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The Impact of Globalization on Access for Individuals with Disabilities

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The Impact of Globalization on Access for Individuals with Disabilities

Katherine Williamson

Western Michigan University
Abstract

This comparative ethnomethodology study is focused on the global context elements that help explain public policies and its consequences on types of access available to individuals with disabilities in the United States Midwest and West Africa. The goal of this study is to identify the role of individuals with disabilities in a global society by answering two research questions. First, what are the public policies in place for physical, social, and educational access in the United States Midwest and West Africa? Second, how is physical, social, and educational access being provided in the United States Midwest and West Africa? The comparative analysis of the United States Midwest and West Africa was constructed using archival research, ethnographic interviews, and observations in a variety of settings. The study concludes with exploration of the impact processes of globalization have on public policies in place, funding of those policies, and the consequent roles of individuals with disabilities in society.
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The Impact of Globalization on Access for Individuals with Disabilities

Over a billion people, about 15% of the world’s population, have some form of a disability and this rate is steadily increasing (World Health Organization, 2014). The vast majority of people with disabilities, about 80%, live in developing countries, are poor, and lack community resources and education that could significantly help them change their situation (Community Toolbox, 2014). This research is focused on the global context elements that help explain public policies and their consequences on accessibility for individuals with disabilities in the United States Midwest and West Africa. An ethnomethodological approach was chosen in order to study the methods through which people make sense of and account for the daily activities that construct their world and consequently create a social order (Castree, Kitchin & Rogers, 2015; Garfinkel, 1967). This study provides insight into how global economy impacts the lives of individuals with disabilities in different parts of the world.

Key Definitions

The study began by defining a list of key terms involved in the study using archival resources. These definitions follow the research framework of ethnomethodology and were chosen accordingly are as follows: globalization, disability, access, and education.

The impact of global processes forms the overlying topic for the research. While there are many perspectives about what “globalization” entails, in this study it is defined as “an uneven process of expansion and intensification of social relations and consciousness across world-time and world-space, thus transforming social structures and cultural zones” (Steger, 2014 p. 11). The United States Midwest and West Africa
represent opposite sides of this process. The United States has been a dominant power in the International Monetary Fund (IMF) and World Bank, whereas West African countries make up the largest borrowers from these international economic institutions (Steger, 2013).

A key term used throughout the study is “disability.” There are various definitions for types of disability throughout medical and governmental documents, but the definition chose relates to disability on a global scale. The International Classification of Functioning, Disability and Health (ICF) defines disability as the following:

An umbrella term for impairments, activity limitations and participation restrictions. Disability is the interaction between individuals with a health condition (e.g. cerebral palsy, Down syndrome and depression) and personal and environmental factors (e.g. negative attitudes, inaccessible transportation and public buildings, and limited social supports) (“Disability and Health,” 2015). This definition allows individuals with disabilities to be discussed on a global scale.

The study focuses on access for individuals with disabilities. “Access” is broken down into three sub-categories of interest: physical, educational, and social. This categorization is to account for the multiple domains of a person’s life affected by a disability and to give the study a comprehensive understanding of a person living with a disability in the world today. The way in which each of these sub-categories is viewed in the United States Midwest and West Africa varies. However, definitions encapsulate both global regions. Physical access will be defined as “the ability of a person to move about his or her built environment, including the availability of public transportation” (United States Access Board, 2010). Educational access will be defined as “the ways in which
educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education” (The Glossary for Education Reform, 2014). Finally, social access is defined as “Creating an environment that can be used by all people. This includes changing attitudes towards disabilities and the forms of communication used in a community” (Community Toolbox, 2015). All three sub-categories directly impact the lives of individuals with disabilities in different ways. That impact varies in the global context in which the individual lives.

The last term to be defined in the study is “education.” This is a word whose definition varies across global societies as well as among students, teachers, and other related professionals. The Universal Declaration of Human Rights defines education as “the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms” (2015, Article 26.2). This directly relates to the incorporation of students with disabilities into education systems, a large focus of the study.

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization</td>
<td>The uneven process of expansion and intensification of social relations and consciousness across world-time and world-space, thus transforming social structures and cultural zones</td>
<td>Steger, 2014</td>
</tr>
<tr>
<td>Disability</td>
<td>An umbrella term for impairments, activity limitations and participation restrictions. Disability is the interaction between individuals with a health condition (e.g. cerebral palsy, Down syndrome and depression) and personal and environmental factors (e.g. negative attitudes, inaccessible transportation and public buildings, and limited social supports).</td>
<td>International Classification of Functioning, Disability and Health (ICF), 2014</td>
</tr>
</tbody>
</table>
Access

| Educational: The ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. |
| Physical: The ability of a person to move about his or her built environment, including the availability of public transportation. |
| Social: Creating an environment that can be used by all people. This includes changing attitudes towards disabilities and the forms of communication used in a community. |

The Glossary of Education Reform, 2014
United States Access Board, 2010
Community Toolbox, 2015

Education

| Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. |

Universal Declaration of Human Rights, 2015

Methodology

The theoretical framework of ethnomethodology was used to guide the research methods of this study. These methods can be broken down into six steps as outlined by Sangasubana (2011). First, two research questions were developed to become the basis of the study. Second, a literature review of public policy and current research relating to access for individuals with disabilities was conducted. Third, ethnographic interview questions were constructed from literature review findings. Fourth, ethnographic interviews and observations were completed in West Africa (Senegal) and the United States Midwest (Michigan). Fifth, information from these interviews and observations was verified. Sixth, the verified information was analyzed and used to draw conclusions.
Theoretical Framework

Ethnomethodology provided the framework of research in this study. Based on Harold Garfinkel’s (1967) work, ethnomethodology seeks to understand the self-generating order in concrete activities of everyday life that produce social order (Castree et. al., 2015; Maynard & Kardash, 2005). It provides the benefit of conducting research within shorter periods of participant observation in a particular sub-cultural context rather than conducting a longitudinal study (Hogan, John, Dolan, Paddy, Donnelly & Paul, 2011). According to the social theory, raw experience of members of society is open to scientific analysis (Maynard & Kardash, 2005). General features of ethnographic studies are as follows: behavior studied in a normal environment rather than under experimental conditions, data collected from different sources with observation and relatively informal conversation, focus on a single setting or group, and analysis involving interpretation of meaning (Hogan et. al., 2011, as cited in Hammersley, 1992). Following this framework, the methods of research used included archival research through a literature review, ethnographic interviews, and participant observations.

Research Questions

The research examines the impact of globalization on access for individuals with disabilities in the West Africa and the United States Midwest. The goal of the study is to identify the role of individuals with disabilities in a global society by using the explained methodology to answer the following research questions:

1. What are the public policies in place for physical, social, and educational access in the United States Midwest and West Africa?
2. How is physical, social, and educational access being provided in the United States Midwest and West Africa?

**Literature Review**

Prior to conducting ethnographic interviews and observations a literature review was conducted to determine current extant research on access for individuals with disabilities and analyze current related public policies. The search was conducted through the following electronic databases connected to Western Michigan University: ERIC, Proquest, PsycINFO, Michigan E-Library, and Google Scholar. The following key words were used in combination with Senegal, West Africa, and United States: globalization, disability, education, access, public policy, and perception. Other sources of information include that from organizations, legislation, and world documents such as: World Health Organization (WHO), United Nations Educational, Scientific, and Cultural Organization (UNESCO), Universal Declaration of Human Rights, Education for All, Individuals with Disabilities Education Act (IDEA 2004), Americans with Disabilities Act (ADA), and Rehabilitation Act. Restrictions were placed to include peer-reviewed research published in the last five years (2010-2015), with older works cited to provide insight about methodology, social theories, and historical contexts.

The current literature combining research of access, disability, and globalization is limited. Warren and Manderson (2013) state “a small but growing number of volumes, written primarily by anthropologists, describe the international conceptualization and experience of disability using the construction of quality of life as an organizing thread” (Foreword). Their book *Reframing Disability and Quality of Life* combines ethnographic literature from thirteen studies on the global perspective of disability to create a mass of
evidence supporting the idea that structural change on a population level is necessary to make a true impact on disability social justice. A common theme from the available literature is the complexity of disabilities and their impact on multiple domains of life (World Health Organization, 2015; Drame & Kamphoff, 2014; Warren & Manderson, 2013). Fleischer, Doris, Zames and Frieda (2011) summarize another common theme that the ultimate drive of change toward full access for individuals with disabilities is not civil rights, but economics (p. 17). Organizations such as UNESCO and the Council for Exceptional Children (CEC) call for funding of public policies and movements around the world (“Funding,” 2015; “Full Funding for IDEA,” 2008). This study seeks to connect and explain these two common themes by analyzing the impact of globalization on access for individuals for individuals with disabilities.

