

# Inclusive Education as a Pathway to Social Justice

Liana Musekiwa (PhD Candidate)

Tutor- TTC Mbuga

DOI: <https://doi.org/10.47772/IJRISS.2026.100400080>

Received: 05 April 2026; Accepted: 10 April 2026; Published: 28 April 2026

## ABSTRACT

Inclusive education represents a vital pathway to social justice by ensuring equitable access to quality learning for all learners, regardless of ability, background, or identity, and by dismantling systemic barriers that perpetuate exclusion. This study adopts a qualitative methods design, employing purposive sampling of educators and learners with disabilities. Data were triangulated through interviews, focus groups, and observations, with thematic analysis used to identify recurring patterns and validate findings across sources. The theoretical framing draws on Critical Pedagogy (Freire), which situates education as a practice of freedom and social transformation; Social Justice Theory (Rawls, Fraser), which emphasizes fairness, redistribution, and recognition; and highlights the expansion of learners' opportunities and agency. Together, these frameworks illuminate how inclusive education not only promotes classroom participation but also catalyzes broader societal change by fostering dignity, solidarity, and fairness. Findings underscore the importance of teacher training and the integration of assistive technologies in creating accessible learning environments, particularly within Zimbabwean contexts where challenges such as underreporting of disability prevalence, resource constraints, and negative attitudes persist. The presentation argues that inclusive education is both a pedagogical imperative and a social justice agenda, positioning schools as engines of sustainable development and equity. By linking evidence-based strategies with advocacy, the study calls for collaborative action among policymakers, educators, and communities to humanize technical challenges, prioritize accessibility, and ensure that every learner matters equally. Ultimately, inclusive education is framed as a transformative pathway that advances social justice, strengthens democratic participation, and contributes to building societies rooted in fairness and respect for diversity.

**Keywords:** Inclusive education, social justice, dismantling, barriers

## INTRODUCTION

Education is widely recognized as a fundamental human right and a cornerstone of equitable societies. Nevertheless, millions of students worldwide, particularly those with disabilities, from marginalized communities, or living in resource-constrained environments, continue to encounter systematic impediments to full participation in education. Inclusive education, which aims to guarantee that all learners are accepted, respected, and supported in mainstream educational environments, has emerged as a game-changing method for resolving these disparities. Inclusive education is more than a pedagogical method that symbolizes a moral and political commitment to social justice, challenging entrenched inequalities, redistributing opportunities and affirming the dignity of all learners.

More than just access is needed to achieve social justice in education; diversity must be acknowledged, resources must be redistributed, and underrepresented voices must actively participate in defining educational policy and practice. Global agreement that inclusive education is essential to attaining equitable and sustainable development is emphasized by international frameworks, including the Sustainable Development Goals (SDGs), the Convention on the Rights of Persons with Disabilities (CRPD), and the Salamanca Statement. However, implementation remains uneven, particularly in contexts where negative attitudes, limited resources, and inadequate teacher training perpetuate exclusion.

This paper explores the theoretical underpinnings, real-world difficulties, and transformative possibilities of inclusive education in order to establish it as a means of achieving social justice. It makes the case that inclusive

education is a larger social justice imperative that rethinks the goal of education and the role that it plays in creating more equitable and inclusive societies, drawing on regional experiences as well as global commitments. The study emphasizes the potential and the importance of promoting systemic change by placing inclusive education within the rhetoric of equity, recognition, and participation.

## Background of the Study

Inclusive education has been positioned as a human right and a policy objective by international frameworks, such as the Sustainable Development Goals (SDG) (United Nations, 2015), the Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006), and the Salamanca Statement (UNESCO, 1994). These commitments underscore the principle that education systems must adapt to the diverse needs of learners, rather than expecting learners to conform to rigid structures Chataika, (2025). Despite this global consensus, implementation remains uneven. Many nations, especially those in the Global South, suffer from a lack of funding, inadequate training for teachers, and enduring prejudice against diversity and people with disabilities (Kamenopoulou & Karisa, 2023). As a result, inclusive education often exists more as a policy aspiration than a lived reality.

