection methods and sampling techniques. Chapters Four and Five present the challenges and barriers faced by physically disabled teachers in the public education sector, which form the main analysis of the topic. Finally, Chapter Six provides concluding notes and recommendations.

Chapter 2 : Conceptual and theoretical frameworks

Although there are many theories on disability, including the medical model and the social model of disability, I have chosen to focus on the following theoretical concepts to answer the research questions: ableism, intersectionality, and organizational theory. These theories were selected for this study because they consider disability within the specific context of the Senegalese education system and reflect the cultural realities surrounding disability in Senegal. Intersectionality, ableism, and organizational theory are applied to identify barriers that create inequality within the education sector.

2.1 Ableism theory

What is ableism?

According to Friedman and Owen (2017), ableism is linked to systemic discrimination that favors non-disabled individuals over those with disabilities. For physically disabled teachers, ableism can create barriers by fostering discrimination in favor of able-bodied individuals, which negatively impacts their ability to participate equally and achieve managerial positions. Lederer et al. (2013) explain that ableism in the education sector can manifest in various ways, such as inaccessible classrooms, restrooms, staff rooms, and limited access to managerial roles.

In developing countries like Senegal, disability inclusion models in education are rare. Rohwerder (2018) notes that ableism as a theory critiques discriminatory attitudes held by stakeholders, institutions, and administrators, who may underestimate physically disabled teachers. Such attitudes can exclude disabled teachers from managerial positions, professional opportunities, projects, and programs in the education sector, creating a hostile environment. Eisenmenger (2019) adds that ableism encompasses any behavior that devalues or assigns a lesser status to individuals based on their disability.

To combat ableism in schools, Barnes and Mercer (2005) advocate for inclusive policies and practices that provide necessary accommodations and promote awareness and sensitivity training among staff.

The Ableism framework and social model of disability

The ableism framework highlights the systemic discrimination and social prejudice against people with disabilities, aiming to understand how societal structures, cultural norms, and institutional practices perpetuate inequalities for disabled individuals (Paulinus et al., 2023). This concept helps us understand why physically disabled teachers often lack the same opportunities as others, underscoring the need for inclusivity in policy-making and practices within the education sector. Ableism, as an act of discrimination, manifests as social prejudice against people with disabilities, rooted in the belief that abilities are superior based on societal structures that prioritize non-disabled individuals. This is particularly evident in the Senegalese societal structure (MEN/DPRE, 2021).

When used as a framework, ableism in the context of barriers preventing physically disabled teachers from achieving high decision-making positions is interconnected with the social model of disability, which identifies societal barriers that prevent disabled people from participating on an equal basis with others (Barnes & Mercer, 2005). Both frameworks emphasize the stereotypes, societal

structures, attitudes, and practices that marginalize disabled people (Burchardt, 2004). The social model of disability and ableism are applied in this context to highlight the lack of integration of disabled people in managerial positions in Senegal (MEN/DPRE, 2022).

As Oliver (1983) stated, the social model of disability argues that society's failure to accommodate diverse abilities leads to the marginalization of disabled individuals. Addressing the barriers that prevent physically disabled teachers from attaining managerial positions is crucial for analyzing this issue in Senegal, as it could promote a more equitable society (Oliver, 2018). This perspective provides a critical lens to examine current educational policies toward disabled teachers in Senegal. For example, the Employment Act No. 67-41 of July 2013 aims to provide equal opportunities for disabled teachers; however, these policies are not effectively implemented at the local level (DPRE, 2021). This gap between policy and practice illustrates how societal systems continue to reinforce the exclusion of disabled individuals.

2.2 Intersectionality and organizational theory

Definition

Intersectionality is a theory that examines how different social identities, such as race, gender, and disability, intersect to create overlapping systems of inequality and disadvantage (Acker, 2006).

Intersectionality framework and organizational theory

The concept of an "inequality regime" as developed by Acker (2006) is crucial for analyzing how various social categories, such as gender, race, class, and disability, intersect to perpetuate inequality within organizational structures. In your case, applying Acker's framework to the situation of physically disabled teachers in Senegal sheds light on the structural barriers they face in advancing to high-level decision-making positions in the educational sector.

Acker (2006) argues that inequalities within organizations often appear as natural or invisible, especially when they are embedded in everyday practices such as recruitment, promotion, and job classification. This invisibility, or normalization, of inequality is particularly evident in the experiences of physically disabled teachers in Senegal, where the systemic barriers to their advancement are overlooked or unchallenged. The lack of representation of disabled teachers in decision-making positions can be seen as a form of exclusion, reinforcing the subordination of disabled individuals within the educational hierarchy.

By using Acker's theory, we can examine how the education sector in Senegal reproduces inequality through its practices and policies, despite the growing awareness of disability rights. The focus on intersectionality how disability interacts with other social categories like gender, race, and class helps us understand the multiple layers of discrimination that disabled teacher's experience. This intersectional perspective highlights how physically disabled teachers may face compounded disadvantages that non-disabled teachers do not.

Moreover, the application of intersectionality and Acker's inequality regime theory enables a deeper understanding of how the education sector's organizational culture and decision-making processes are designed in ways that continue to marginalize physically disabled teachers. This framework also helps identify the hidden practices that perpetuate these inequalities, offering a new structure for policy reforms to ensure greater inclusion and representation.

For example, the challenge of access to high decision-making positions for physically disabled teachers in Senegal can be linked to the broader patterns of inequality established in the education system. If disabled teachers are not seen as capable or deserving of managerial roles, or if structural barriers prevent them from advancing, it further established their exclusion from the spaces where decisions that affect their careers are made.

Finally, Acker's inequality regime theory not only helps to lay these hidden inequalities but also provides a critical lens through which to examine how disabled teachers navigate these barriers in their careers. By addressing the systemic nature of the discrimination, they face, we can propose more inclusive policies and practices to increase the representation of disabled teachers in high-level positions, thus challenging the invisible inequalities that persist within Senegal's education sector.

In summary, using Acker's inequality regime and intersectionality as frameworks provides a comprehensive understanding of the barriers that physically disabled teachers in Senegal face and serves as a foundation for addressing the inequalities that hinder their career progression in the educational system.

Chapter 3 : Research Methodology

3.1 Data collection

This study uses a qualitative research method to examine the access of physically disabled teachers to high-decision-making positions within the Ministry of Education in Senegal. The aim is to assess the current policies around promoting disabled individuals to managerial roles and identify the barriers that prevent them from accessing these positions.

As suggested by Waddington and Priestley (2020), it is crucial to analyze both the existing policies and the barriers disabled individuals face in the workplace to better understand their progress and opportunities for advancement into managerial roles. This study focuses on understanding how policies in the Ministry of Education either support or hinder the career progression of disabled teachers, especially regarding promotions to high-level decision-making positions.

The study utilizes semi-structured interviews to collect data. This method is flexible and allows for in-depth exploration of participants' experiences. It is particularly useful for face-to-face interviews, where the interviewer can follow up on responses and delve deeper into the issues being discussed (Sharma, 2021).

The study involves three groups of participants:

Number of physical disabled teachers' participants	Number of disabled teachers in managerial positions participants	Number of stakeholders participants
15 participants	5	5

The primary focus of the interviews is to assess the effectiveness of current policies related to recruitment, promotion, and career advancement for disabled teachers, particularly in terms of achieving high-decision-making positions. The questions for disabled teachers explored their personal experiences, the barriers they face, and their views on the existing policies. For those already in managerial roles, the focus is to understanding the challenges they faced in reaching these positions and whether current policies facilitated or hindered their progress.

In conclusion, this qualitative study, through interviews and secondary data, will contribute valuable knowledge about the challenges faced by physically disabled teachers in Senegal. By addressing both policy and individual experiences, it seeks to propose improvements that could enhance career opportunities for physically disabled teachers in the Ministry of Education.

3. 2 Sampling overview

A total of 25 participants were interviewed for this study. One female participant, a physically disabled teacher working in the Ministry of Education in Senegal, declined to participate after reviewing the consent form. She expressed concerns about being discovered and potentially facing repercussions. All 15 participants in the study had physical disabilities that affected their ability to walk correctly. Of the 25 participants, 14 were women and 6 were men.

On July 28th, I held two meetings with the Directors of Human Resources at the Ministry of Education in Senegal. The purpose of the meetings was to discuss the ethical considerations of the study and to go over the consent forms with them. As stated in the consent form, there were no risks that would negatively impact the participants' professional careers (Kvale & Brinkmann, 2009). The second meeting was with the Director of Human Resources in charge of vocational training. After discussing the ethical considerations and reviewing the consent form, he agreed to participate in the interview despite his busy schedule.

I conducted 4 online interviews with participants who live in the department of Rufisque, near Dakar, Senegal. The decision to conduct these interviews online was due to the difficulty of physically accessing their locations, especially because of flooding in the area. While they accepted the online format, one of the participants helped me connect with the other three, who were all physically disabled teachers working at different schools but were members of the same association of Arab teachers in Senegal. These interviews were conducted in **Wolof**, one of the main spoken dialects in Senegal. Many Arab teachers in Senegal were recruited based on their degrees in Arabic language teaching, but many struggle with using French in the school setting.

For the other interviews, I visited the participants at their places of work or homes. These face-to-face meetings allowed me to gather additional information that was not included in the questionnaires. The questionnaires consisted of both open-ended and close-ended questions, designed to help me gather deep insights into the participants' experiences, including their personal stories and perceptions as physically disabled teachers.