**Ethnographic Interviews and Observations**

In contrast to traditional interviews where the interviewer sets the agenda, ethnographic interviews allow the interviewee to select the important information to share in order to provide a vivid description of their life experiences (Westby, 2003). These interviews can be thought of as a “series of friendly conversations in which the clinician slowly introduces open-ended questions to assist the client or family member in sharing their experiences” (para 3). The interviewer will listen to repeated words or common themes in the interviewee’s answers. These issues are focused on throughout the interview to let the interviewee decide what is important. These descriptions give insight to how the individual sees their own world.

Ethnographic interviews and observations were conducted in a variety of settings in order to justify the claims made from the literature review. Participants in both
countries include a special education teacher at a public school for students with disabilities, a parent of a child with a disability, an administrator of a public school, and a representative of a non-profit community organization (See Table 2 Interviews for a summary of participants). In Senegal, interviews were completed with the assistance of a translator to eliminate any complications resulting from a language barrier. Interviews were completed in person whenever possible with written versions of questions for clarification when necessary. Email correspondence was used for one United States Midwest interview. Similar data was collected in both West Africa and the United States Midwest to complete a comprehensive comparative analysis. Observations took place in the school and home settings accordingly.

Table 2 Interviews

<table>
<thead>
<tr>
<th>Context</th>
<th>Senegal</th>
<th>United States Midwest</th>
<th>Interview Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special education teacher (public school for students with disabilities)</strong></td>
<td>May 27, 2015</td>
<td>November 12, 2015</td>
<td>1. What curriculum do you use in your classroom?</td>
</tr>
<tr>
<td></td>
<td><em>Talibo Dabo</em></td>
<td><em>Woods Edge</em></td>
<td>2. What schooling or certification did you receive before working with students with disabilities and what further education are you participating in now?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. How do you prepare your students to be successful in the community?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. What do you see as your students’ biggest challenge?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Where does the funding for your classroom come from?</td>
</tr>
<tr>
<td><strong>Parent of a child with a disability</strong></td>
<td>May 27, 2015</td>
<td>October 5, 2015</td>
<td>1. Tell me about a typical day with your child.</td>
</tr>
<tr>
<td></td>
<td><em>Daughter with hydrocephalus</em></td>
<td><em>Daughter with Rhett Syndrome</em></td>
<td>2. What do you believe is your child’s biggest barrier or challenge?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. What were the options for educating your child?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Tell me about the challenges your child faces in the community.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>5. Do you receive any aid from the government to support the needs of your child?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>6. What will your child do after they are done with school?</td>
</tr>
</tbody>
</table>
Data Analysis

This ethnographic study sought to describe and explain the current situation for individuals with disabilities in the United States and West Africa. The data from each location was combined and interpreted in order to complete a comparative analysis of the comprehensive environments of focus. Once information was collected, comparisons and common themes were drawn out for interpretation. Analysis of the information began by coding for descriptive labels (Sangasubana, 2011). First level coding broke down information from interviews and observations into physical access, educational access, and social access in order to reduce the data to manageable size. Next, common themes were pulled from the remaining categories such as transportation, society’s perspectives, etc. This process also identified outliers in the data, two of which are addressed in the questions for future study section in the conclusion of this research. The common themes were then related to public policies that impact those areas of access and finally interpreted on a global scale.
Verification of Findings

The information gathered in the ethnographic interviews and observations was verified through a triangulation of sources with peer researchers and a mentor professor (Sangasubana, 2011). All three researchers attended the interviews and/or recorded data from similar sources for comparison. Email correspondence with interviewees was utilized to confirm accurate interpretation of responses. The findings were reviewed alongside original archival research to assess justification and validity.

Results

Using the methodology outlined above, the data were organized and interpreted to yield the following results. The data are organized by country and area of access addressed, followed by the global context of each region and a comprehensive comparison of West Africa and the United States Midwest.

Senegal: Physical Access

Physical access for individuals with disabilities is minimal in the country of Senegal. From the information found through interviews and observations in this study, there are no public policies found that require sidewalks, transportation, or buildings to be accessible. Curbs, stairs, and lack of wheelchair lifts on public transportation all prove to be significant barriers for people with disabilities. Through observation, only three locations in the cities of Dakar, Yoff, Thies, and Kaulack held physical structures such as ramps to provide access into the facility. These were the local University of Chiekh Anta Diop (UCAD), which had a sloped walkway around the perimeter of the library for students to access all floors; Goree Island Port, a popular tourist attraction that contained ramps to the building and onto the ferry; and the West African Research Center, a center
for academic exchange between scholars and students from multiple countries in Europe, Africa, and Latin America that utilized a ramp for entry into the main building. Consequently, individuals with disabilities can often be seen operating their wheelchairs down the street along with the traffic of motorized vehicles or keeping to the same area each day. This is hazardous not only for the individuals themselves, but for any person driving in the city streets.

Outside of the city of Dakar, physical access for individuals with disabilities also limited. Except for a recently constructed paved highway connecting major regions of the country, the majority of transportation travels on dirt roads. The lack of accommodations available for buses and other vehicles makes travel nearly impossible for people with disabilities. As a result people with disabilities that do not allow them to move around the environment are confined to their homes. The lack of accommodations impacts the other areas of access in this study because individuals with such limitations are less likely to attend school and are not able to insert themselves in the social community other than with their family and close friends.

Talibo Dabo is a school for children with physical disabilities in Dakar and one of the research sites for this study. The school has wheelchairs available, but not enough for all students. The students who have less severe restriction of movement support their peers by engaging in such activities as gathering materials, washing sponges, and assisting with transportation around the building. A parent of a child at the school stated that transportation to and from the school is the main problem the school is facing (Senegal parent, personal communication, May 27, 2015). She continued to say that since the opening of the school, the numbers of students in attendance has grown tremendously
while the number of buses has stayed the same. In order for students to ride the bus to school, parents must pay a significant amount of money. This cost prevents many families from sending their students to school. The buses were a donation from private partners that assist with school funding (Senegal parent, personal communication, May 27, 2015; Senegal special education teacher, personal communication, May 27, 2015; Senegal administrator, personal communication, June 3, 2015). The buses are not equipped with wheelchair access and seat about eight students.

Table 3: Senegal-Physical Access Summary

<table>
<thead>
<tr>
<th>Senegal: Physical Access</th>
<th>• There is no current policy in place.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Physical structures such as ramps were observed at the University of Chiekh Anta Diop, Goree Island Port, and the West African Research Center.</td>
</tr>
<tr>
<td></td>
<td>• The study found no currently available accommodations for public transportation.</td>
</tr>
<tr>
<td></td>
<td>• A major issue for Talibo Dabo is transportation of students to the school (Senegal parent, personal communication, May 27, 2015; Senegal administrator, personal communication, June 3, 2015).</td>
</tr>
</tbody>
</table>

**Senegal: Educational Access**

Students with disabilities in Senegal have three options: 1) attend Talibo Dabo, the only public school for students with physical disabilities in the country, or The Centre of Education and Training for the developmentally challenged (CEFDI), the only public school for children with intellectual disabilities in the country; 2) request admission into a private school, most of which are not affordable or do not permit students with disabilities; or 3) stay home. From the interviews, observations, and archival research there was no current explicit law or act on disability in the country found, but Senegal is 1 of 164 governments that pledged to provide quality basic education for all children, youth and adults by 2015 through the Education for All (EFA) movement during the
World Education Forum in April 2000 in Dakar (UNESCO, 2015). The movement states “the inclusion of children with special needs, from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums, and others excluded from education, must be an integral part of strategies to achieve [Universal Public Education] by 2015” (Dakar Framework of Action, 2000, p. 15-16).

Still only ten countries in Sub-Saharan Africa have achieved universal primary education. Current data indicates that “40 percent of girls and 50 percent of boys are enrolled in public education in West Africa” (p. 25). Participation is particularly low with children with disabilities. Large funding gaps are hindering progress toward these goals; this will be later explained in the section below about Senegal’s global context.