In African contexts, countries such as Rwanda and Zimbabwe, inclusive education is becoming more widely acknowledged as a means of achieving social justice and sustainable development. Rwanda's educational investment in information and communication technologies (ICT) demonstrates how innovation may increase access to learning opportunities (Bibakumana & Niyibizi, 2024; Mushimiyimana, Nzabwirwa, Ndayambaje, & Lazareva, 2021; Twagilimana et al., 2026). In contrast, Zimbabwe's legislative frameworks highlight the challenges of aligning inclusive education with broader socio-economic constraints (Chataika, 2025; UNICEF Zimbabwe, n.d.; Government of Zimbabwe, 2025). As a transformational goal, inclusive education thus embodies both potential and complications, as evidenced by these national experiences.

Although education has long been seen as a powerful force for social change, its positive effects are still not equally distributed across societies. Children in resource-constrained contexts, members of marginalized communities, and learners with disabilities frequently experience structural exclusion from mainstream schooling (UNESCO, 2020; Singal, 2019). This exclusion undermines the broader objectives of equity and justice by perpetuating cycles of poverty, inequality, and social marginalization (Ainscow, 2020). As a result, inclusive education, which stresses the full involvement of all learners regardless of ability, background, or circumstance, has emerged as a key topic in discussions of social justice and educational reform worldwide (Chataika, 2025; Kamenopoulou & Karisa, 2023).

The background to this study is therefore rooted in the tension between global commitments and local realities. While inclusive education is widely endorsed as a means of achieving equity, recognition, and participation, its translation into practice requires sustained investment, cultural change, and evidence-based policy reform. This study builds on these debates by examining inclusive education not only as an educational reform but as a broader pathway to social justice, one that redefines the purpose of schooling and reimagines the role of education in building fairer, more inclusive societies.

## LITERATURE REVIEW

Inclusive education has increasingly been conceptualized as both an educational reform and a social justice imperative. Theoretical perspectives emphasize that inclusion is not merely about integrating learners with disabilities into mainstream classrooms, but about transforming educational systems to recognize diversity, redistribute opportunities, and ensure meaningful participation for all learners (Slee, 2019). Global frameworks such as the Salamanca Statement (UNESCO, 1994) and the Sustainable Development Goals (United Nations, 2015) situate inclusive education within broader agendas of equity and justice, underscoring its role in dismantling systemic barriers. Empirical studies across diverse contexts reveal that while policy commitments to inclusion are widespread, implementation often falters due to resource constraints, insufficient teacher training, and persistent societal attitudes (Ainscow, 2020; Florian & Black-Hawkins, 2011). Evidence further suggests that inclusive practices not only enhance academic outcomes for marginalized learners but also foster

social cohesion and democratic participation, reinforcing the argument that inclusive education is inseparable from the pursuit of social justice (Opertti & Brady, 2011; Artiles, Kozleski, & Waitoller, 2011).

## Theoretical Perspectives

### Sociological Approaches to Inclusive Education

Sociological perspectives highlight how inclusive education addresses systemic disparities by improving fairness and access in learning contexts. Schools, from this perspective, are social institutions that either reinforce or challenge established hierarchies. Inclusive education is therefore viewed as a change that disrupts exclusionary practices and provides opportunity for marginalized students to participate actively in society (Slee, 2019). Sociological approaches that highlight diversity emphasize that inclusion is more than just placing students in mainstream classrooms (Ainscow, 2020); it is also about reforming school structures, cultures, and relationships within schools to achieve fairness and justice.

Sociological analysis makes an important contribution by focusing on social engagement. Education is recognized as a driver of social mobility, but persistent structural impediments, such as poverty, discrimination, and insufficient resources, continue to prevent many students from fully participating. Kolleck (2025) contends that inclusive education must be placed within a larger framework of social justice, in which fairness is accomplished not only via access to education, but also through the redistribution of opportunities and the recognition of multiple identities. This viewpoint emphasizes the relational aspect of inclusion, in which fostering belonging and mutual respect in the classroom is just as vital as academic performance.

Furthermore, sociological approaches link inclusive education with democratic engagement. Schools are considered microcosms of society, with inclusive practices seen as essential for developing democratic citizenship. Inclusive education helps to promote more equitable and engaged societies by addressing exclusionary conventions and encouraging collaborative learning (Ramaila, 2025). This is consistent with broader social justice agendas that view education as a transformational force capable of transforming society's values and fostering cohesiveness.