This multi-faceted approach to data collection, combining face-to-face and online interviews, as well as using both open-ended and closed-ended questions, provided a comprehensive understanding of the barriers faced by physically disabled teachers in achieving managerial positions in Senegal.

3. 3 Sampling techniques and Sizes

For this research, I employed snowball sampling as the primary technique to identify and access participants. This approach was particularly helpful in reaching the target group of physically disabled teachers, as it allowed me to obtain referrals from initial participants to further expand my sample. Initially, I planned to interview 35 physically disabled teachers, aged between 25 and 45 years old. The age range was chosen to gather a diverse range of perspectives, from teachers who are relatively new to the profession to those with extensive experience. However, the final number of participants was reduced due to practical challenges in the field. Many potential participants ultimately declined or canceled their participation, often due to travel plans or vacations back in their hometowns.

Despite these challenges, many physically disabled teachers were willing to participate, expressing a strong desire to share their experiences, particularly regarding improvements to their working conditions. As several participants noted, if their situations were not brought to light, they felt that there would be no push for change or support to improve their conditions.

Due to the sensitive nature of the research, especially concerning the identity of the participants, all individuals were assigned pseudonyms to protect their privacy. This was particularly important as many physically disabled teachers did not feel comfortable revealing their real identities. The teachers in managerial positions were pseudonymized as well, with each receiving a pen name for anonymity. Among the five stakeholders interviewed, three were comfortable revealing their identities, while the remaining two requested pseudonyms due to fears of being identified.

The two stakeholders who chose to remain anonymous are responsible for the promotion plans for female teachers in high managerial positions. They shared that, despite the introduction of two promotion plans for female teachers, physically disabled teachers still face significant discrimination and lack of support. Their insights were crucial in understanding the systemic issues within the Ministry of Education that hinder the career progression of disabled teachers.

In fact, the final interview I conducted was with a male physically disabled teacher who had applied twice for managerial positions but had not succeeded. This interview revealed valuable information regarding the various challenges and the different application processes that disabled teachers face when attempting to gain managerial positions. The participants, who worked in different schools and departments across Dakar, offered a broad spectrum of experiences and challenges.

One of the most difficult interviews was with the president of the association of physically disabled teachers in the Dakar region. Our initial meeting had to be postponed twice first within two hours of our scheduled appointment, and then again due to heavy rainfall. On the third attempt, we finally met at a school near her home, and the interview lasted about two hours. She was very generous with the information she provided, sharing in-depth insights about the barriers and challenges faced by physically disabled teachers in Senegal.

Overall, while the research process was challenging due to logistical issues and participant availability, the data collected from the interviews provided valuable insights into the barriers physically disabled teachers face in accessing high-decision-making positions in Senegal. The use of snowball sampling allowed for a diverse range of voices, and the careful attention to ethical considerations, including pseudonymizing participants, ensured that the research remains confidentiality and respect for the participants' privacy.

3.4 Research site: context of city of Dakar

Dakar is the capital city of Senegal, located at the westernmost point of the African continent. It is composed of five departments: Dakar, Pikine, Rufisque, Guédiawaye, and Keur Massar. As the capital city, Dakar holds significant political, economic, and cultural importance within the country (Journal officiel du Sénégal 6585, 2011).

Economically, the Dakar region is the wealthiest in Senegal, contributing substantially to the country's overall economic output and offering numerous employment opportunities. In terms of education, Dakar is home to some of the largest and most prestigious educational institutions in Senegal, including Cheikh Anta Diop University, which is one of the leading universities in West Africa (ANDS, 2021). This makes Dakar a central hub for both educational opportunities and economic activity in Senegal.

3.5 Reflexivity

At the beginning of my data collection, conducting research on the barriers preventing physically disabled teachers from reaching managerial positions proved to be quite challenging, particularly as a woman. Many participants struggled to understand my focus on this issue, and I spent several days explaining and convincing them of the importance of this research. In the beginning, I interviewed several individuals who questioned why I had chosen to study physically disabled teachers rather than female teachers in Senegal's public education system. My response was rooted in my strong belief in equality and social justice, and my personal experiences of witnessing the injustices

faced by physically disabled teachers in their careers. This explanation helped convince many participants to agree to interviews and become more open with me.

As a teacher at the start of my career, I had always been passionate about addressing injustices within the educational system, and writing about this topic had long been a personal goal. My position within the Ministry of Education also played a significant role in building trust with both participants and stakeholders, as it helped reassure them of my credibility and the purpose of my research.

Despite initial rejections, I persisted by explaining my position and providing clear information about the research objectives and its potential impact on the careers of physically disabled teachers. These efforts motivated many participants to engage in the interviews. One particularly memorable interview took place at a participant's home. She shared with me that she had never received any support from her school administration or from the Ministry of Education. Her emotional account deeply motivated me, prompting me to ask further questions. At one point, the interview became so emotionally charged that she began crying. I asked if she wanted to stop the interview, but she refused, asking me to continue after a brief pause. Twenty minutes later, she requested that we proceed, explaining that she had much more to share and wanted the public to hear her story.

Her emotional response profoundly affected me. I felt as though I was witnessing firsthand the struggles that physically disabled teachers face in their professional lives. Had she not insisted on continuing, I would have stopped the interview, but her determination to share her experiences kept me going. She devoted considerable time and energy to our conversation, and I am grateful for her openness.

In contrast, the interview with one of the stakeholders responsible for career management in the Ministry of Vocational Training was particularly challenging. I arrived at the Ministry early in the morning (9 am), only to be informed by the secretary that the stakeholder would not return until 3 pm due to a meeting in another department. The secretary suggested I postpone the meeting, but I asked if I could wait. After waiting for several hours, the interview finally began at 4 pm. While this delay was frustrating, it highlighted the logistical challenges I faced during my data collection and the need for patience and perseverance in the research process.

3.6 Limitations

This research encountered several limitations and challenges, particularly in the initial stages. One of the key difficulties was the lack of existing literature specifically focusing on physically disabled teachers in Senegal. While there is general literature on disability that could be applied across different contexts, there was very little research addressing the specific barriers faced by physically disabled teachers in the country. This gap in the literature made it more challenging to contextualize and support my findings with prior research.

I also faced significant challenges in identifying and convincing physically disabled teachers to open up about the barriers they faced in their careers. It took considerable time and effort to explain the purpose of the research and to gain their trust. Many were initially hesitant to speak about their experiences, likely due to concerns about privacy or fear of repercussions. Convincing them of the importance of this research, and that their voices could help bring attention to the systemic barriers they face, was an essential part of overcoming this challenge.

Interviews with stakeholders and physically disabled teachers in managerial positions also proved difficult. Many stakeholders were engaged in overseeing competitions for high decision-making positions or coordinating meetings with other departments during the time of the interviews. This scheduling conflict led to delays and made it challenging to secure their participation. Similarly, physically disabled teachers in managerial roles were hard to reach, as many of them were involved in supervising the final exams for junior secondary school students (Brevet de fin d'Études Moyennes - BEFEM) during the exam period in July. During this time, the government recruits' teachers for the coordination and evaluation of national exams, further limiting their availability for interviews.

Another major challenge was related to accessibility, particularly during the rainy season. In areas prone to flooding, traveling to meet participants in suburban regions became very difficult. The heavy rainfall made transportation and access to certain locations challenging, which impacted my ability to reach some participants in a timely manner.

Furthermore, one of the difficulties in conducting this research was the lack of data specific to physically disabled teachers in Senegal. As this is the first study of its kind in the country, the absence of prior research made it harder to compare and contrast my findings with existing data or frameworks. Additionally, as a female researcher, my gender raised questions among some participants. Many were curious about my motivations and why I had chosen to focus on the experiences of physically disabled teachers, especially when there were other possible areas of focus, such as female teachers in general within the Senegalese education system. This skepticism towards my research topic added another layer of difficulty in gaining participant cooperation.

Despite these limitations and challenges, I remained committed to my research, recognizing the importance of shedding light on the issues faced by physically disabled teachers and advocating for their rights within the education system.

3.7 Methods

1.1 The Qualitative Interview

Qualitative interviews are useful when the goal is to gain insight into participants' lives and experiences (Fernando et al., 2014). To understand a phenomenon more deeply, it's essential to gather information from individuals who have firsthand experience with the issue.

According to Malterud (2015a), qualitative interviews offer a deeper understanding of a phenomenon or problem and are an effective approach for exploring complex issues. When examining barriers that prevent physically disabled teachers from reaching high decision-making positions, semi-structured interviews are an appropriate method (Malterud, 2015c).

During interviews, flexibility is crucial (Kvale & Brinkmann, 2009). This means that insights from earlier interviews can inform and guide themes or topics in later interviews. It's important to have a structured approach but also allow respondents enough freedom to discuss what matters most to them. According to Malterud (2015c), an interview guide should focus more on key themes and topics rather than detailed, specific questions. The interview guide was developed with this approach, starting with questions designed to build rapport and make participants feel comfortable, while also ensuring that respect and openness were shown throughout.

3.8 Ethical issues

As with any research involving human subjects, the ethics of the study must be carefully considered. I formally obtained ethical approval for this study from the ethics committee and from my supervisor. This approval demonstrates that all interviews are conducted solely for the purpose of the research, specifically to investigate the barriers preventing physically disabled teachers from reaching high-level decision-making positions.