Talibo Dabo is a public school for students with physical disabilities ages 6 to 15 (Senegal administrator, personal communication, June 3, 2015). In order for students to be admitted they must be identified as “handicapped” by a general practitioner at the school. The school does not accept students with mental disabilities. These disabilities include cerebral palsy, hydrocephalus, clubfoot, and amputees. The center has a little over 100 students in attendance Monday through Friday from 9:00 a.m. to 2:00 p.m. There are six classrooms with between 15-20 students in each. The school is funded through the Senegalese government and private donors. The donors provide contributions of around 5,000 CFA/month (approximately 10 U.S. dollars) for each child which funds transportation, doctor’s fees, and materials. Even with this funding, the school cost is a barrier for many families in the country. Government funding for school supplies often comes at the end of the year rather than the beginning, making materials scarce for teachers and students.
Teachers use a traditional model of teaching, with little to no individualization or multiple systems of support. In that aspect Talibo Dabo is very similar to many Sub-Saharan African countries. European colonists imposed a teaching style developed from traditional and missionary education (Tabulawa, 2013). African schools consequently adopted a utilitarian perception of education meaning that education and schooling is an important vehicle for social mobility. Tabulawa (2013) argues that this perspective of education encourages the myth that by passing examinations during schooling, people are able to climb the social ladder (p. 108). He continues to state that education and end-of-school certifications are viewed as the gateway to not only a job, but also a better life.

Aligning with Tabulawa’s research, Talibo Dabo follows the same curriculum as public schools for children without disabilities, and the students are administered the same end-of-school test as all other schools in the country. Lessons are taught in the official language of French, with one of the local languages, Wolof, used for clarification when necessary. Teachers are provided with trainings by outside specialists from Canada or France who teach employees strategies for educating students with disabilities (Senegal administrator, personal communication, June 3, 2015; Senegal special education teacher, personal communication, May 27, 2015). Their salaries are minimal, about 23,500 CFAs (47 U.S. dollars) each month (Senegal administrator, personal communication, June 3, 2015). At times funding for teacher salaries have been cut altogether and employees come to school voluntarily to teach their students. Some parents, like Senegal parent, volunteer at the school to provide extra support. She serves as the designated school “nurse,” and her duties include washing clothes, feeding the students, and overseeing a sick room for the students (Senegal parent, personal communication, May 27, 2015).
Without proper medical care available for the students, some will pass away during the school year (Senegal administrator, personal communication, June 3, 2015).

There are very few options for students after leaving Talibo Dabo. Approximately sixty-percent of the students finish school and move on to a secondary program (Senegal administrator, personal communication, June 3, 2015). One high school is available for selected students who score the highest on the end-of-school assessment. Out of these students, the ones who are successful at the high school have the opportunity to continue on to university. Girls attending Talibo Dabo have the option of pursuing further training at a center where the students learn embroidery and other artisan skills that will allow them to sustain themselves through market stands. Another option is to attend a training school for post-secondary employment. The remaining forty-percent of students return home to live with their families or are forced to live homeless for their remaining lives.

The Centre of Education and Training for the Developmentally Challenged (CEFDI) is a public support offered for children with intellectual disabilities, developmental disabilities, and autism spectrum disorder ages 4-18 years (Ndecky, 2014). The center contains three classrooms, a set of bathrooms, and an administrative block. The students’ disabilities include down syndrome, cerebral palsy, epilepsy, autism, microcephalus, hydrocephalus, and head injuries. There are currently about 130 students in attendance. The program staff includes eight educators and a support staff including a housekeeper, audio-visual service expert, a cook, and two assistants. The education program is done through a variety of activities including socialization, cleanliness, autonomy, language and communication skills, physical and movement activities, mathematics, and art. There are no secondary schooling options for the students who
attend CEFDI due to a lack of training programs. There is no transportation system offered, which is a barrier for many students attending the school. Another obstacle for families is the high cost of attendance, which includes a 5,000 CFA (10 U.S. dollars) registration fee along with monthly contributions of 1,000 CFA (2 U.S. dollars) per month. The biggest challenges facing the school today are lack of vehicle transportation to school and lack of space to meet the demands of the community. It is reported that in 2009 CEFDI was forced to turn away 54 of 81 children from around the country applying to the program (Fontaine, 2010).

Table 4: Senegal-Educational Access Summary

| Senegal: Educational Access | • The Dakar Framework for Action (2000) reaffirmed the Education for All Movement (1990) by stating that “education is a basic right and basic need for all African children…including those with disabilities” (p. 26).  
• There is currently only one public school available for students with developmental disabilities in Dakar (Senegal administrator, personal communication, June 3, 2015).  
• The information for public schools for students with mental disabilities is limited.  
• Students are taught the same curriculum as general education students with little to no accommodations.  
• Secondary school options are few in number. |

**Senegal: Social Access**

Social access for individuals with disabilities in Senegal may be the most restricted of the three areas. The only public policy in place that prohibits discrimination on the basis of a disability is the ratification of the Convention on the Rights of Persons with Disabilities (CRPD), an international treaty to address disability rights, was adopted on December 13, 2006 and was opened for signature on March 30, 2007 (Disability Rights Education & Defense Fund, 2015; United Nations Enable, 2015). The purpose of
which is to promote, protect and ensure human rights and fundamental freedoms by all people with disabilities. The United Nations Voluntary Fund (UNVF) funds the project by providing small grants to support activities that promote the ideals of the CRPD.

Lack of employment for people with disabilities most often leads to groups living homeless on the streets or in abandoned buildings as beggars. There are “wheelchair villages” that can be seen throughout the city where people with disabilities have formed communities for social, physical, and living supports. The third pillar of Islam: compulsory charity requires every financially stable Muslim to give zakat, “compulsory charity,” to members of the community in need (Mufti, 2006). The strength of this religious belief causes some families of children with disabilities to force their children to beg as a form of income for the family.

A Senegal parent spoke about the social issues and stigmas toward people with disabilities in Senegalese society (personal communication, May 27, 2015). She stated that families of children with disabilities do not have access to supports because they do not accept the disability. Disabilities are overdramatized; the parent stated that people in Senegal do not understand the reality that disabilities are present everywhere in the world. Senegal parent continued to say that the traditional view in Senegalese culture is that people with disabilities are possessed by the devil, and consequently many people are fearful of the population. In the minds of the community, people with disabilities are a lost cause and will not become contributing members of society (Senegal parent, personal communication, May 27, 2015). Fontaine (2010) reported similar findings in a news article in which a father of a child with a mental disability stated, “In Senegalese society it is quite difficult to have a child with a mental disorder. The prevailing belief is that it is
a curse; it is difficult to get family and friends to accept such a child” (Curse section, para 2). Another parent from the same article that brought their six-year-old son to CEFDI reported they had been hiding him from the community and it was his first time out of the house in his life. Ndecki (2011) reports that hiding children with disabilities is common but an improvement over the past when children with disabilities were often killed. For that reason, many people believe these people do not deserve to be educated. Parents and family of people with disabilities, like Senegal parent, want to challenge these beliefs.

These parents are not alone. The Association for Promoting Economic, Social and Cultural Yoff (APECSY) is a community organization focused on sustainable development of the village of Yoff through interventions in education, awareness training, information and communication technology, culture and spirituality, health and social action, economy, environment and infrastructure, community development, urbanization and housing (APECSY, 2014). The organization recently submitted a proposal to the British government to grant 5 million CFAs (10,000 U.S. dollars) toward education of students with disabilities (Senegal non-profit representative, personal communication, May 29, 2015). This money would fund teacher training, accessible furnishings, identification of students with disabilities, and community involvement and awareness of disabilities in Yoff, a town in the city of Dakar. The grant is aimed to support social issues aligned with the Millennial Development Goals. Other areas receiving this grant are women’s issues and infant mortality rates. The organization has representatives collaborating with professionals at UCAD and Talibo Dabo to better understand the needs of individuals with disabilities. Community outreach and awareness
programs for people with disabilities are a starting point for accomplishing real change in the social equality of individuals with disabilities in West Africa.

