

# Disability-Inclusive Education and Employment: Understanding the Context in Senegal



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**Recognizing barriers to the inclusion of young people with disabilities in education and employment, a landscape report on Senegal was developed by the International Centre for Evidence on Disability at London School of Hygiene and Tropical Medicine and the Global Research and Advocacy Group, in partnership with Mastercard Foundation. This brief summarizes trends related to employment and education for young people with disabilities from the report.**

## Key Findings

- Senegalese policies and legislation reflect a promising rights-based framework for disability inclusion in education and employment.
- Gaps and challenges in both employment and education include challenges with policy implementation, poor awareness of disability rights, negative attitudes, stigma, and discrimination at the community, institutional, and structural level, inaccessible infrastructure, and insufficient resources to support inclusion.
- There is also a lack of training and incentives for teachers to deliver inclusive education, and lack of digital access among people with disabilities.
- Innovative practices include government-subsidised salary support for people with disabilities, and positive role models for students with disabilities.
- Future research should focus on understanding, from the perspective of youth with disabilities, enablers, agency and aspirations relating to education and work.

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## The Senegalese Context in Brief

**2.1%** of the population have a disability according to the 2013 census, but this is likely an underestimate.

**42%** of the country's population of 17 million people are under the age of 14 years old.

Children with disabilities are nearly **2 x** less likely to finish primary school than those without disabilities.

Between youth with and without disabilities, there is a **16%** gap in rates of being not in education, employment, or training.

## Policies are Supportive of Disability Inclusion

The integration, and improvement of the living conditions of people with disabilities in Senegal was the subject of an Inter-Ministerial Council held by the Government in October 2001. This led to the adoption of the National Program for Community-Based Rehabilitation (PNRBC) in 2006, which received final approval in July 2018. The Social Orientation Act No. 2010-15 of 2010 supports the full participation of people with disabilities and their full inclusion in society. Several other specific education and employment policies are supportive of disability inclusion in school and the workforce.

- Disability discussed in the Constitution
- Standalone Policy on Disability
- Disability discussed in National Development Plan (missing data)
- People with disabilities have a right to employment, free from discrimination
- Reasonable workplace accommodations for disability
- Quotas in contracts or jobs or incentives for employing people with disabilities
- Legislation enshrining right of people with disabilities to equal access to education
- Access to inclusive education, including provisions required for specialised education

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## Despite Strong Policy, People with Disabilities are Excluded from Education and Employment



Estimates from 2013-14 surveys suggest that people with disabilities in Senegal are less likely to have completed primary education (14%) compared to their peers without disabilities (27%). A similar trend is seen for secondary school, although overall completion levels are low for people with and without disabilities.



Available data suggest there is a 16% gap between the rate of not in education, employment or training (NEET) among Senegalese youth with and without disabilities. The vast majority of people with and without disabilities work in the informal sector in Senegal, although for people with disabilities, rates of participation in informal work are slightly higher, and their average monthly earnings are lower than people without disabilities.

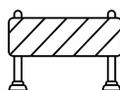
### Key challenges include...



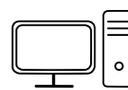
Lack of training and incentives for teachers to deliver inclusive education.



Socio-economic challenges and poverty.

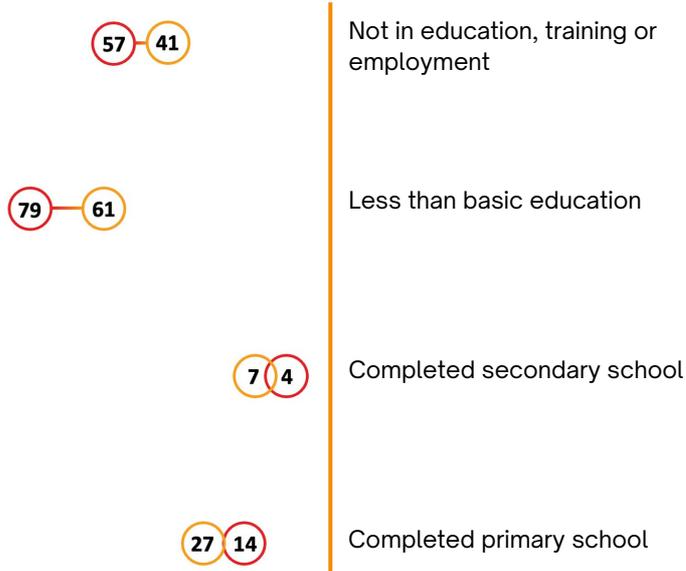


Inaccessible school environments.



Lack of access to digital tools and training.

### Education, employment, and training disparities between people with and without disabilities (%).



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## Initiatives to Promote Disability Inclusion for Youth Include...

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Student support including payment of registration fees, and provision of assistive devices and housing.



Government-subsidized salary support for employees with disabilities.



Employment of teachers with disabilities who can be role models for learners with disabilities.



Programmes on empowerment, autonomy, social inclusion, and professional integration.



Teacher development programmes to promote disability inclusion and improve teacher self-efficacy.



Involving Organisations of Persons with Disabilities in policy design and implementation.

## Opportunities to Strengthen Practice and Generate Research are Clear

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- Education and employment institutions should work with people with disabilities, disability experts, and OPDs to inform policy and programming.
- Provide clarity on the roles and responsibilities with regards to making reasonable accommodations and improving accessibility in education and employment.
- Develop funding streams to make mainstream school environments accessible. This includes adapting infrastructure and providing accessible materials.
- Train and develop individuals or teams as focal points in government agencies, to be responsible for prioritising, developing, and coordinating disability inclusion in their Ministry, committee, or department.
- Conduct research which examines enablers, agency and aspirations relating to education and work among youth with disability, and develop disability data infrastructure.

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## Acknowledgements and References

**Data sources:** The report upon which this brief is based drew from: a rapid online literature review to identify relevant policy and programs regarding disability and inclusion of youth with disabilities in education and employment; in-depth qualitative interviews with key informants in Senegal; data from the 2014 Senegal DHS, analysed for this report; and indicators analysed and published by the Disability Data Portal and the ILOSTAT database Disability Labour Market Indicators.

**Notes:** All graph figures are rounded up to the nearest whole numbers. Estimates should be interpreted with caution and considered as indication of trends rather than precise estimates. Reasons for this caution include challenges with disability measurement in surveys and small sample sizes. Further data and references are available in the full report. Image credit: Umbrella of Organizations of People with Disabilities in the Fight against HIV and AIDS and in Health Promotion.



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