I understand the need to remain flexible to address the complexities of this topic and have taken into account my supervisors' feedback that research requires a thoughtful and respectful approach. Disability is a highly sensitive topic, and when working with individuals with disabilities, it is essential to ensure that they are not exploited by the research process (Olivier, 2018). It is also important that the research demonstrates adequate theoretical sensitivity in all stages, including data handling, analysis, and writing.

Privacy issues

This research on physically disabled teachers requires careful ethical consideration. It's essential to recognize physically disabled teachers as capable individuals, equal to those without disabilities (Vedeler, 2013). I understand that interviewing on sensitive topics involves various ethical responsibilities, especially since the information gathered will be documented and potentially viewed by multiple people (Kvale and Brinkmann, 2009).

To ensure ethical integrity, consent forms were provided to participants before starting interviews, as recommended for highly sensitive topics (Josselson, 2007). Written consent was obtained from both participants and stakeholders, with the understanding that all data collected was solely for research purposes. Audio recordings were deleted after transcription, and ethical measures were taken allowing the interview to be paused or stopped if needed. Participants were also informed of their right to withdraw from the study at any point without any repercussions (Horowicz and Stalford, 2023).

To further protect participants, pseudonyms were used to prevent any potential harm or exploitation. While I assured participants of all efforts to protect their identities, I clarified that complete anonymity could not be absolutely guaranteed to readers.

Informed consent

To meet the requirements for the interview process, I ensured that each participant received the consent form well before the interview, giving them time to discuss any concerns prior to signing. The consent form outlined that the interview would be digitally recorded and described the procedure, allowing participants to raise any questions and understand the ethical guidelines in place. I also asked each participant to choose a pseudonym, with their real names stored securely and separately from the study data.

To address potential risks, such as any emotional distress, I reassured participants that they could request to pause or end the interview at any time. I emphasized that they were free to withdraw

from the study without giving a reason. To make participants comfortable, I also informed them that they could choose to respond to all or only some of the topics in the interview guide.

3.9 Data collection

The data collected from the interviews were analyzed thematically, following the structure of the assigned questionnaire. Four participants requested not to be recorded, so I took detailed notes during those discussions. The other interviews were audio-recorded and subsequently transcribed.

Three of the participants, who are Arabic teachers and not fully fluent in French due to their training in Qur'anic schools, preferred to be interviewed in "Wolof" (one of the most widely spoken languages in Senegal), which I speak fluently. The other interviews were conducted in French, the official language of Senegal. Since few people in Senegal speak English, and most of the participants are civil servants, I translated my interview guide into French to ensure the questions were clearly understood.

The audio transcriptions helped me organize the data and code it in "Atlas.ti" (a qualitative data analysis software). This method allowed me to systematically address all thematic areas from the interview guide, structured according to questionnaires for physically disabled teachers, those in managerial positions, and stakeholders. This approach also helped participants articulate shared viewpoints and facilitated thematic alignment across responses.

Chapter 4 : Analysis

4.1 “Difficulties link to my disability”

4.1.1 Left alone without any support

"During all 15 years of my career, I've lived alone without any support; it's the dark part of my career," said Moussa, a physically disabled teacher from Rufisque, Dakar, Senegal. Moussa was my second participant to open up to me. He decided to stop applying for high-level managerial positions, choosing instead to continue in his teaching role. Through my investigation, I gained valuable insights into the professional challenges faced by physically disabled teachers. This section explores the information I gathered from participants on themes such as the application process, administrative support, and peer support, as well as the struggles they encounter in accessing high managerial roles.

In conversations with Moussa and two other participants who chose to remain anonymous, it became clear that physically disabled teachers often lack support from colleagues and the administration. They face discrimination and neglect despite the existence of gender equity programs. Disabled teachers are marginalized and not treated as equals to their non-disabled peers. Many reported being viewed as incapable of performing tasks, often labeled with derogatory terms like “Lafagne” and “Koulaggoki” (both words meaning “disabled” in Wolof, carrying negative connotations). These teachers are frequently seen as people who should be on the streets begging, not in a professional setting.

This prejudice reflects how Senegalese society is structured to marginalize certain groups. From their communities to their workplaces, physically disabled teachers experience isolation and a lack of support. One female participant, with over 20 years of teaching experience, shared that she never applied for a higher position, explaining, "I know there's no way for me to succeed. I have no friends at school. The only thing I can do is teach my classes and go home, knowing that my colleagues have no regard for me." Another participant, a physically disabled teacher who did reach a managerial position, credited her success to her husband's support; it was on her fourth attempt that she finally succeeded.

These interviews reveal the isolation that physically disabled teachers face within the Senegalese education system, where they are denied opportunities to advance. One participant recounted an instance when she asked a colleague for help in applying for a managerial role, only to be told, "Your place is not there; you won't make it, even if I help you." These words shattered her confidence and ultimately ended her aspiration to become a manager, despite her eligibility.

“Disability in Senegal is very heavy for those living with it,” said Nafi, a female participant. "It's challenging because opportunities are not open to us." While Senegal has implemented a gender program that includes provisions for disabilities, this initiative has only recently begun addressing the injustices faced by physically disabled female teachers (Watermeyer and Swartz, 2022).

The structure of Senegalese society influences school environments and shapes laws and policies, explained a male participant who described the inequality he feels between disabled and non-disabled people. Sharing his experience, he stated, *“I have no support compared to non-disabled people; all policies are targeted toward them, and they receive consistent support from the government.”*

4.1.2 information on achieving managerial positions

In organizational theory, effective information sharing is essential for organizational success. It improves decision-making, collaboration, innovation, and adaptability while fostering a transparent, equitable, and supportive environment, particularly for teachers with physical disabilities. Organizations that prioritize open information flow are more likely to thrive in competitive, fast-changing environments, as it allows teachers with disabilities to respond swiftly to new challenges and opportunities. On the other hand, organizations that neglect information sharing risk inefficiency, missed opportunities, and an unmotivated workforce.

This study reveals that while the Senegalese government has policies promoting equal opportunities for decision-making roles, disabled teachers report that little has been done to support people with disabilities in the education sector. Since implementing a plan to promote female teachers in decision-making roles, some progress has been made for physically disabled teachers (MEN/DPRE, 2022). However, accessing information and support remains challenging for disabled teachers, as one Arab teacher with a disability shared. “I have tried to get support several times, but no one wants to help me. Even my colleagues don’t offer a helping hand. Because of my disability, my chances are limited.”

According to stakeholders, annual campaigns are held to raise awareness about managerial positions, ensuring that all teachers are informed and have a fair chance to apply. However, research indicates that physically disabled teachers often don’t receive all the necessary information when applying for these roles.

One teacher, Nafissatou, a physically disabled teacher in Keur Massar, shared how she abandoned her application for a managerial position. “When I started applying, I was confident this would be my year to become a school manager. But over time, I realized I hadn’t gathered all the essential information to succeed.” Nafissatou’s case is one of many where physically disabled teachers were unable to access the information they needed to compete effectively. In one conversation, it was revealed that some colleagues were initially willing to help, but changed their minds upon realizing she was disabled, as culturally there’s a belief that disabled individuals shouldn’t hold certain positions. Disability in Senegal is complex, with significant stigma and trauma associated with it in the community.

Another participant, Arame, described the stress she faced while applying for a managerial role in 2021. She stated that *she received no support from the administration or ministry staff; her only support came from a fellow disabled teacher who had already reached a managerial position*. Arame’s experience highlights that, despite the challenges of accessing information about applying for leadership roles, people of the same gender tend to offer more support to each other.

One important conversation was with Fatou, a disabled teacher who was temporarily appointed to a managerial role to cover for a manager on sick leave. She said, “*During my short time as a replacement, I ensured all tasks were completed accurately and on time. I didn’t limit myself to my specific duties I encouraged my colleagues to help each other by sharing information about leadership positions.*”

This research shows that a lack of information access can significantly impact disabled teachers’ ability to advance to managerial positions in the education sector. Conversations with Arame and Nafissatou highlight the struggles physically disabled teachers face in achieving leadership roles. Out of all participants, only two mentioned receiving information through alternative channels: a physically disabled teacher who was assisted by a fellow disabled colleague and certain stakeholders. Overall, the interviews revealed that information sharing is insufficient, with clear discrimination and a lack of assistance from stakeholders, colleagues, and non-disabled teachers towards physically disabled teachers striving for leadership roles.

4.1.3 information on administrative support (Any explanation on the application process of managerial position).

During my fieldwork, I observed that although administrative support exists within the education sector, physically disabled teachers still struggle to attain managerial positions, largely due to a lack of guidance or explanation from their supervisors or headmasters. One participant shared that since beginning her teaching career, she has never received any administrative support. Similarly, three other participants mentioned that they had once received support from a female manager when they applied for a position in 2019. Unfortunately, only one of them succeeded that year. One teacher stated, *“Since our female manager left, we haven’t received any support from the administration. Without timely assistance, we often miss the opportunity to apply for managerial positions, which limits our chances.”*

However, the stakeholders I interviewed maintained that they consistently support physically disabled teachers. They explained that there is a specific support program in place for disabled teachers before each application period begins, and that they never go a year without offering assistance to disabled candidates applying for managerial roles.