Table 5: Senegal Social Access Summary

| Senegal: Social Access | • Senegal ratified the Convention on the Rights of Persons with Disabilities, an international treaty to address disability rights (United Nations Enable, 2015).  
| | • There are stigmas about having a disability, people believe children are possessed by the devil or not worth educating (Senegal parent, personal communication, May 27, 2015; Fontaine, 2010).  
| | • Adult populations often live in “wheelchair villages.”  
| | • Some organizations are working to change this. APECSY recently requested funding from British government to improve lives of people with disabilities (Senegal non-profit representative, personal communication, May 29, 2015). |

**Gaps in Senegal Research**

As disabilities are controversial in the population, it was difficult to receive clear, direct answers to interview questions. There were several mentions of CEFDI and other institutions for children with mental disabilities, but the location in Dakar and the professionals working at the facilities remain unknown except for what was found in newspaper articles and CEFDI webpage cited in the above sections. The process of identifying a child as having a disability by the medical professional on staff was not made clear. Most students the disability was physically obvious, such as clubfoot or cerebral palsy, but the methods for identifying mental disabilities were not mentioned in any of the interviews. Exact figures for financial aspects of school funding, staff pay, and transportation were not available to the researchers. Similarly, organizations such as UNESCO and the WHO reported difficulty in gaining complete data for the area. These issues are addressed in the suggestions for future study.
Summary of Access in Senegal

1. What are the public policies in place for physical, social, and educational access in the United States Midwest and West Africa?

   Based on the information from interviews, observations and archival research in the study, there are no public policies currently in place for physical access in the country of Senegal. Senegal is 1 of 164 governments that have agreed to the Dakar Framework for Action (2000), a collective commitment to ensure Education for All (EFA) (p. 8). This states, “Education is a basic right and basic need for all African children...including those with disabilities” (p. 26). There are outlined actions to achieve this goal, but lack of funding has impeded their success. Senegal also ratified the Convention on the Rights of Persons with Disabilities, an international treaty to address disability rights (United Nations Enable, 2015). The United Nations Voluntary Fund provides small grants to support the ideals of CRPD.

2. How is physical, social, and educational access being provided in the United States Midwest and West Africa?

   The country of Senegal contains minimal physical supports to aid the movement of individuals with disabilities in the built environment. Through observations, this study found there to be three locations in Dakar where ramps were available: the University of Chiekh Anta Diop, Goree Island port, and the West African Research Center. Physical barriers such as curbs and stairs were much more common. Public transportation is often overcrowded and has no
available accommodations for individuals with disabilities. Talibo Dabo, a school for children with physical disabilities, reported that transportation of students is a major issue (Senegal parent, personal communication, May 27, 2015; Senegal administrator, personal communication, June 3, 2015). The school has limited access to wheelchairs and braces, and the number of buses available does not meet the need of the school. Cost of transportation is often too much for families, preventing them from sending their students to the school (Senegal parent, personal communication, May 27, 2015).

There are limited options for children with disabilities to attend school. There is one known school for students with physical disabilities, Talibo Dabo, and one known school for students with cognitive disabilities, CEFDI. Teachers at these institutions are given minimal pay and are trained by professionals in exterior countries to work with this population of students (Senegal administrator, personal communication, June 3, 2015). The students are taught the same curriculum as general education students, but with little to no accommodations or supports. Options for secondary education are even fewer in number. The majority of funding for these schools is allocated through private donors rather than the government.

There are social stigmas of disabilities that stem from traditional views that a person with a disability was “cursed” or “possessed by the devil” (Senegal parent, personal communication, May 27, 2015; Fontaine, 2010). Parents will hide their children with disabilities away from the community or have them stay home from school to collect money by begging on the streets. People in
the community believe that people with disabilities are not worth educating because of their often-short lifetimes. Consequently, many adults with disabilities are forced to live on the streets in “wheelchair villages.” Parents and organizations like APECSY are seeking to change this perspective and improve the lives of individuals with disabilities by spreading awareness and applying for grants (Senegal parent, personal communication, May 27, 2015; Senegal non-profit representative, personal communication, May 29, 2015.)

**United States: Physical Access**

The United States has made significant strides toward building access to the physical environment for individuals with disabilities. The Architectural Barriers Act (ABA) passed in 1968 as one of the first laws to address access to the built environment (United States Access Board, 2013; PL 94-541). The law applies to federal buildings including “post offices, social security offices, federal courthouses and prisons, and national parks” and non-federal facilities including “public housing units and mass transit systems built or altered with federal grants or loans.” ABA limits coverage to programs that allow federal agencies the authority to establish facility standards. Section 504 of the Rehabilitation Act of 1973 was the first national law passed by Congress to address the needs and civil rights of all individuals with disabilities (Smith & Tyler, 2014). The provision requires accommodations allowing people with disabilities the ability to access public buildings.

This law was found insufficient by Congress, which led to the passing of the Americans with Disabilities Act (ADA) in 1990 (PL 101-336). ADA “bars discrimination in employment, transportation, public accommodations, and telecommunications;
implements principles of normalization; requires phased-in accessibility of school
buildings; and insists on removal of barriers inhibiting access and participation in
society” (Smith & Tyler, 2014, p 17). It was the first legislation to introduce ideas of
universal design, mandating features including accessible bathrooms, parking spaces,
elevators and ramps. ADA regulations adopted revised, enforceable accessibility
standards for places of public accommodation, commercial facilities, and state and local
government facilities called the 2010 ADA Standards for Accessible Design (United
States Department of Justice Civil Rights Division, 2010; United States Access Board,
2013). The Department of Justice’s (DOJ) ADA Standards mandatory as of March 15,
2012 include provisions addressing the following areas: assembly areas, medical care
facilities, places of lodging, housing at places of education, detention and correctional
facilities, social service center establishments, and residential dwelling units (United
States Access Board, 2013). The Department of Transportation’s (DOT) ADA standards
provide designated public transportation services including accessible routes, detectable
warnings on curb ramps, bus boarding and alighting areas, and rail station platforms.

The establishment of these laws and regulations has minimized issues of physical
access for individuals with disabilities in the United States. Out of the four interviews
conducted in the United States Midwest, not one of the interviewees stated that physical
access was a real barrier for individuals with disabilities in their experiences (U.S.
administrator, personal communication, August 26, 2015; U.S. parent, personal
communication, October 5, 2015; U.S. non-profit representative, personal
communication, October 5, 2015; U.S. special education teacher, personal
communication, November 12, 2015).
Table 6: US Physical Access Summary

• The establishment of these laws and public policies has minimized issues of physical access for individuals with disabilities (U.S. administrator, personal communication, August 26, 2015; U.S. parent, personal communication, October 5, 2015; U.S. non-profit representative, personal communication, October 5, 2015; U.S. special education teacher, personal communication, November 12, 2015) |

United States: Educational Access

Educational access for individuals with disabilities in the United States is much more controversial than physical access. Four main factors led to special education services introduced to federal law: 1) one million children were excluded entirely from public education, 2) parents of children with disabilities began suing the government using the 14th amendment in cases such as PARC vs. Commonwealth of PA and MILLS vs. BOE of the District of Columbia, 3) schools and government realized the power of prevention, by educating children with disabilities they would become contributing members of society, and 4) schools needed federal funding to educate students with disabilities (Smith & Tyler, 2014).

The first legislation requiring educational services for children with disabilities was PL 94-142 Education for All Handicapped Children Act (EHA) in 1975. EHA listed disabilities in thirteen specific disability categories and one general category. It guarantees the right of students with disabilities to free appropriate public education...
(FAPE) in the least restrictive environment (LRE) as well as accommodations and educational services to meet the needs of each student at no additional cost to parents. Also included in EHA is the requirement of each student with a documented disability to have an Individualized Education Program (IEP) to identify the child’s needs, services, and supports while serving as a roadmap for education. Additionally, the law mandates that parents be equal partners in the special education process, evaluations for identifying students with disabilities be as free of bias as possible, and that due process can be filed by anyone to serve as a system of checks and balances for special education. EHA has since been reauthorized four subsequent times since its initial passing. The reauthorization of 1987 added early intervention services for children ages 0-3 and 3-5 as well as requiring Individualized Family Service Plans (IFSPs). In 1990 the name of the law changed to the Individuals with Disabilities Education Act (IDEA) to adhere to person-first language. The reauthorization also added two categories of services, autism and traumatic brain injury, and transition services beginning at age 16. Reauthorization in 1997 strengthened disciplinary procedures, added mandatory transition services beginning at age 14, added attention-deficit hyperactive disorder (ADHD) to other health impairments category, mandated that all students be included in state evaluations, required IEP progress reports to be given as often as general education students receive report cards, and added general education teachers to the multidisciplinary team. The latest reauthorization in 2004 aligned language of IDEA with that of No Child Left Behind (NCLB), moved transition services back to the age of 16, and changed the process of identifying students with learning disabilities (LD).
Three other laws that impact educational access for individuals with disabilities in the United States are the Rehabilitation Act of 1973, ADA (1990), and NCLB (2001). Students with a medical diagnosis of a disability who are not eligible to receive services through IDEA are able to receive accommodations through a 504 Plan (Smith & Tyler, 2014). ADA requires post-secondary education at public and private institutions to be accessible and non-discriminatory for students with disabilities through Title II and III accordingly (Leuchovius, 2015). This includes accessible housing, transportation, educational accommodations, and support services. NCLB is a reauthorization of the Elementary and Secondary Education Act (1965) (U.S. Department of Education, 2015). The original law offered grants to districts serving low-income students, federal grants for text and library books, the creation of special education centers, and the creation of scholarships for low-income college students. NCLB introduced high-stakes accountability system to reduce achievement gaps among traditionally underserved students (Smith & Tyler, 2014; U.S. Department of Education, 2015). The U.S. Department of Education is calling for an update of the law; Secretary Duncan and the Obama Administration are working toward a plan to “improve access to high-quality preschool, foster innovation, and advance equity and access” (2015).