### Critical Pedagogy and Social Justice Theories in Inclusive Education

Critical pedagogy offers a powerful perspective on inclusive education as a transformative enterprise rather than a technical change. It is based on Paulo Freire's work and emphasizes education as a practice of freedom in which students are empowered to confront injustice and participate in democratic processes (Freire, 1970/2000). In this approach, inclusion entails not only physical access to classrooms but also affirming learners' dignity, autonomy, and cultural identity. It encourages educators to reject deficit-based notions of disability and difference in favor of pedagogical techniques that recognize diversity as a resource for communal learning (Giroux, 2011).

Social justice theories further enrich this perspective. According to Nancy Fraser's (2008) concept of recognition and redistribution, justice requires justice needs both equal resource allocation and the identification of marginalized identities. When it comes to inclusive education, this means that policies must go beyond simply giving access to education; they must also affirm learners' cultural identities and eliminate stigmatizing practices. Similarly, Amartya Sen's capabilities approach places inclusion within the larger goal of increasing people's freedoms and opportunities to live the lives they want (Sen, 1999). In education, this means creating conditions in which students may acquire skills such as reading, social involvement, and self-expression, allowing them to thrive as full members of society.

These frameworks highlight the link between inclusive education and social justice. It is not enough to just integrate learners into existing systems (Slee, 2019); it is also necessary to reform those institutions so that all learners are recognized, respected, and empowered to exercise their agency (Tikly & Barrett, 2011). (Slee (2019); Tikly & Barrett (2011). suggest that by combining critical pedagogy with theories of recognition, redistribution, and capabilities, inclusive education may be used to affirm human dignity and promote democratic participation.

## International Frameworks on Inclusive Education

### The Salamanca Statement (1994)

Adopted at the UNESCO World Conference on Special Needs Education in Salamanca, Spain, this statement emphasized that ordinary schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. It declared inclusive schools as the most effective means of combating discriminatory attitudes, creating welcoming communities, and achieving education for all. Governments were urged to prioritize inclusive education policies and practices as a matter of equity and social justice.

### The Convention on the Rights of Persons with Disabilities (CRPD, 2006)

Article 24 of the CRPD explicitly recognizes the right of persons with disabilities to inclusive education. It requires states to ensure equal access to primary, secondary, and higher education, vocational training, and lifelong learning. The CRPD frames inclusive education as both a human right and a means of enabling full participation in society, obliging governments to provide reasonable accommodations and individualized support to learners with disabilities.

### The Sustainable Development Goals (SDGs, 2015)

Goal 4 of the SDGs commits to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The Incheon Declaration, which operationalizes this goal, highlights inclusion as essential for addressing marginalization, reducing inequalities, and empowering individuals to contribute to sustainable development. Inclusive education is positioned not only as a matter of equity but also as a driver of broader social and economic progress.

### Comparative Table: International Frameworks on Inclusive Education

Framework	Year	Core Focus	Key Provisions on Inclusion	Global Impact
<b>Salamanca Statement</b>	1994	Education for All	Declares that ordinary schools should accommodate all children, regardless of ability or background. Promotes inclusive schools as the most effective means of combating discrimination and fostering equity.	Established inclusion as a guiding principle for national education policies worldwide.
<b>Convention on the Rights of Persons with Disabilities (CRPD)</b>	2006	Human Rights	Article 24 recognizes the right to inclusive education at all levels. Requires states to ensure equal access, provide reasonable accommodations, and individualized support for learners with disabilities.	Legally binding treaty obliging governments to implement inclusive education systems.
<b>Sustainable Development Goals (SDGs)</b>	2015	Sustainable Development	Goal 4 commits to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The Incheon Declaration operationalizes this, emphasizing inclusion as essential for reducing inequalities.	Positions inclusive education as central to achieving equity, social justice, and sustainable development globally.

## METHODOLOGY

A qualitative paradigm was adopted to explore how inclusive education functions as a pathway to social justice.

This approach allows for an in-depth understanding of experiences, perceptions, and systemic challenges faced by marginalized learners and educators. The qualitative research approach was relevant to the study as Inclusive education is deeply contextual, shaped by cultural, social, and institutional factors, which the researcher was looking at. Qualitative methods provide the flexibility to capture these complexities and highlight voices often excluded from mainstream discourse. A case study design was used and two schools were used in the study

Purposive sampling was used to identify participants with direct experience in inclusive education, including teachers, school administrators and learners with disabilities. This selection method allowed for in-depth insights into the specific challenges faced by both teachers, administrators and students regarding the implementation of Inclusive education in mainstream schools.