4.1.3.1) countering ableism in Senegal’s education sector

Countering ableism faced by physically disabled teachers in Senegal requires addressing structural barriers, promoting inclusivity, and combating inequality. Physically disabled teachers often face unfair treatment, discrimination, exclusion, and limited access to managerial positions. Ensuring their inclusion and empowerment is essential not only for their rights but also to set an example of diversity and equality within the education system.

One interviewee, Awa (pseudonym), shared her experience to highlight this inequality and exclusion. She said, *“In my efforts to apply for a managerial position, I applied four times before finally succeeding. I received no support from the administration or the Ministry of Education. I had to rely on myself and learn from my mistakes until I finally succeeded on my fourth attempt.”*

Similarly, another participant, Fatou (pseudonym), explained that she faced the same challenges. The only support she received during her application process came from a colleague and a former teacher trainer who guided her in her career. *“If it weren’t for my teacher trainer, I would not have received any support, and I might not have pursued career advancement. He taught me a great deal about the field of education, never seeing my disability as a barrier. He always motivated and encouraged me to progress in my career.”*

To effectively counter ableism against disabled teachers in Senegal’s education sector, a comprehensive approach is needed to address legal, institutional, and organizational barriers, as well as discrimination and inequality. Empowering physically disabled teachers through accessible promotion plans and supportive policies will enhance their professional opportunities and contribute to a more inclusive and equitable education system. By treating disabled teachers with dignity and respect, Senegal can take a meaningful step toward creating an education sector that values diversity and inclusion for all educators.

4.1.4 Point of view on the process of application

As highlighted in other sections, the titles of each part provide a broad understanding of the struggles faced by physically disabled teachers in Senegal. This section's discussions offer valuable insights into each participant's perspective on the application process. Over time, many physically disabled teachers have built resilience in navigating this challenging process.

For instance, one participant, "Daouda," shared that gender discrimination seems to play a role in the application process. *"In my first application attempt, I realized that my gender mattered. As a male teacher with a disability, I noticed that my chances were reduced because many Ministries of Education programs are designed to support women facing inequality. I stopped applying for managerial positions, even though I am an eligible candidate."*

During my interviews, I found other participants expressing similar experiences. Three conversations stood out to me. "Mariam" described the application process for managerial positions as highly challenging. In her most recent application, she struggled due to a lack of essential information and insufficient support. Another participant, "Mouna" (pseudonym), shared the same difficulties, mentioning that the application process was challenging for her. She added, *"Despite the obstacles in the application process, I managed to secure a position thanks to the promotion program for female teachers in managerial roles. Many of my colleagues often come to me for help and advice on their applications."*

The third participant described similar challenges but faced additional barriers. He admitted, *"I had to deal with two main challenges before applying for a managerial position. The first was managing my disability, and the second was securing a high-level position. These two challenges created significant hurdles in my career."*

From the perspectives shared by various participants, it's clear that eliminating these barriers is crucial to providing fair opportunities and achieving the objectives set for all teachers. A human resources stakeholder commented, *"We are doing our best to share information to reduce the low application rates among some groups and to provide more opportunities for disabled and female teachers."* This statement underscores the need for strategic planning and inclusivity in the application process to ensure that no one is left behind.

One participant, "Awa," pointed out another issue with the application process—the limited time given to submit applications. She explained, *"I missed the chance to become a school manager due to the short time allocated for submitting applications. My application was ready to be submitted that week, but I received notice that the deadline had passed, and no more applications would be accepted across Senegalese academies. I knew that if my application had been accepted, I would have secured the position, as I had the highest score among candidates and extensive experience."*

4.1.5 Attitudes towards Disabled teachers

Attitudes towards disability can significantly influence the lives and careers of disabled individuals, either positively or negatively. According to Angharad and Lisa (2012), fostering positive attitudes towards disabled people can promote their dignity, respect, and self-confidence. My findings show that one of the main challenges physically disabled teachers face in their careers is the attitudes they encounter daily in the workplace. Interviews reveal that these teachers are often negatively impacted by the attitudes of their colleagues and the broader educational community, which discourages many from pursuing managerial positions.

Despite the existence of Senegal's Social Orientation Law No. 2010-15 of July 6, 2010 (la loi d'orientation sociale n° 2010-15 du 6 juillet 2010 de la République du Sénégal), designed to

protect and promote the rights of disabled individuals, protections for disabled people in Senegal remain limited. Cultural norms and perceptions about disability continue to negatively impact disabled individuals (Wehmeyer, 2017).

Physically disabled teachers report experiencing various forms of negative attitudes in the workplace. Participants shared how these attitudes act as psychological barriers, preventing them from aspiring to managerial positions. Ali, one of the participants, shared a personal experience: “The attitudes I have received from my colleagues exclude me from pursuing a management role. One day, while on a break in the teachers' lounge, a female colleague joined me, and we discussed various educational topics. *“When I mentioned my interest in applying for a managerial position, she responded immediately, saying, ‘Are you serious? I don’t think they’ll consider your application—people like you can’t be managers.’ Words can inspire people to achieve their dreams, but her response shattered my ambition to apply for a leadership role. Since that incident, I haven’t had the courage to try again.”*

From the responses I received, it’s clear that participants had different reactions to these attitudes. For example, Moussa, a physically disabled teacher in mid-career as a French teacher, explained, “I have experienced so many negative attitudes that now I don’t focus on what people think about me or how their reactions might affect my career.”

Among the participants, one story stood out for illustrating the impact of negative attitudes on the careers of physically disabled teachers. Rama, a young female teacher with a disability from the Dakar suburb of Rufisque, shared her perspective. She explained why physically disabled teachers struggle to achieve managerial positions in education. She said, *“Despite my physical disability, I handle everything on my own. I don’t have close friends; I manage by myself. I’ve done this throughout my career to avoid negative attitudes toward my disability. I’ve become very strong, mentally resilient, and capable of facing many challenges in my professional life. I’m sharing this with you because I want to break the barrier of disability and encourage physically disabled people to develop strong character and overcome any obstacles they face.”*

These conversations reveal the hardships that physically disabled teachers endure in their professional careers and the discrimination they encounter due to their disabilities (Vedeler, 2013).

4.1.6 Exclusion within the colleagues and in the school

The interviews reveal that most participants reported experiencing exclusion and a lack of assistance from colleagues and school administrators. For example, “Naffisatou” shared, *“I wasn’t judged based on my intellectual abilities. Most people in my community and workplace excluded me because of my disability.”* When this same question was asked to other participants, they described similar attitudes from their colleagues. Despite these shared experiences of exclusion in their professional lives, many have chosen to focus on their careers rather than on changing roles.

The exclusion faced by physically disabled teachers aligns with findings from Scior et al. (2016), who argue that stigma and stereotypes contribute to the exclusion of people with disabilities and can negatively impact their entire lives. Negative attitudes toward disabled individuals can lead to widespread inequality and discrimination within a community (Vedeler, 2013).

However, there is a contradiction between the experiences of physically disabled teachers and the perspective of some stakeholders, who assert that discriminatory and negative attitudes toward minority groups are forbidden under Senegalese law. Stakeholders argue that any disabled teacher experiencing such treatment is entitled to report it, as they are protected by Senegal’s Social Ori-

entation Law No. 2010-15 of July 6, 2010. This statement from a stakeholder in charge of managing the careers of disabled teachers highlights a disconnect between the legal framework and the reality faced by disabled teachers.

To conclude this section on “Exclusion Within,” it is clear that inclusion, assistance, and protection could greatly enhance physically disabled teachers' access to higher managerial positions. Examining the exclusion of these teachers in Senegal's education sector through an intersectional lens reveals complex layers of discrimination. Ableism does not exist in isolation but intersects with other forms of marginalization based on gender, race, class, and more. To build a truly inclusive education system, policymakers, educators, and communities must collaborate to address these intersecting barriers, ensuring that all teachers, regardless of their identities, have equal opportunities to participate fully and fairly.

Chapter 5 Discussions

5.1 The impact of Stigma and cultural norms on achieving managerial position for physical disabled teachers

Cultural norms play a significant role in shaping barriers to managerial positions, particularly for disabled teachers. According to Campbell (2009), cultural attitudes toward disability often perpetuate negative stereotypes and stigma. In Senegal, the dominant discourse around ableism—regarding the roles and capabilities of disabled people—leads to frequent stereotyping and stigmatization of physically disabled teachers. Such views and perceptions negatively impact their opportunities to access managerial positions (MEN/DPRE, 2022). Shah et al. (2014) notes that in some cultures, disability is seen as a curse or as punishment for past misdeeds, a mindset that further marginalizes disabled teachers and excludes them from management and decision-making roles.

Shah et al. (2014) also suggests that analyzing the role of stigma can help in understanding how these harmful perceptions affect the careers of disabled teachers. Stigma not only erodes their self-esteem and mental health but also limits their chances for professional development and a sense of belonging. By understanding the influence of cultural norms and stigma, we can better identify and address the barriers that prevent disabled teachers from reaching managerial positions (Brennan et al., 2022).

The lack of representation of physically disabled teachers in managerial roles within the Senegalese education system reflects the impact of stigma and cultural norms on their professional advancement (MEN/DPRE, 2021).