The public policies in place have greatly affected access to education for individuals with disabilities. The United States equivalent to Talibo Dabo in this study is Woods Edge, a self-contained school for students with disabilities ages 3-26 years (U.S. administrator, personal communication, August 26, 2015). There are 280 students in attendance with ranging physical, developmental, emotional and intellectual disabilities. School is in session year-round with students in classrooms from 8:30-2:30 Monday
through Friday. There is a school staff of 40 teachers along with support staff including a physical therapist, speech-language pathologist, physical education instructor, and music therapist. Teachers are highly qualified with multiple trainings and professional development days each year. Paraprofessionals are required to participate in disability training before working in the school. Woods Edge also operates 12 classrooms in local schools and 3 Deaf and hard of hearing classrooms. Curriculum follows the Common Core but is modified and adapted to meet the needs of each student following his or her IEP. The primary goal for students is for students to improve communication skills, much of which is through the use of assistive technology as 95% of the student population at Woods Edge is nonverbal. Woods Edge, like many schools in the United States, has adopted a universal design for learning (UDL). This means that students are provided with high-quality instruction in which they are provided multiple means of representation, multiple means of action and expression, and multiple means of engagement (Smith & Tyler, 2014). Response to Intervention (RTI) provided multi-tiered systems of supports for education, while positive behavioral interventions and supports (PBIS) provides a multi-tiered model for behavior.

The school is funded through multiple means (U.S. administrator, personal communication, August 26, 2015; U.S. special education teacher, personal communication, November 12, 2015). As written in IDEA, attending school is free for families and transportation is provided at no additional cost. Instead of funding schools through admission costs there is federal funding through IDEA, funding per pupil offered by the State of Michigan, grants that cover music therapy and art instruction, and a significant amount of funding from private donors. Woods Edge has been fortunate to
receive an anonymous donation of $8 million for assistive technology, equipment, and the addition of six new classrooms. U.S. administrator stated that without the donation the school would be able to meet the needs of its students, but would not be able to do much more (personal communication, August 26, 2015).

Following IDEA, Woods Edge provides transition planning and services to each of its students (U.S. administrator, personal communication, August 26, 2015; U.S. special education teacher, personal communication, November 12, 2015). The main goal for students is to be as independent as possible for their individual circumstances. The most severely disabled will be dependent on others for their entire life. To the best of their abilities, school staff involves the students and parents in making choices about what they want for their futures. The school gives a variety of experiences to students, including community-based instruction where students go into the community and learn life skills, day programs where students will work within an agency, and other opportunities that fit the needs of the individual student. U.S. special education teacher states that adult services are not as common or accessible for students after leaving Woods Edge, so they attempt to prepare them accordingly (personal communication, November 12, 2015).

Even with the amount of public policies in place for educating students with disabilities and facilities similar to Woods Edge that are able to provide a variety of support services, not all schools are so fortunate. Congress has been promising to fully fund IDEA for 33 years, but as of 2008 funding was only at 17.2 percent of the national average per pupil expenditure (Council for Exceptional Children, 2008). The Council for
Exceptional Children continues to campaign for full funding of IDEA. The organization states the following:

Children and families are shortchanged when over 50,000 teachers without appropriate licenses teach students with disabilities each year because funds are not available to recruit and train qualified teachers. They are shortchanged when research-based educational practices are not available in schools as a result of over 18 years of stagnant federal funding for educational research. And they are shortchanged when adequate funds are not available to provide developmentally appropriate early intervention services to eligible infants, toddlers, and preschool children with disabilities (“Full Funding for IDEA,” 2008).

Other issues arise with overrepresentation of ethnic groups such as African-Americans and Hispanics, drop-out rates that are notably higher for students with disabilities, and many students with disabilities living in poverty after transition from school (Smith & Tyler, 2014). Families and their children, like U.S. parent and her daughter, are dissatisfied with a system where IEP meetings are dreaded, student placements are questionable, and funding is not available to help support basic needs of individuals with disabilities (personal communication, October 5, 2015).

Table 7: U.S. Educational Access Summary

| United States Educational Access | • The Individuals with Disabilities Education Act (IDEA) is the first and main legislation outlining the available services provided for students with documented disabilities that adversely impact a child’s education (PL-142).  
| | • Organizations like the Council for Exceptional Children are pushing for full funding of IDEA.  
| | • Schools like Woods Edge, benefit largely from private donors to provide additional supports and services (U.S. administrator, personal communication, August 26, 2015).  
| | • There is a lack of post-secondary options for individuals with disabilities |
disabilities, especially for students with the most severe impairments (U.S. special education teacher, personal communication, November 12, 2015).

- Parents often feel that the services outlined in legislation are not always adequately available to meet the needs of their children with disabilities (U.S. parent, personal communication, October 5, 2015).

**United States: Social Access**

Social access for individuals with disabilities is a challenging barrier for many people and their families in the United States. ADA and the Rehabilitation Act prohibit discrimination on the basis of disability in programs conducted by federal agencies and in employment practices (Smith & Tyler, 2014; United States Department of Justice Civil Rights Division, 2015). Even with access to housing and employment opportunities, many individuals with disabilities find integrating themselves into the community to be their biggest barrier (U.S. administrator, personal communication, August 26, 2015; U.S. parent, personal communication, October 5, 2015; U.S. special education teacher, personal communication, November 12, 2015). U.S. administrator shared that during community outings, Woods Edge staff will bring business cards to hand out to people that seem interested, confused, or even scared of their students (personal communication, August 26, 2015). She believes that educating the community about people with disabilities and having her students actively participate in real-life experiences will help to support the idea of people with disabilities being in the social environment the norm and clarify any misconceptions of disabilities. These misunderstandings most often come from behavior issues that arise during community-based instruction, where people make assumptions based on fear and lack of awareness.
Social involvement is especially difficult for children like U.S. parent’s daughter diagnosed with Rhett syndrome, who is more typical than not but has a physical appearance and communication barriers that make normal peer interactions almost impossible (personal communication, October 5, 2015). Her siblings and their friends have come to accept her and spread awareness of Rhett syndrome whenever they get the opportunity. Older peers are starting to understand more as well. The most problematic situations come from those who are uninformed. “People just stare,” U.S. parent expresses her frustration about people in the community lacking openness or friendliness toward her daughter or rest of her family. Due to negative experiences throughout her daughter’s life, the family finds keeping to themselves much easier than venturing out into the community. More than anything, U.S. parent “wish[es] society and the world were more accepting.”

Table 8 U.S. Social Access Summary

| United States: Social Access | • The ADA and Rehabilitation Act prohibit discrimination on the basis of disability in programs conducted by federal agencies and in employment practices (United States Department of Justice Civil Rights Division, 2015; PL 93-112).  
• Lack of awareness is a major barrier for individuals with disabilities in the United States (U.S. administrator, personal communication, August 26, 2015; U.S. parent, personal communication, October 5, 2015).  
• Families of individuals with disabilities “wish society and the world were more accepting” (U.S. parent, personal communication, October 5, 2015). |

Summary of Access in the United States

1. What are the public policies in place for physical, social, and educational access in the United States Midwest and West Africa?
Public policies pertaining to physical access for individuals with disabilities in the United States are the Architectural Barriers Act (ABA), Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). They establish design requirements for the construction and alteration of facilities including places of public accommodation, commercial facilities, and state and local government facilities (Smith & Tyler, 2014; United States Access Board, 2013; PL 94-541; PL 101-336). The Individuals with Disabilities Education Act (IDEA) is the first and main legislation outlining the available services provided for students with documented disabilities that adversely impact a child’s education (PL-142). The ADA and Rehabilitation Act prohibit discrimination on the basis of disability in programs conducted by federal agencies and in employment practices (United States Department of Justice Civil Rights Division, 2015; PL 93-112).