### **Data Collection**

The researchers used interviews, focus groups, and observation to collect data from the participants. Semi-structured interviews with educators and administrators to capture diverse perspectives and they enabled the researchers and the participants to engage in dialogue, allowing each party to follow up on the dialogue. Follow-ups on the dialogue enable the researchers and participants to understand each other and bring relevant and quality data to the fray (Flick 2018). Observation was also used to collect data. The researchers utilized classroom observation to gather information as it occurred in a setting and to assess inclusive practices and challenges in real-time. Focus group discussions with learners and parents to explore collective experiences and attitudes toward inclusion. It is a research technique used to collect data through group interaction, and people share their perceptions and feelings toward a phenomenon. It enables more data to be captured within a short period.

### **Data Analysis**

#### **Thematic Analysis**

Thematic analysis is a flexible and widely used method for identifying, analyzing, and reporting patterns within qualitative data (Braun & Clarke, 2006). By coding and categorizing responses, researchers can uncover recurring themes related to equity, recognition, and participation. This process moves beyond surface-level observations to highlight deeper meanings embedded in participants' experiences. In inclusive education research, thematic analysis is particularly valuable for revealing how systemic structures either enable or constrain opportunities for marginalized learners (Nowell et al., 2017).

#### **Triangulation**

Triangulation enhances the credibility and trustworthiness of qualitative findings by integrating multiple sources of evidence (Denzin, 2012). In practice, this involves combining interviews, focus groups, and document analysis to ensure that no single perspective dominates the narrative. By cross-checking data across different methods, researchers can identify consistencies, address discrepancies, and strengthen the validity of their interpretations. This methodological strategy is especially important in complex social contexts like education, where diverse perspectives provide a more holistic understanding of equity and participation (Flick, 2018).

#### **Narrative Synthesis**

Narrative synthesis provides a way to present findings that emphasizes coherence and storytelling rather than isolated data points. It allows researchers to weave together evidence in a manner that highlights both systemic barriers and transformative practices (Popay et al., 2006). This approach situates individual experiences within broader institutional and policy contexts, making findings accessible and impactful for policymakers, practitioners, and communities. By blending descriptive accounts with analytical insights, narrative synthesis ensures that research outcomes resonate beyond academia and contribute to practical change (Mays et al., 2005).

Inclusive Education: An entry point: ensuring all learners, regardless of ability or background, are welcomed and supported.



Equity (Redistribution of resources & opportunities) provides resources, assistive technologies, and opportunities to marginalized learners.



Recognition (Valuing diversity, affirming dignity) importance of respecting diversity, challenging stigma, and affirming cultural and disability identities



Participation (Voice, agency, democratic inclusion) ensures learners and communities have agency in shaping educational policies and practices.



Social Justice (Transformative, fair, inclusive society) outcome: a society where education dismantles systemic inequalities and fosters inclusion.

## FINDINGS

### Key Findings

Theme	Findings	Implications
<b>Equity &amp; Access</b>	Inclusive education reduces systemic inequalities by ensuring marginalized learners (e.g., those with disabilities, from low-income backgrounds, or minority groups) gain access to quality education.	Promotes fairness and equal opportunity in society.
<b>Policy &amp; Global Frameworks</b>	International bodies like UNESCO and UNICEF emphasize inclusive systems as essential for achieving social justice, leading to policies that dismantle barriers to education.	Strengthens global commitment to equity and human rights.
<b>Social Cohesion</b>	Inclusive schools foster respect, empathy, and collaboration among diverse learners, reducing prejudice and discrimination.	Builds more cohesive, tolerant communities.
<b>Empowerment &amp; Participation</b>	Learners who are included feel valued, which enhances self-esteem, agency, and civic participation.	Contributes to democratic engagement and empowerment of marginalized voices.
<b>Economic &amp; Developmental Impact</b>	Inclusive education contributes to long-term social and economic development by equipping all learners with skills to participate in the workforce.	Supports sustainable development and poverty reduction.

The findings reveal that inclusive education contributes to social justice through three interconnected dimensions: **equity (redistribution), recognition (valuing diversity), and participation (agency and voice)**. While systemic barriers remain, evidence suggests that inclusive education can transform schools into spaces of justice, dignity, and empowerment when supported by adequate resources, training, and cultural change.