5.2 The impact of Attitudes towards Disabled people accesses in managerial positions

In the workplace, people with disabilities are often subjected to discrimination. Burchardt (2004) found that attitudes such as discrimination, exclusion, and lack of support toward minority groups including disabled individuals can exacerbate disability-related challenges and fail to address inequality and discrimination. Such attitudes also negatively impact their access to managerial positions. While there are various ways to reduce attitudinal discrimination against people with disabilities, in Senegal, physically disabled teachers face negative biases that affect their treatment. For example, they often have fewer training opportunities, limited prospects for promotion, unchallenging tasks, and biased performance evaluations (MEN/DPRE, 2022).

Shah (2014) highlights that employer attitudes are crucial in determining access to decision-making roles. Negative perceptions of disabled employees not only diminish their productivity but also reduce their aspirations to pursue higher managerial positions. Understanding attitudes toward disability can shed light on how barriers to decision-making roles are connected to disability and how these attitudes can restrict physically disabled people's access to leadership positions.

Today, many countries have introduced targeted programs for teachers with disabilities to address past injustices and support their advancement. In the Middle East, for example, specific programs are supervised by ministries of higher education to prepare disabled teachers for higher positions

(Khupe et al., 2022). Such inclusive attitudes and programs can help dismantle barriers that prevent physically disabled teachers from accessing managerial roles.

5.3 Disability and Government policies

Like many other countries, Senegal has enacted various laws to support disabled individuals in the workplace. These include legislation focused on the welfare of disabled people, strengthening services for them (Fall et al., 2024), and ensuring access to civil service positions with a 15% quota for disabled individuals. Additional measures involve implementing social orientation policies, organizing presidential councils on disability, and creating a fund to support disability initiatives (Drame et al., 2024). These policies are designed to provide disabled people with equal opportunities and improve their access to decision-making roles in the workplace (ANSD, 2021).

These disability policies illustrate how Senegal has made legislative efforts to support disabled individuals. However, as Sharma (2021) points out, while disability policies exist in the education sector, their implementation remains inconsistent. In Senegal's educational sector, for instance, policies often prioritize reducing gender inequality in managerial positions, which has led to higher representation of female physical disabled teachers compared to their male counterparts in public service (MEN/DPRE, 2021).

In pursuit of equal opportunities and protection for disabled individuals, particularly in the public sector and education, the Senegalese National Assembly enacted a social orientation law in 2010. This law aims to "guarantee equal opportunities for disabled people, as well as promote and protect those working in the public service from all forms of discrimination" (Handicap International, 2010). In the same year, additional laws and decrees were passed to ensure equal participation of disabled teachers in managerial roles.

5.4 From discrimination to unequal treatment

This section explores how disability intersects with professional careers and contributes to unequal treatment within the same sector. Specifically, it highlights how disability can affect female teachers' access to managerial positions. Interestingly, the research shows that, in some cases, being a disabled woman can provide more opportunities for advancement, as some policies aimed at addressing gender inequality unintentionally create space for disabled female teachers. However, this dynamic also reveals complex challenges, particularly the lack of recognition of disability in policy and practice.

In the interviews, some female participants mentioned that their disability, in conjunction with their gender, has opened doors to managerial roles. Awa, for example, shared that she benefited from programs designed to promote female teachers, which provided opportunities for women like her. While this may appear to be a step toward addressing gender inequality, it also underscores the broader issue that policies focused on gender may inadvertently overlook the intersectional needs of disabled women, leaving them in a precarious position.

The invisibility of disability in policies exacerbates social inequalities, especially in the educational sector. In the case of Senegal, the lack of specific provisions for teachers with disabilities means that they remain underrepresented in managerial positions, despite the potential for these teachers to be highly qualified and capable. Without policies that explicitly include disability as a factor in career advancement, these teachers are often left out of critical discussions and opportunities for leadership roles. As Burchardt (2004) emphasizes, policies must be inclusive and informed by the lived experiences of disabled individuals to ensure equality and the recognition of their rights and needs.

Awa's experience highlights the emotional and professional barriers faced by disabled teachers when applying for managerial positions. She explained that the process of applying for these roles is particularly stressful because there is no clear communication about how to navigate the application procedure. Awa expressed that even though becoming a manager is part of her career aspiration, she feels isolated and unsupported. When she attempted to seek advice from a colleague, her request was met with rejection, and the colleague explicitly told her that she did not belong in a managerial position, reinforcing a sense of exclusion. This lack of support and guidance further reinforces the systemic challenges that disabled teachers face, not only from formal policies but also from their peers in the workplace.

The situation described by Awa and other participants points to a critical need for more inclusive, intersectional policies that address both gender and disability in education. Such policies would help to ensure that disabled teachers are not only given opportunities but also provided with the tools and support they need to succeed. These policies should actively involve disabled people in the decision-making processes related to their professional growth, ensuring that their experiences and challenges are recognized and addressed.

In conclusion, while gender-focused policies may unintentionally offer some disabled women opportunities for career advancement, these initiatives must be accompanied by more comprehensive, inclusive policies that consider both disability and gender. Only through a deeper understanding of intersectionality and the unique needs of disabled individuals that equality in education can be achieved.

5.5 Discriminatory policies towards disability

This section highlights how current education policies aim to repair inequalities for physically disabled teachers. In fact, these policies have contributed to narrowing the gender gap between male and female teachers. However, in my view, the policies should be more inclusive, addressing the needs of both male and female physically disabled teachers to help them reach managerial positions (MEN/DPRE, 2022). These policies have, to some extent, helped women achieve managerial roles, but I believe that specific policies are required to support the unique needs of physically disabled teachers, regardless of gender.

While this study focuses on the barriers preventing physically disabled teachers from attaining managerial positions, the interviews reveal that many of these teachers have faced discrimination. As Burchardt (2004) mentions, this discrimination is a significant issue. "Houssey" highlights that *when the promotion plan for female teachers into high decision-making roles was introduced, many women were promoted into managerial positions, which was initially a positive step for the system. However, over time, it became clear that many others were left behind.* Houssey noted that his male physically disabled colleagues faced discrimination, with their positions often overlooked in favor of promoting women, even though many of them were equally qualified. This created a noticeable gap and a form of discrimination, prioritizing gender over the equal opportunities for physically disabled male teachers.

5.6 Experience of disabled teachers in managerial position

In Senegal, it is quite difficult for disabled teachers to reach managerial positions, a challenge illustrated by my interview experience. At the outset, it was challenging to find physically disabled teachers in managerial roles. To complete the interviews, I had to use my identification code and personal ID from the Ministry of Education to gain access to "MIRADOR," the main platform

that holds information about all agents within the ministry. This allowed me to locate two out of the five participants I was supposed to interview.

This section reflects on the perspectives and experiences of physically disabled teachers in managerial positions. The teachers who participated in the interview shared insightful aspects of their roles, highlighting their dynamism and the results they've achieved in school management.

Ali, who preferred not to be recorded, shared: *"I have held this position for four years. When I first arrived at this school, it was very disorganized, with many issues between colleagues and students. I managed to organize the school, bringing peace and equity among all staff members. Later, I focused on achieving results. Today, I can proudly say that our school is among the best in the region. I will always encourage the government to place physically disabled people in high managerial positions to address the injustices and discrimination we face. Being disabled should never limit your ability or serve as a barrier to achieving important positions."*

Mama, another interviewee, suggested: "There should be more policies to help physically disabled teachers reach managerial roles, to break down the barriers of discrimination and injustice towards disability" (Baumberg et al., 2015). She emphasized, seeing a physically disabled person in a managerial position reduces stigma and builds confidence in others living with disabilities. I've often been underestimated because of my disability. But when people see the results of my school, they realize that disability has nothing to do with capability. Despite my disability, I've organized the school in ways that even non-disabled individuals could not."

Ibrahima Said, another participant, added: *"I always encourage my physically disabled colleagues to apply for positions and compete for roles. I regularly call and support many disabled teachers in my association, encouraging them to compete. I have helped many disabled individuals secure positions, because I believe that once they achieve them, they will prove themselves among the best and challenge the prevalent African beliefs about disability."*

5.7 Excluded within the policies

Policies are often designed to correct societal injustices and promote fairness. This section highlights the perceptions of physically disabled teachers regarding the educational policies that have been implemented to address inequality. While several policies have been introduced to address injustices within the education system, many of the participants expressed that these policies were not specifically designed to support them or help them gain access to high decision-making positions.

Moussa, one of the participants, shared: *"The policies were not designed to help us. I feel uncomfortable when I hear people saying that these policies are very helpful for physically disabled teachers. I have never received any support, even though I've applied for managerial positions multiple times."*

Many of the policies, according to the participants, are not favorable to physically disabled people accessing managerial roles. Instead, they seem to benefit a select group, while excluding others from the application process. As Anna explained, *"In the application process for managerial positions, you will see many non-disabled teachers receiving support, including guidance and assistance. But it is rare for us to receive the same level of support or benefit from these policies unless you are specifically a disabled teacher."*

As I mentioned earlier, exclusion and discrimination are persistent challenges for physically disabled teachers. Many of the participants discussed how they feel marginalized within the process of attaining managerial positions. This exclusion is evident not only in the policies but also in their daily interactions with colleagues. At the school level, they are often referred to as "Kou lafagn ki"

(meaning “a disabled person” in Wolof). Such attitudes reflect how physically disabled teachers are alienated from the broader teacher community, despite belonging to the same profession and working within the same system. This reflects a clear violation of human rights, as it perpetuates discrimination and exclusion of a minority group.