2. How is physical, social, and educational access being provided in the United States Midwest and West Africa?

Physical supports are provided according to ADA through ideas of universal design that mandate features including accessible bathrooms, parking spaces, elevators and ramps. ADA regulations adopted revised, enforceable accessibility standards for places of public accommodation, commercial facilities, and state and local government facilities called the 2010 ADA Standards for Accessible Design. The standards are enforced by the Department of Justice and Department of Transportation (United States Access Board, 2010, ADA Standards section). Physical barriers are not a significant issue in most cases of individuals
with disabilities (U.S. administrator, personal communication, August 26, 2015; U.S. parent, personal communication, October 5, 2015; U.S. non-profit representative, personal communication, October 5, 2015; U.S. special education teacher, personal communication, November 12, 2015).

Under IDEA, all students are guaranteed the right to free appropriate public education (FAPE) in the least restrictive environment (LRE) as well as accommodations and educational services to meet the needs of each student at no additional cost to parents (Smith & Tyler, 2014). Unfortunately, that is not always the case and parents are forced to battle with school decisions in order for their students with disabilities’ needs to be met (U.S. parent, personal communication, October 5, 2015). Schools that are able to provide additional services often are only able to do so with funding from private donors (U.S. administrator, personal communication, August 26, 2015). A factor of these occurrences is that IDEA is not fully funded contrary to the federal governments promises. Organizations such as the Council for Exceptional Children are campaigning for full funding of the law (Council for Exceptional Children, 2008).

While discrimination on the basis of a disability is prohibited under ADA and the Rehabilitation Act, there are not always available employment opportunities for individuals with disabilities transitioning from schools (U.S. special education teacher, personal communication, November 12, 2015). Despite efforts by professionals in special education and families of children with disabilities, lack of knowledge and awareness of disabilities is a major barrier for individuals with disabilities becoming productive members of their communities
(Telfter, personal communication, August 26, 2015; U.S. parent, personal communication, October 5, 2015). Families of individuals with disabilities “wish society and the world were more accepting.”

**Global Context**

Steger states “globalization is an uneven process, meaning that people living in various parts of the world are affected very differently by this gigantic transformation of social structures and cultural zones” (2014, p. 11). It is clear that globalization has impacted West Africa and the United States Midwest in very different ways. One commonality between the two is the Global Financial Crisis (GFC), a negative consequence of deregulation of global financial infrastructure due to processes of globalization. Beginning in the 1990s, banks began placing risky investments in stock markets and mortgage brokers that quickly led to a failing financial system and froze global credit. The GFC wiped out 14.3 trillion dollars, 33 percent of the value of the world’s companies, by 2009. By 2010, financial losses of 700 billion dollars hit the developing world even harder. The Group of Twenty proposed solutions to this crisis, but economic growth remained at a standstill and unemployment rates continued to be high from 2011 to 2013. The period of deficit for nation-states gave rise to the influence of transnational corporations (TNCs). TNCs “control much of the world’s investment capital, technology, and access to international markets” (Steger, 2013, p. 53). A study in 2011 found that 147 super-connected corporations controlled 40 percent of the total wealth in the world’s blue chip and manufacturing firms.

The best depiction of West Africa and the United States Midwest falling onto opposite sides of globalization processes can be shown by analyzing the role of
international economic institutions. In the context of economic globalization, three institutions remain at the forefront of power: the International Monetary Fund (IMF), the World Bank, and the World Trade Organization (WTO) (Steger, 2014). The institutions rely on significant power differentials between global North and South to sustain their control over the global economy. The IMF and World Bank began their influence after the Cold War when providing loans for developing countries aligned with political goals of containing communism. Developing countries that borrowed funds from these institutions were forced to implement “structural adjustment programs” in order to reform their economies and thus be in better position to repay the debts. Steger (2013) and Global Exchange (2011) refer to this as a “new form of colonialism” (p. 57). The structural adjustments are as follows:

1. A guarantee of fiscal discipline, and a curb to budget deficits.
2. A reduction of public expenditure, particularly in the military and public administration.
3. Tax reform, aiming at the creation of a system with a broad base and with effective enforcement.
4. Financial liberalization, with interest rates determined by the market.
5. Competitive exchange rates, to assist export-led growth.
6. Trade liberalization, coupled with the abolition of import licensing and a reduction of tariffs.
7. Promotions of foreign direct investment.
8. Privatization of state enterprises, leading to efficient management and improved performance.
9. Deregulation of the economy.


The unfortunate truth is that because of mandated cuts in public spending, structural adjustment programs rarely result in ‘developing’ debtor societies (Steger, 2013; Kingston, Irikana, Dienye & Kingston, 2011) Instead they translate into “fewer social programs, reduced educational opportunities, more environmental pollution, and greater poverty for the vast majority of people” (Steger, 2013, p. 58). Most of the national budget is allocated for outstanding debts. While the United States is a dominant power profiting in the IMF and World Bank (Steger, 2014; Kingston et. al., 2011), Senegal is a developing country whose debt to these institutions multiplied by more than six times between 1980 and 2002 while paying an annual average of $281.5 million (Kingston et. al., 2011). These global context elements play a key role in availability of access for individuals with disabilities in the United States Midwest and Senegal.

Comparison of Access in Senegal and the United States

Issues of physical access differ substantially between Senegal and the United States. In Senegal physical access is a considerable barrier for individuals with disabilities, whereas in the United States physical access has become almost irrelevant. This can be explained by the lack of public policies relating to physical access and funding for infrastructure in the country of Senegal compared to the multiple laws and accountability systems in place in the United States.

Issues of educational access have more commonalities. Although both countries follow public policies or frameworks for action, lack of funding and accountability causes significant challenges to students with disabilities and their families. In both cases,
although to different extents, schools are reliant on private donors to meet the needs of their students (Senegal administrator, personal communication, June 3, 2015; U.S. administrator, personal communication, August 26, 2015). While both education systems use the same standards for students with and without disabilities, the methods used to teach students with disabilities varies between the countries. Senegal, along with most Sub-Saharan African countries has adopted a utilitarian perspective of education (Tabulawa, 2013). The United States has adopted individualized education plans (IEP) for each student with a disability along with systems such as response to intervention (RTI), multi-tiered systems of supports (MTTSS), and positive behavioral intervention systems (PBIS) in order to differentiate the needs of each student (Smith & Tyler, 2014). Another commonality between the two countries is lack of secondary or post-secondary programs for students to transition into society (Senegal administrator, personal communication, June 3, 2015; U.S. administrator, personal communication, August 26, 2015; U.S. special education teacher, personal communication, November 12, 2015). While schools train students to become productive members of society, there are limited options in the community.

Issues of social access are arguably the most similar between the two countries. The study has found that lack of knowledge and awareness of disabilities is the main factor of individuals with disabilities facing exclusion from society (Senegal parent, personal communication, May 27, 2015; Senegal administrator, personal communication, June 3, 2015; U.S. administrator, personal communication, August 26, 2015; U.S. parent, personal communication, October 5, 2015; U.S. special education teacher, personal communication, November 12, 2015). In both countries, the people most often
advocating for individuals with disabilities is professionals in fields relating to disabilities and the families of individuals with disabilities.

**Conclusion and Future Study**

In conclusion, all three areas of access – physical, educational, and social – are deeply interconnected with one another and are impacted in different ways in different areas of the world through processes of globalization. Education systems can improve, but if students do not have means of transportation that allow them to attend it makes no real impact. Similarly, a student with a disability can be educated, but if that student is not accepted in the community then it becomes nearly impossible for him or her to contribute to the larger society. The WHO states, “Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers” (“Disabilities,” 2015). The process of changing access for individuals with disabilities in any of the three areas is slow-moving and tedious at times. It has taken decades for the United States to arrive at the current state of providing services and even now the systems involved are being criticized and challenged. Even more arduous is the task of changing society’s perception of disabilities from people who will not live long enough to make educating them worthwhile to people who are capable of holding a role as contributing members of a global society. This study has shown that federal laws or regulations may serve as a starting point but can only go so far to meaningfully impact the larger society. Spreading awareness of disabilities is key to accomplishing real growth. This study suggests that the most effective solution to increasing access for individuals with disabilities is one that utilizes a collective approach.
A common theme across all sources in this study proved to be lack of funding and accountability for the public policies in place. Globalization has caused areas such as education to be a lesser priority for different reasons in both the United States Midwest and West Africa. The United States belongs to the global North but places a higher value on military spending, 54 percent of the United States discretionary budget, than education, which receives only 6 percent (National Priorities, 2015). This makes it impossible for federal laws such as IDEA to be fully funded. In contrast, Senegal and surrounding West Africa is forced to cut spending on education and health services due to structural adjustment policies enacted by the IMF and World Bank (Steger, 2014; Global Exchange, 2011). In both cases, individuals with disabilities rely on private donors rather than the promises of the government (Senegal parent, personal communication, May 27, 2015; Senegal administrator, personal communication, June 3, 2015; U.S. administrator, personal communication, August 26, 2015). Further, when there is no accountability for public policies in place, such as Education for All, there is minimal likelihood the policy will be implemented effectively. Increased funding and accountability for public policies must be enacted in order for their full intent to be achieved.