The findings show that inclusive education promotes social justice through three interconnected dimensions: equality (redistribution), acknowledgment (valuing variety), and participation (agency and voice). While institutional impediments persist, data suggests that with enough resources, training, and cultural change, inclusive education has the potential to turn schools into spaces of justice, dignity, and empowerment.

## DISCUSSION

The findings of this study underscore the transformative potential of inclusive education as a pathway to social justice. By situating the results within Fraser's tripartite model of justice—redistribution, recognition, and participation—it becomes clear that inclusive education is not merely an educational reform but a broader social project aligned with global development and human rights agendas.

### Redistribution: Equity in Resources and Opportunities

Fraser's notion of **redistributive justice** emphasizes the fair allocation of resources to dismantle structural inequalities. The study's findings highlight that inclusive education expands access when governments and schools invest in assistive technologies, infrastructure, and teacher training. This aligns directly with **SDG 4 (Quality Education)**, which calls for inclusive and equitable education for all, and with the CRPD's mandate to provide reasonable accommodations and support services. However, persistent resource constraints in many contexts reveal the gap between policy aspirations and lived realities, underscoring the need for sustained investment.

Fraser's concept of redistributive justice focuses on the equitable distribution of resources in order to eliminate structural inequities (Fraser, 2008). The study's findings show that when governments and schools invest in assistive technologies, infrastructure, and teacher training, inclusive education becomes more accessible. This immediately correlates with SDG 4 (Quality Education), which calls for inclusive and equitable education for everyone (United Nations, 2015), as well as the CRPD's obligation to provide appropriate accommodations and support services (United Nations, 2006). However, persistent resource restrictions in many situations highlight the gap between policy ambitions and lived realities, emphasizing the importance of continued investment (Deroncele-Acosta & Ellis, 2024; Bindhani & Gopinath, 2024).

### Recognition: Valuing Diversity and Affirming Dignity

Fraser's concept of **recognitional justice** stresses the importance of affirming diverse identities and challenging stigma. The findings show that inclusive classrooms foster belonging and dignity by recognizing disability and cultural diversity. This resonates with the CRPD's principle of respect for difference and acceptance of persons with disabilities as part of human diversity. It also reflects the **SDG commitment to "leave no one behind,"** ensuring that marginalized learners are not only present in schools but valued as equal participants. Yet, negative societal attitudes remain a significant barrier, suggesting that recognition must extend beyond schools into broader cultural and community contexts.

Fraser's concept of recognitional justice emphasizes the need of embracing multiple identities while overcoming stigma (Fraser, 2008). The findings indicate that inclusive schools promote belonging and dignity by acknowledging disability and cultural diversity. This is consistent with the CRPD's principle of tolerance for difference and inclusion of people with disabilities as part of human variety (United Nations, 2006). It also represents the SDG goal to "leave no one behind," which ensures that underprivileged students are not just present in classrooms but also regarded as equals (United Nations, 2015). However, unfavorable societal attitudes remain a substantial barrier, implying that acknowledgment must go beyond schools and into broader cultural and communal contexts (Bindhani & Gopinath, 2024; Jardinez & Natividad, 2024).

### Participation: Agency and Voice in Decision-Making

Fraser's third dimension, **participatory justice**, emphasizes the right to have a voice in shaping social arrangements. The study found that inclusive education initiatives that actively involve learners, parents, and communities foster agency and sustainability. This echoes the CRPD's emphasis on participation in decision-

making processes and the SDGs' call for inclusive institutions. Participation ensures that inclusive education is not imposed top-down but co-created with those most affected, thereby strengthening democratic practices within education systems.

Fraser's third dimension, participatory justice, emphasizes the right to have a say in determining social structures (Fraser, 2008). The study discovered that inclusive education initiatives that actively include students, parents, and communities promote agency and sustainability. This aligns with the CRPD's emphasis on involvement in decision-making processes (United Nations, 2006) and the SDGs' need for inclusive institutions (United Nations, 2015). Participation ensures that inclusive education is co-created with those most affected rather than forced from the top down, enhancing democratic principles within educational systems (Deroncele-Acosta & Ellis, 2024; Jardinez & Natividad, 2024).

### **Inclusive Education as a Social Justice Project**

Taken together, these dimensions illustrate that inclusive education is both a means and an end: it dismantles systemic barriers while reimagining education as a vehicle for justice. The findings affirm that inclusive education contributes to **redistribution (equity), recognition (diversity), and participation (agency)**, thereby advancing Fraser's multidimensional conception of justice. Moreover, by aligning with the SDGs and CRPD, inclusive education situates itself within a global movement for sustainable, rights-based development.