In conclusion, this chapter illustrates how discrimination against minority groups, such as physically disabled teachers, operates within the Senegalese education system. It highlights the challenges they face in accessing managerial positions and the exclusionary attitudes that contribute to their marginalization.

Chapter 6 : Conclusions and Recommendations

6.1 Conclusions

The goals of this research paper were threefold: First, to identify the barriers preventing physically disabled teachers from reaching high decision-making positions in the education sector in Senegal, to understand how these teachers navigate and overcome these barriers in their career progression, and to explore how policy changes can increase their representation in managerial positions. Second, to advocate for a higher representation of physically disabled teachers in decision-making roles, to address social injustice, and to encourage the Senegalese government to redesign policies to ensure disabled teachers are not excluded from such positions. Third, to develop a conceptual strategy for analyzing inequality related to gender and disability within work organizations.

Through the voices and experiences of physically disabled teachers, it becomes clear that attaining a managerial position has become part of their everyday struggle. Despite their efforts to overcome the challenges posed by their disabilities, they also face significant discrimination and exclusion in the workplace. Interviews with physically disabled teachers revealed that the low number of disabled teachers in managerial positions is primarily due to a lack of support and the negative attitudes toward disability.

It is evident that increasing the number of physically disabled teachers in managerial roles plays a key role in reducing stigma towards disability. Furthermore, having physically disabled individuals in leadership positions has a positive impact on school management, as confirmed by the voices of the research participants.

The negative attitudes toward disability not only affect the lives of disabled teachers but also discourage them from competing for managerial positions. This research shows that although many disabled teachers still wish to compete for such roles, they feel unsupported by their colleagues and stakeholders. Most participants noted that support from colleagues and stakeholders is minimal, making it harder for them to succeed.

Additionally, the denial of access to managerial positions for physically disabled teachers is not about productivity but is rooted in deeper, ingrained societal issues. Interviews revealed that many of those who have reached managerial positions positively impact their schools, improving student performance and creating a more cooperative and peaceful school environment. In schools led by physically disabled teachers, there are fewer problems, and cooperation among colleagues is much more common.

In conclusion, the central issue highlighted by this research is the need to redesign policies that include, rather than exclude, disabled teachers in Senegal. Addressing this issue is essential to fostering a more inclusive and equitable education system.

6.2 Recommendations

The participants in this study provided several recommendations to increase the representation of physically disabled teachers in managerial positions. They suggested organizing awareness campaigns to assist physically disabled teachers who wish to apply for such roles. Additionally, they

recommended creating a promotion plan specifically tailored to address the unique needs of disabled teachers.

Stakeholders should work to establish an environment where physically disabled teachers can work without experiencing stigma or discrimination. The government of Senegal should implement a support program that addresses the career challenges faced by physically disabled teachers. Moreover, there is a need to introduce a system that allocates bonus points for physically disabled teachers applying for managerial positions, similar to the bonus system currently used for female teachers in the promotion plan.

It is also essential to collect data on the number of physically disabled teachers in managerial roles and track their progress in terms of school management and academic outcomes.

Furthermore, a strong collaboration between physically disabled teachers in managerial positions is needed to share their challenges and work together to find solutions.

6.3 Future research

Based on the results of this study, where the participants had limited physical needs, it would be valuable to develop further research that addresses a wider range of disabilities as a whole. Additionally, there is a need for specific studies focusing on physically disabled teachers in rural areas, as this study was conducted in the capital of Senegal.

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Appendices

Appendix 1: ISS Research Ethics Review Form

Aim:

This Form aims to help you identify research ethics issues which may come up in the design and delivery of your Research Paper (RP). It builds on the session on Research Ethics session in course 3105 and subsequent discussions with your peers and RP supervisor/reader. We hope the form encourages you to reflect on the ethics issues which may arise.

The process:

The Ethics Review process consists of answering questions in the following two checklists: B1-Low-sensitivity and B2-High-sensitivity. Depending on the answer to these questions you might need to fill section **C-Statement of Research Ethics** too.

The background document “ISS Research Ethics Guidelines for MA Students” provides advice and detailed information on how to complete this form.

Step 1 - Fill checklists B1 and B2

Step 2 - After answering checklists B1 and B2, the process proceeds as follows:

- **If you answer ‘yes’ to one or more low-sensitivity questions (checklist B1):** please discuss the issues raised with your supervisor and include an overview of the risks, and actions you can take to mitigate them, in the final design of your RP. You can refer to the ISS Research Ethics Guidelines for MA Students for help with this.
- **If you answer ‘yes’ to one or more high-sensitivity questions (checklist B2),** please complete section ‘C’ of the form below describing the risks you have identified and how you plan to mitigate against them. Discuss the material with your supervisor, in most cases the supervisor will provide approval for you to go ahead with your research and attach this form to the RP design when you upload it in canvas. If, after consultation with your supervisor, it is felt that additional reflection is needed, please submit this form (sections B1, B2, and C) to the Research Ethics Committee (REC) for review as follows:

When submitting your form to the REC, please send the following to researchethics@iss.nl:

- 1) the completed checklists B1 and B2 (or equivalent if dealing with an external ethics requirement)
- 2) the completed form C ‘Statement of Research Ethics’
- 3) a copy of the RP design
- 4) any accompanying documentation, for example, consent forms, Data Management Plans (DMP), ethics clearances from other institutions.

Your application will be reviewed by a reviewer who is not part of your supervisory team. The REC aims to respond to ethics approval requests within a period of 15 working days.

Step 3 - Integrating the Ethics Review process into the RP:

- This Ethics Review Form needs to be added as an annex in your final RP Design document to be uploaded in the Canvas page for course 3105.

¹ This checklist and statement is adapted from the Institute of Development Studies (IDS) Research Ethics Committee and informed by the checklists of two Ethics Review Boards at EUR (ESHCC and ERIM) and the [EU H2020 Guidance – How to complete your ethics self- assessment.](#)

Project details, Checklists, and Approval Status

Project/Proposal details

1. Project/Proposal Title	Barriers preventing physical disable teachers from achieving high decision-making position in Senegal
2. Name of MA student (applicant)	Fama Dia
3. Email address of MA student	693981fd@eur.nl
4. Name of Supervisor	Agustina solera
5. Email address of Supervisor	solera@iss.nl
6. Country/countries where research will take place	Senegal
7. Short description of the proposed research and the context in which it is carried out:	<p>This study looks at the barriers preventing physical disable teachers from achieving high decision-making positions in the sector of public education in Senegal from human rights perspectives. Since the ratification and signature of UN convention for the right of people with disability the implementation is not visible at the local level (DPRE/MEN,2021). This study analysis the bar-riers preventing physical disable teachers from achieving high decision-making positions. Taking into consideration Human right approach, this study situates decision-making position as human right in which all people should benefit without any discrimination and favouritism.</p>

A) Research checklist

The following checklist acts as a guide to help you think through what areas of research ethics you may need to address. For explanations and guidance please refer to the background document 'ISS Research Ethics Guidelines for MA students. Please complete both sections (B1 and B2)

	<i>Please tick the appropriate box</i>		YES	NO
B1: LOW-SENSITIVITY				
1. Does the research involve the collection and or processing of (primary or secondary) personal data (including personal data in the public domain)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
2. Does the research involve participants from whom voluntary informed consent needs to be sought?	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
3. Will financial or material incentives (other than reasonable expenses and compensation for time) be offered to participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
4. Will the research require the co-operation of a gatekeeper for access to the groups, communities or individuals to be recruited (e.g., administrator for a private Facebook group, manager of an institutions, government official)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

ISS Research Ethics Review Form - MA Research

5. Does the research include benefit-sharing measures for research which takes place with people who could be considered vulnerable? – please revise the background document (Guidelines) for more information.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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If you have ticked ‘yes’ to any of the above boxes (1-5), please discuss with your supervisor and include more information in your RP design describing the issue raised and how you propose to deal with it during your research.

B2: HIGH SENSITIVITY	YES	NO
6. Does the research involve the collection or processing of <i>sensitive</i> (primary or secondary) personal data? (e.g. regarding racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, biometric data, data related to health or a person’s sex life or sexual orientation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Does the research involve participants for whom voluntary and informed consent may require special attention or who can be considered ‘vulnerable’? (e.g., children (under 18), people with learning disabilities, undocumented migrants, patients, prisoners)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Will it be necessary for participants to take part in the research without their knowledge and consent (covert observation of people in non-public places)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Will the research be conducted in healthcare institutions, in healthcare settings, or will it involve the recruitment or study of patients or healthcare personnel?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Could the research induce psychological stress or anxiety or cause harm or negative consequences for research participants, researchers, or persons and institutions connected to them?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Could the situation in one or several of the countries where research is carried out put the researcher, individuals taking part in the research, or individuals connected to the researcher, at risk? Presence of an infectious disease such as COVID-19 is considered a risk – please provide information as outlined in the background document (Guidelines).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. Does the research require ethical approval or research permission from a local institution or body?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you have ticked ‘Yes’ to one of the above (5-11), please complete section ‘C’ below describing how you propose to mitigate the risks you have identified. After discussion with your supervisor, please submit the form to the Research Ethics Committee. In addition, if you have ticked ‘Yes’ to a question on any kind of personal data, please also complete the privacy questionnaire.