Globalization and its impact on access for individuals with disabilities and funding of public policies have been analyzed by this study. The Dakar Framework for Action (2000) states the following:

Globalization is both an opportunity and a challenge. It is a process which must be shaped and managed so as to ensure equity and sustainability. Globalization is generating new wealth and resulting in the greater interconnectedness and interdependence of economies and societies. Driven by the revolution in
information technologies and the increased mobility of capital, it has the potential
to help reduce poverty and inequality throughout the world, and to harness the
new technologies for basic education. Yet globalization carries with it the danger
of creating a market place in knowledge that excludes the poor and the
disadvantaged. Countries and households denied access to opportunities for basic
education in an increasingly knowledge-based global economy face the prospect
of deepening marginalization within an increasingly prosperous international
economy (p. 14).

These global processes have created significant differences as well as significant
similarities among the data found through this study in Senegal and the United States.
There are positive and negative consequences on access for individuals with disability
through globalization. Research can now be conducted not just in particular regions or
countries, but also on a global scale. Countries of the global south are able to collaborate
with countries of the global north and seek funding for programs to benefit those with
disabilities. This study constructs the idea that issues of access for individuals with
disability can be found everywhere in the world. These connections can support global
collaboration of efforts to improve the lives of individuals with disabilities and make
significant changes to the perspective of disabilities around the world.

One of the gaps in this research is that it gives a current “snapshot” of a particular
setting at one point in time and that power, distribution of resources in society, and
historical shape of institutions are not a direct focus of ethnomethodological framework
(Zimmerman, 1978). Further study of these elements as they pertain to this project could
help to build a stronger explanation of the results found. Another challenge faced throughout the study particularly in Senegal was communication barriers and cultural differences led to contradicting information or lack of information for certain topics, especially financial aspects of the study, that were previously outlined. Sangasubana (2009) states that ethnography requires interpretation of data and observations in environments that are not controlled, both of which can generate bias if the researcher is not cautious. Further, ethnomethodology uses a small population to create a “snapshot” of a society whereas longitudinal studies of a larger population may detect differing patterns. These factors, along with questions developed throughout the research process, suggest further explanation of the following:

1. Who is and will continue to advocate for individuals with disabilities around the world?
2. What changes will future reauthorizations of federal laws bring to the United States?
3. What can be done to redirect the actions of the IMF and World Bank to positively impact developing countries?
4. How will future advances in technology impact access for individuals with disabilities?
References


Appendix: HSIRB Forms

United States Informed Consent Document

Western Michigan University
H.S.I.R.B.
Approved for use for one year from this date:

MAY 16 2015

Western Michigan University, Haeacick Institute for Global Education, Principal Investigator-Dr. Yvette Hyer, Co-Investigators- Dr. Santiago Valles, Dr. Sarah Summy, Student Investigators: Hover, A., Kourney, A., Maide, M., Poggenbee, A., Ruggles, K., Russell, M., Williams, K., Title of Study- Cultural Connections in Senegal Study Abroad

Informed Consent Document- United States

Western Michigan University

Principal Investigator: Yvette D. Hyer, Ph.D., Speech Pathology & Audiology
Co-Principal Investigator: W.P. Santiago-Valles, Ph.D., Africana Studies
Co-Principal Investigator: Sarah Summy, Ed.D., Special Education and Literacy Studies

Title of Study: Cultural Connections in Senegal Study Abroad

You have been invited to participate in a research project called “Cultural Connections: In Senegal Study Abroad.” We are doing this research to learn what people in West Africa and the United States think about the consequences of globalization in their daily lives. Please read all of this form. I will also read it out loud. Please ask any questions if something is not clear.

What are we trying to find out in this study?
We want to learn about the effect that international loans, and the increase of a global economy had on life in Senegal and in the U.S. Midwest. We are interested in several topics. Those topics are public policies about literacy, language use, services for people with disabilities, education, the arts, health systems and policies, and problem solving strategies. The information you share with us may help make the school curriculum better in West Africa and the U.S. We would like to work together with you to develop solutions to shared problems.

Who can participate in this study?
Participants can be any adult of 18 years old or older. We are interested in including adults who are university professors, schoolteachers, speech-language pathologists, audiologists, university students, parents, labor union leaders, government officials, Non-Governmental Organizations (NGOs) Personnel, community organizers, farmers, artisans, or migrants. Adults who do not give their consent to participate in this study will not be included.
Where will this study take place?
This study will take place in a location that is easy for you, such as at your school or at your place of business, a location of your choice at your university, your shop or at your work. The investigators will travel to your location.

What will you be asked to do if you choose to participate in this study?
You will be asked to take part in an informal interview or in a group conversation.

What is the time commitment for participating in this study?
Taking part in this study will take about one hour of your time.

What information is being measured during the study?
We are interested in learning more about what you think about the effects of globalization on language, literacy, education, structural adjustment, migration, health, food policies, the environment, arts, health systems, and problem solving strategies. We will review your interview/conversation to identify themes that focus on some of these topics. We will compare the themes that are found in your interview/conversation with those found in interviews/conversations of people from Senegal and from the U.S.

What are the risks of participating in this study and how will these risks be minimized?
One risk that you might have for participating in this study is that political concerns might come to your mind. Thinking about the political concerns in your country may be stressful for you. You can make statements that are "off the record," which means they will not be recorded or written down. You can stop the interview or stop participating in the conversation group at any time without explanation. We will treat the information you share and the pictures/videos that we take with respect. Only photos of classrooms, school buildings, and learning environments will be taken, no photos with participants present in the photo will be taken or used. Also, you will have a chance to listen to your interview or conversation. When you listen to it, you can change any part of it. You can correct it. You can ask us to erase parts of it or all of it. There will be no problem. Once the interview or conversation is written out (transcribed) your name will not be on it. We will give you a pretend name, like James or Kathy. No one will be able to know who provided the interview or took part in the conversation group.

Another risk is that pictures and videos could be described without connecting them to your cultural context. The researchers will work closely with collaborators in Senegal, who were born and raised in that country and with study participants the United States to make the appropriate cultural connections to any pictures or videos taken. The collaborators and study participants will help us interpret the cultural context.

All of the information collected from you is confidential. That means your name will not appear on any papers or transcripts. The forms will all be coded with a number. Dr. Yvette Hyter
will keep a separate list with names of participants and their code numbers. Once the data are collected and analyzed, the master list will be destroyed. The audiotapes will be erased after they are transcribed. The transcriptions of the interview will be kept in a locked file drawer in Dr. Hyter’s language lab for at least three years. If we write about this study in an academic journal, discuss it in a class or present it at an academic conference, only parts of the transcript and of the videotape will be shown, and your name will not be used.

What are the benefits of participating in this study?  
This study does not have direct benefits for you. This interview or conversation may give you the chance to share your ideas about issues that affect your life and your work. The information you share may help students and teachers in the U.S. and in Senegal understand your daily life better. The information you share may be useful for improving school curricula in West Africa and the U.S.

Are there any costs associated with participating in this study?  
Taking part in this study will not cost money. Taking part in this study will take at least one hour of your time. Also, taking part in this study may increase your memories of some good or bad things that happened at some time in your country or in your life.

Is there any compensation for participating in this study?  
You will not be paid to take part in this study. You may receive a small gift that shows that we are grateful for your time and for the information you share with us. A small gift may be such useful items as ink pens, pads or paper, or bookmarks. Also, you can receive a copy of the transcript of your interview/conversation, a copy of the pictures we take of you and a link to the Cultural Connections webpage.

Who will have access to the information collected during this study?  
The investigators and the research team will be able to read the information collected during this study. Also, the information collected during this study may be shared with teachers, students, NGOs, and at professional conferences.

What if you want to stop participating in this study?  
You can stop taking part in this study at any time and it will be ok. Even if you finish the interview or the conversation and decide later that you do not want us to have it, you can tell us and it will be ok. Even if you decide later that you no longer want us to have your pictures and videos, you can tell us and we will erase it. It will not be a problem. (Also, the investigator can stop including you in the study.)
You can contact us if you have any questions before or during the study. Our names and email addresses are here:
- Dr. Yvette D. Hyter (Yvette.hyter@wmich.edu)
- Dr. Sarah Summy (sarah.summy@wmich.edu)
Dr. W.F. Santiago-Valles (Santiago.valles@wmich.edu)

You can contact the Chair of the WMU Human Subjects Institutional Review Board if you have questions about the study. She can be called at 269-387-8293. Also, you can contact the WMU Vice President for Research. She can be called at 269-387-8298.

This consent document has been approved for use for one year by the Human Subjects Institutional Review board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is older than one year.

I have read the consent document. Also, the interviewer has summarized the document for me. The risks and benefits have been explained to me. I agree to take part in an interview or a conversation group.

Participant Please Print Your Name: __________________________________________

Participant's signature ___________________________ Date ________________
Senegal Informed Consent Document

Western Michigan University, Haemick Institute for Global Education, Principal Investigator-Dr. Yvette Hyter, Co-Investigators-Dr. Santiago Valles, Dr. Sarah Summy, Student Investigators- Huver, A., Kearney, A., Maida, M., Poggesse, A., Ruggles, K., Russell, M., Williamson, K. - Title of Study-Cultural Connections in Senegal Study Abroad

Informed Consent Document - Senegal

Western Michigan University

Principal Investigator: Yvette D. Hyter, Ph.D., Speech Pathology & Audiology

Co-Principal Investigator: W. F. Santiago-Valles, Ph.D., Africana Studies
Co-Principal Investigator: Sarah Summy, Ph.D., Special Education and Literacy Studies

Title of Study: Cultural Connections in Senegal Study Abroad

You have been invited to participate in a research project called "Cultural Connections: in Senegal Study Abroad." We are doing this research to learn what people in West African countries think about the consequences of globalization in their daily lives. Please read all of this form. I will also read it out loud. Please ask any questions if something is not clear.

What are we trying to find out in this study?
We want to learn about the effect that international loans had on life in your country. We are interested in several topics. Those topics are public policies, literacy, services for people with disabilities, education, self-awareness, and problem-solving strategies. The information you share with us may help improve the school curriculum in West Africa. This information may help make the school curriculum in the United States better. We would like to work together with you to develop solutions to shared problems.

Who can participate in this study?
Participants can be any adult of 18 years old or older. We are interested in including adults who are university professors, school teachers, and parents, persons with disabilities, labor union leaders, government officials, NGO personnel, community organizers, farmers, artisans, or migrants. Adults who do not give their consent to participate in this study will not be included.
Where will this study take place?
This study will take place in a location that is easy for you, such as at your school or at your shop or at your work. The investigators will travel to your location.

What will you be asked to do if you choose to participate in this study?
You will be asked to take part in an informal interview or in a group conversation. Also, you will be asked to have pictures and videos of you taken while you do your daily work.

What is the time commitment for participating in this study?
Taking part in this study will take about one hour of your time.

What information is being measured during the study?
We are interested in learning more about what you think about the effects of globalization on language, literacy, education, structural adjustment, migration, health, food policies, the environment, and problem solving strategies. We will review your interview/conversation to identify themes that focus on some of these topics. We will compare the themes that are found in your interview/conversation with those found in the interviews/conversations of people from Senegal and from the U. S.

What are the risks of participating in this study and how will these risks be minimized?
One risk that you might have for participating in this study is that political concerns might come to your mind. Thinking about the political concerns in your country may be stressful for you. You can make statements that are “off the record,” which means they will not be recorded or written down. You can stop the interview or stop participating in the conversation group at any time without explanation. We will treat the information you share and the pictures/videos that we take with respect. Also, you will have a chance to listen to your interview or conversation. When you listen to it, you can change any part of it. You can correct it. You can ask us to erase parts of it or all of it. There will be no problem. Once the interview or conversation is written out (transcribed) your name will not be on it. We will give you a pretend name, like James or Kathy. No one will be able to know who provided the interview or took part in the conversation group.

Another risk is that pictures and videos could be described without connecting them to your cultural practices. The researchers will work closely with collaborators in Senegal who were born and raised in that country. The collaborators will help us interpret the cultural practices.

All of the information collected from you is confidential. That means that your name will not appear on any papers or transcripts. The forms will all be coded with a number. Santiago, Yvette, and Sarah will keep a separate list with names of participants and their code numbers. Once the
data are collected and analyzed, the master list will be destroyed. The audiotapes will be erased after they are transcribed. The transcripts of the interview will be kept in a locked file drawer in Hyter or Sumny's office for at least three years. If we write about this study in an academic journal, discuss it in a class or present it at an academic conference; only parts of the transcript and of the videotape will be shown.

What are the benefits of participating in this study?
This study does not have direct benefits for you. This interview/conversation may give you the chance to share your ideas about issues that affect your life and your work. The information you share may help students and teachers in the U.S. understand your country and your daily life better. The information you share may be useful for improving school curricula in West Africa and the U.S.

Are there any costs associated with participating in this study?
Taking part in this study will not cost money. Taking part in this study will take at least one hour of your time. Also, taking part in this study may increase your memories of some good or bad things that happened at some time in your country or in your life.

Is there any compensation for participating in this study?
You will not be paid to take part in this study. You will receive a small gift that shows that we are grateful for your time and for the information you share with us. A small gift may be such useful items as ink pens, pads of papers, or book marks. Also, you can receive a copy of the transcript of your interview/conversation, a copy of the pictures we take of you and a link to the Cultural Connections web page.

Who will have access to the information collected during this study?
The investigators and the research team will be able to read the information collected during this study. Also, the information collected during this study may be shared with teachers, students, NGOs, and at professional conferences.

What if you want to stop participating in this study?
You can stop taking part in this study at any time and it will be ok. Even if you finish the interview or the conversation and decide later that you do not want us to have it, you can tell us and it will be ok. Even if you decide later that you no longer want us to have your picture and video, you can tell us and we will erase it. It will not be a problem. [Also, the investigator can stop including you in the study.]
You can contact us if you have any questions before or during the study. Our names and email addresses are here:

- Dr. Yvette D. Hyter (yvette.hyter@wmich.edu)
- Dr. Sarah Summy (sarah.summy@wmich.edu)
- Dr. W. F. Santiago-Valles (Santiago.valles@wmich.edu)

You can contact the Chair of the WMU Human Subjects Institutional Review Board if you have questions about the study. She can be called at 00-1-269-387-8293. Also, you can contact the WMU Vice President for Research. He can be called at 00-1-269-387-8290.
Photo/Video Release Form

Western Michigan University, Hesmiche Institute for Global Education, Principal Investigator-Dr. Yvette Hyter, Co-Investigators-Dr. Santiago Valles, Dr. Sarah Sunsm, Student Investigators- Huver, A., Kearney, A., Malda, M., Pojgeneau, A., Raggles, K., Russell, M., Williamson, K., Title of Study-Cultural Connections in Senegal Study Abroad

Western Michigan University Photo/Video Release Form

I understand that (name of talent) is the subject of a photograph, slide, videotape, and/or audiotape produced by Western Michigan University for the Cultural Connections in Senegal 2015 Study Abroad Project

I understand that the intended use of the finished production is for the Cultural Connections web page (http://www.cultureconnections.org), to augment classroom discussions about the project, to augment presentations focused on the study abroad project at professional conferences, and to advertise future study abroad opportunities at WMU.

I hereby waive any liability of Western Michigan University, its officers and employees, vendors, or subcontractors and the above-mentioned client and its directors, trustees, employees, or officers regarding the use of my likeness or voice. I further agree not to seek compensation including residual fees or royalties from such use other than that defined in a separate contract. Signature of talent or legal guardian

Print name of talent ______________________________ Relationship of guardian ______________________________

Address _____________________________________________

Email Address: _____________________________________________

Phone number: __________________________ Date: __________________________

Project Title/Description of Photo: _____________________________________________

I agree that my likeness may be part of the stock files of W.M.U. for use in future production without notification. __________________________ Signature of talent or legal guardian