YOU ONLY NEED TO COMPLETE THIS SECTION IF YOU HAVE ANSWERED YES TO ONE OF THE QUESTIONS IN SECTION B2 ABOVE (Questions 5-11)

B) Statement of Research Ethics

Using the background document ‘ISS Research Ethics Guidelines for MA students’, please address how you are going to deal with the ethics concern identified, including prevention measure to avoid them from manifesting, mitigation strategies to reduce their impact, and preparedness and contingency planning if the risks manifest.

Please number each point to correspond with the relevant checklist question above. Expand this section as needed and add any additional documentation which might not be included in your RP design, such as consent forms.

ISS Research Ethics Review Form - MA Research

[TO BE COMPLETED BY MA STUDENT AND DISCUSSED WITH THE SUPERVISOR. IF THE SUPERVISOR FINDS IT NECESSARY TO SEEK FURTHER REVIEW, THE STUDENT MUST SUBMIT THE FORM TO THE RESEARCH ETHICS COMMITTEE]

Q6. Doing research on physical disable teachers is a very sensitive topic specially when it deals with the stigmas they suffer. before collecting data i will let them signed the consent form. all the data collected for the purpose of this research will be safely kept as personnel sensitive data. After collecting data i will anonymize it immediately.

B2: High Sensitivity

Q10 research about disable people work place can cause participant to feel uncomfortable. while collecting data i will respect participant rights and dignity. The study will not collect sensitive information with respect to racial or ethnic origin, political opinions, religious beliefs physical or psychological violence and trauma. if any distress happens to participants i will suspend or stop interviews. I will try as much as possible to handle sensitive information and privacy of participants with the greatest of respect and care. I will be careful with the way i handle the information, especially with anonymity of information that has to do with workspaces and power relations. i will make sure to obtain explicit (written or verbal) informed consent.

If any distress happens to participants i will suspend or stop interviews. i will try as much as possible to handle sensitive information and privacy of participants with greatest of respect and care.

C) Approval from Research Ethics Committee

*To be completed by the Research Ethics Committee only if

Approved by Research Ethics Committee: Des Walsh Date: 09/08/2024

Additional comments for consideration from Research Ethics Committee:

If the REC needs more information before approving, the REC secretary will be in touch with the MA student. If after requesting more information the REC still has concerns, the REC secretary will ask the supervisor to discuss these with the student. In the unlikely event that there is still no resolution, the REC will refer the application to the Institute Board.



C1 Consent form

Information and consent form (ethics and privacy)

Date: 02/07/2024

Classification: Public

Appendix 2: Interview Guide for stakeholders

CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

Title of Study: Barriers Preventing physical disabled teachers from achieving high decision making positions in Senegal.

Researcher's Name: Fama Dia

Institution: Erasmus University Rotterdam

Contact Information: 693981fd@eur.nl

Study Objective

My name is Fama Dia, I am a MA Development Studies student at International Institute of Social Studies of the Erasmus University Rotterdam. I am inviting you to participate in a research study on barriers preventing physical disabled teachers from achieving high decision-making positions. The objective of the research is to investigate on factors preventing physical disabled teachers from achieving high decision making positions, and how we can adress these barriers at the policy level of stakeholders to increase their representation in managerial positions in the sector of education in Senegal.

Process



Your agreement to participate will involve answering a set of questions regarding your perspectives on disabled teachers representation in managerial positions, and the factors influencing your perspective. The study will take a timeframe of 10-minute.

Participation is Voluntary

Participation is voluntary and you are at liberty to participate or withdraw from same at anytime without any consequence.

Confidentiality

All information collected are solely for the conduct of this research, and will be kept with the highest degree of confidentiality unless you wish your name to be reveal. Data collected will be stored securely, and will only be made available to research team members.

Please note that this interview guide is translated from french to english as Senegal is a french speaking country.

Risks and Benefits

Risks: There are no expected risks associated with this study.

Benefits: Even though, there are no direct personal benefits accruing from this study, your participation will make a positive contribution to the understanding of the barriers preventing physical disabled teachers from achieving high decision making positions in Senegal.

Questions and Ethics

In case of any questions, do not hesitate to contact me at:

Fama Dia (693981fd@eur.nl).

Also, for questions regarding your rights as a research participant, you may contact the internal Ethics Committee of the Erasmus University Rotterdam at researchethics@iss.nl

Consent

The logo for Erasmus, featuring the word "Erasmus" in a stylized, cursive script.

By signing this consent form:

You indicates that you have read and understood the above information (YES/NO)

You are 18-years and above (YES/NO)

You agree to participate willingly (YES/NO)

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____



Good morning/ good afternoon, dear participant

I am Fama Dia. I 'am currently pursuing a master degree in Human right, gender and social justice perspective at the international Institute of social studies, Erasmus University Netherlands. I am conducting research on barriers that prevent physical disable teachers from achieving high decision-making positions in Senegal. I am interested to explore the barriers to achieving managerial positions in public education. I am going to ask you questions regarding your professional career as a physical disable teacher.

In fact, your answer would be helpful in increasing my knowledge on the problem at the same time and make recommendations to policymakers.

Please note that all responses and any personal information will be kept in secret and will not be used for other purposes.

Before we begin, I would like to request your permission to record this interview. The purpose of recording is to ensure accuracy in capturing conversation and to assist me in reporting your point of view. The recording will be used purely for the purpose of the barriers preventing physical disabled teachers from achieving high decision-making positions. Your personal information will be kept strictly confidential.

If you agree I record the interview please tell yes, if you feel uncomfortable you can stop me at any point if you wish discontinue this interview.

I appreciate your availability and voluntary participation; I believe that your opinions will be instrumental for this work.

General information

Name of institution:

City of work:

Date of interview:

How long have you been working?

What is your current position in this school?

Physical disabled teachers rate in managerial positions

- 1) Do physical disabled teachers' numbers increase yearly?
- 2) How many physical disabled teachers reach the managerial positions each year?

- 3) If you were rating their representation, can you tell me if their representation in managerial position is increasing or decreasing?
- 4) Can you please tell among disabled teachers which gender is the most represented in managerial position? And why do you think this is so?
- 5) Do you think it is important to increase.....? Why? What efforts do you do to increased their representation every year?

Administrative support

- 6) What is the different support you bring for physical disabled teachers while they are competing?
- 7) Tell me about existing support you bring for disabled teachers?
- 8) How do you assist physical disabled teachers to achieve managerial positions? Please Explain me about strategies that you use.
- 9) Do you have any success stories that have resulted from your support? If yes please, can you give me some details.

Attitudes towards disabled teachers

- 10) How do you react when you find out that many physical disabled teachers applying for high decision-making positions?
- 11) Do you have any specific treatment regarding disabled or non-disabled teachers?
- 12) Please tell me about the procedures for disable and non-disable teachers while competing for high decision -making positions? You could also ask for example, there are this, this, and this policy. Are they used in practice?

Policies on Physical disabled teachers in managerial positions

- 13) Do you have any specific support or program that help them to achieved high- decision making positions?
- 14) Can you describe the policies that help physical disabled teachers to achieve high-decision making positions?
- 15) Please tell me how do the policy help physical disabled teachers to achieve managerial positions?
- 16) How do you communicate with physical disabled teachers who do not know about these policies while competing in managerial positions?
- 17) Please if you have any stories about your strategies of communication, please share it?
- 18) Many disabled teachers might not know about this policy, how do you share information with the physical disabled teachers to increase them in getting more high positions?

Closing the interview:

Do you have anything else to add?

I would like to thank you for your support, cooperation and valuable answer.

C1 Consent form



Information and consent form (ethics and privacy)

Date: 02/07/2024

Classification: Public

Appendix 3: Interview Guide for Physical disabled teachers

CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

Title of Study: Barriers Preventing physical disabled teachers from achieving high decision making positions in Senegal.

Researcher's Name: Fama Dia

Institution: Erasmus University Rotterdam

Contact Information: 693981fd@eur.nl

Study Objective

My name is Fama Dia, I am a MA Development Studies student at International Institute of Social Studies of the Erasmus University Rotterdam. I am inviting you to participate in a research study on barriers preventing physical disabled teachers from achieving high decision-making positions. The objective of the research is to investigate on factors preventing physical disabled teachers from achieving high decision making positions, and how we can adress these barriers at the policy level of stakeholders to increase their representation in managerial positions in the sector of education in Senegal.

Process



Your agreement to participate will involve answering a set of questions regarding your perspectives on disabled teachers representation in managerial positions, and the factors influencing your perspective. The study will take a timeframe of 10-minute.

Participation is Voluntary

Participation is voluntary and you are at liberty to participate or withdraw from same at anytime without any consequence.

Confidentiality

All information collected are solely for the conduct of this research, and will be kept with the highest degree of confidentiality unless you wish your name to be mentioned. Data collected will be stored securely, and will only be made available to research team members.

(Please note that this interview is translated from french to english as Senegal is a french speaking country).

Risks and Benefits

Risks: There are no expected risks associated with this study.

Benefits: Even though, there are no direct personal benefits accruing from this study, your participation will make a positive contribution to the understanding of the barriers preventing physical disabled teachers from achieving high decision making positions in Senegal.

Questions and Ethics

In case of any questions, do not hesitate to contact me at:

Fama Dia (693981fd@eur.nl).

Also, for questions regarding your rights as a research participant, you may contact the internal Ethics Committee of the Erasmus University Rotterdam at researchethics@iss.nl

Consent

Erasmus

By signing this consent form:

You indicates that you have read and understood the above information (YES/NO)

You are 18-years and above (YES/NO)

You agree to participate willingly (YES/NO)

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____



Good morning/ good afternoon, dear participant

I am Fama Dia. I am currently pursuing a master degree in Human right, gender and social justice perspective at the international Institute of social studies, Erasmus University Netherlands. I am conducting research on barriers that prevent physical disable teachers from achieving high decision-making positions in Senegal. I am interested to explore the barriers to achieving managerial positions in public education. I am going to ask you questions regarding your professional career as a physical disable teacher.

In fact, your answer would be helpful in increasing my knowledge on the problem at the same time and make recommendations to policymakers.

Please note that all responses and any personal information will be kept in secret and will not be used for other purposes.

Before we begin, I would like to request your permission to record this interview. The purpose of recording is to ensure accuracy in capturing conversation and to assist me in reporting your point of view. The recording will be used purely for the purpose of the barriers preventing physical disabled teachers from achieving high decision-making positions. Your personal information will be kept strictly confidential.

If you agree I record the interview please tell yes, if you feel uncomfortable you can stop me at any point if you wish discontinue this interview.

I appreciate your availability and voluntary participation; I believe that your opinions will be instrumental for this work.

Information about the people interviewed

Name of institution:

City of work:

Date of interview:

How long have you been working?

What is your current position in your school?

Can you tell me what is your disability?

Information on access to high decision-making positions

- 1) Do you have any information on how to achieve high managerial positions in high education?

- 2) Do you know the different steps and requirement for applying to high decision-making positions?
- 3) Do you know where to search for that information?
- 4) What are your feelings about the access to information on application process on physical disabled teachers?
- 5) Do you feel there is enough information and support from your colleagues or is it inaccessible? Do you feel comfortable asking to people about this?
- 6) Do you feel people is making the possible for you to have easy access or the opposite?

Information on Administrative support

- 7) Have you ever applied to a high-decision making position or have you thought about doing so?
- 8) Was it easy for you?
- 9) Did you find support or obstacles?
- 10) Can you share your experience?
- 11) Do you have any support office or programs that help you if you want to apply? when applying for decision making positions do you have any advice or explanation from your colleagues or school administrators?
- 12) Do you know any disabled teacher who have applied and achieved a managerial position? How did she/he make it? Is there any story that inspires you?

Point of view on the process of Applications on high decision-making positions

- 13) Please share your point of view on the process of applications?
- 14) Tell me how is the process of the application?
- 15) Why do think that female physical disabled teachers get more positions than male physical disabled teachers?

Attitudes

- 16) How do your colleagues react when they see you in the school?
- 17) Do you feel any different attitudes compare to your non-disabled colleagues?
- 18) How does your students treat you in school?
- 19) Do you feel any difference on their behavior compare to your non-disabled colleagues?
- 20) Have you experienced any exclusion, negative attitudes from your colleagues or the school manager? If yes, and if you feel comfortable doing it, would you like to share your thoughts about that experience with me?

Information about School policies on physical disabled teacher

- 21) Does someone explain the existing policies to you or your other disabled colleagues?
- 22) Can you tell me about the story of disabled teachers who benefit from the existing policies?
- 23) As you may know, there are many policies on disabled people (the plan of promotion of female teachers in managerial positions). Have you taken any advantage on these policies?
- 24) If so, how have the policies on disabled people impacted on your career?
- 25) Many disabled teachers might not know about this policy. Do you share information with the physical disabled teachers to encourage them in getting more high positions? How do you share the information?



Closing the interview:

Do you have anything else to add?

This is the space for you to make any comment in relation to your experience on the possibilities and limitations of accessing high decision-making positions.

I would like to thank you for your support, cooperation and valuable answer.

[C1 Consent form](#)

[Information and consent form \(ethics and privacy\)](#)

Date: 02/07/2024

Classification: Public

Appendix 4: Interview Guide for physical disabled teachers in managerial position

CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

Title of Study: Barriers Preventing physical disabled teachers from achieving high decision making positions in Senegal.

Researcher's Name: Fama Dia

Institution: Erasmus University Rotterdam

Contact Information: 693981fd@eur.nl

Study Objective

My name is Fama Dia, I am a MA Development Studies student at International Institute of Social Studies of the Erasmus University Rotterdam. I am inviting you to participate in a research study on barriers preventing physical disabled teachers from achieving high decision-making positions. The objective of the research is to investigate on factors preventing physical disabled teachers



from achieving high decision making positions, and how we can address these barriers at the policy level of stakeholders to increase their representation in managerial positions in the sector of education in Senegal.

Process

Your agreement to participate will involve answering a set of questions regarding your perspectives on disabled teachers representation in managerial positions, and the factors influencing your perspective. The study will take a timeframe of 10-minute.

Participation is Voluntary

Participation is voluntary and you are at liberty to participate or withdraw from same at anytime without any consequence.

Confidentiality

All information collected are solely for the conduct of this research, and will be kept with the highest degree of confidentiality unless you want your name to be reveal or you want your story to be heard. Data collected will be stored securely, and will only be made available to research team members. Please note that this interview guide is translated from french as Senegal is a french speaking country.

Risks and Benefits

Risks: There are no expected risks associated with this study.

Benefits: Even though, there are no direct personal benefits accruing from this study, your participation will make a positive contribution to the understanding of the barriers preventing physical disabled teachers from achieving high decision making positions in Senegal.

Questions and Ethics

In case of any questions, do not hesitate to contact me at:



Fama Dia (693981fd@eur.nl).

Also, for questions regarding your rights as a research participant, you may contact the internal Ethics Committee of the Erasmus University Rotterdam at researchethics@iss.nl

Consent

By signing this consent form:

You indicates that you have read and understood the above information (YES/NO)

You are 18-years and above (YES/NO)

You agree to participate willingly (YES/NO)

Participant's Name: _____

Participant's Signature: _____

Date: _____

Researcher's Signature: _____

Date: _____



Good morning/ good afternoon, dear participant

I am Fama Dia. I 'am currently pursuing a master degree in Human right, gender and social justice perspective at the international Institute of social studies, Erasmus University Netherlands. I am conducting research on barriers that prevent physical disable teachers from achieving high decision-making positions in Senegal. I am interested to explore the barriers to achieving managerial positions in public education. I am going to ask you questions regarding your professional career as a physical disable teacher.

In fact, your answer would be helpful in increasing my knowledge on the problem at the same time and make recommendations to policymakers.

Please note that all responses and any personal information will be kept in secret and will not be used for other purposes.

Before we begin, I would like to request your permission to record this interview. The purpose of recording is to ensure accuracy in capturing conversation and to assist me in reporting your point of view. The recording will be used purely for the purpose of the barriers preventing physical disabled teachers from achieving high decision-making positions. Your personal information will be kept strictly confidential.

If you agree I record the interview please tell yes, if you feel uncomfortable you can stop me at any point if you wish discontinue this interview.

I appreciate your availability and voluntary participation; I believe that your opinions will be instrumental for this work.

General information

Name of institution:



City of work:

Date of interview:

How long have you been working?

How long have you been here as a manager?

Can you tell me what is your disability?

How did **Physical disabled teachers reach a managerial position**

- 1) Can you please explain me how do you manage to get these positions?
- 2) Was it difficult?
- 3) Did you get it the first time you applied?
- 4) Can you share more about what went through to get this position?
- 5) Did you have sufficient information while applying for decision making positions?
- 6) How do you get the information while applying to your new position?
- 7) When you get the information was it useful for you or did you have to search for support?
- 8) Do you share regularly information to other physical disabled teachers who want to get high managerial positions?

Administrative support

- 9) While competing for high decision-making position, do you have any support or programs that can help you?
- 10) Have you been assisting by your colleagues or school administrators (director, headmaster or stakeholder)?
- 11) Do you have any success stories that have made efforts in addressing physical disabled teachers in managerial positions?

Point of view on the process of applications on high-decision making positions

- 12) **Have you notice any difference** from male and female disabled teachers while applying in this position?
- 13) Can you please **tell me little about** the treatment on male and female disabled teachers while applying in high managerial positions?
- 14) Can you **share your experience** about the treatment you got while applying in these positions?

Attitudes

- 15) How do your non-disabled colleagues collaborate with you for example do you have any support from them in the school?
- 16) Do you feel any specific support from the school staff or from the side of the students?
- 17) Do you feel any negatives attitudes regarding your positions, please share your story?



18) What are the general attitudes when they see you in the managerial positions? Please tell me about the staff, students, colleagues and the community reactions?

19)

20) Do you feel any exclusion related to your Job positions? Please tell me regarding your experience?

Policies on high decision-making positions for physical disabled teachers

21) What are the different policies regarding disability? Do you know them?

22) Do you know the policies?

19) Did anyone tell you that the policies on disability exist?

20) Did you take advantage of this policy to achieve this position?

Problems faced by physical disabled teachers who achieve high decision-making positions

21) Did you meet any difficulties while applying to your position as a manager?

22) How did you manage to tackle the difficulties?

23) Did you bring any solutions to help your disabled colleagues who want to achieved high-decision making positions?

24) Did you feel there is enough representation? Did you strive to support other disabled teachers? What strategies would you apply or are you applying to increase the representation of physical disabled teachers in managerial positions?

25) how do you share information with the physical disabled teachers to encourage them in getting more high positions?

Closing the interview:

Do you have anything else to add?

I would like to thank you for your support, cooperation and valuable answer.

Erasmus