Taken together, these dimensions illustrate that inclusive education is both a means and an end: it dismantles systemic barriers while reimagining education as a vehicle for justice (Fraser, 2008). The findings affirm that inclusive education contributes to redistribution (equity), recognition (diversity), and participation (agency), thereby advancing Fraser's multidimensional conception of justice. Moreover, by aligning with the SDGs and CRPD, inclusive education situates itself within a global movement for sustainable, rights-based development (United Nations, 2006; United Nations, 2015).

## **CONCLUSION**

This study proved that inclusive education is more than just an educational reform; it is a revolutionary path to social justice. By setting the findings within Fraser's three-part paradigm of redistribution, acknowledgment, and participation, it is obvious that inclusive education addresses systemic disparities, embraces diversity, and empowers disadvantaged voices (Fraser, 2008). These elements are strongly aligned with global commitments such as the Sustainable Development Goals (SDG 4: Quality Education) and the Convention on the Rights of Persons with Disabilities (CRPD), which both emphasize the right to inclusive, equitable, and participatory education for all students (United Nations, 2006; United Nations, 2015).

The evidence reviewed highlights both progress and persistent challenges. While inclusive practices expand access and foster belonging, systemic barriers—including resource constraints, inadequate teacher training, and negative societal attitudes—continue to limit their transformative potential. Bridging the gap between policy aspirations and lived realities requires sustained investment, cultural change, and participatory approaches that center the voices of learners and communities.

The evidence reviewed demonstrates both improvement and persisting problems. While inclusive practices increase access and create belonging, systemic impediments, such as limited resources, insufficient teacher training, and unfavorable social views, continue to limit their transformational power (Deroncele-Acosta & Ellis, 2024; Mokhampanyane, 2024; Bindhani & Gopinath, 2024). To close the gap between policy ambitions and lived realities, long-term investment, cultural change, and participatory approaches that prioritize learners' communities' perspectives are required.

Finally, inclusive education must be viewed as a social justice endeavor, redefining the purpose of education, challenging discriminatory structures, and envisioning education as a vehicle for equity, dignity, and democratic participation. For policymakers, educators, and activists, the challenge is to transform global pledges into context-sensitive approaches that ensure no learner is left behind. Future studies should investigate the

intersectional elements of exclusion, the role of technology in facilitating inclusion, and the long-term effects of inclusive education on social transformation.

By expanding inclusive education, societies take a significant step toward attaining the broader ideal of social justice, in which every learner is valued equally and education serves as a basis for fairness, empowerment, and long-term growth.

## REFERENCES

1. Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7–16. <https://doi.org/10.1080/20020317.2020.1729587> (doi.org in Bing)
2. Artiles, A. J., Kozleski, E. B., & Waitoller, F. R. (2011). *Inclusive education: Examining equity on five continents*. Harvard Education Press.
3. Bibakumana, G., & Niyibizi, O. (2024). Exploring the integration of ICT in promoting inclusive education: A case study of the College of Business and Economics at the University of Rwanda. *Journal of Research in Innovative Education*, 8(1), 170–178.
4. Chataika, T. (2025). Fostering Inclusive Education in Zimbabwe: From Conceptualisation to Policy Enactment. In *Towards Inclusive Education in Zimbabwe* (pp. 15–24). Springer Nature.
5. Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828.
6. Government of Zimbabwe. (2025). Statutory Instrument 13 of 2025: New education regulations – A progressive step towards inclusive learning.
7. Kamenopoulou, L., & Karisa, A. (2023). Editorial: Inclusive education in the Global South—Can we turn promises into actions? *Disability and the Global South*, 10(1), 2181–2188.
8. Kolleck, N. (2025). Rethinking social participation in education: A multi-level framework for inclusive school development. *Zeitschrift für Bildungsforschung*, 15(4), 629–642.
9. Mushimiyimana, J. B., Nzabwirwa, W., Ndayambaje, I., & Lazareva, A. (2021). ICT Integration in Rwandan Education: A Scoping Review of Opportunities and Challenges. *African Journal of Educational Research and Technology*. <https://doi.org/10.51867/ajernet.6.1.21>
10. Operti, R., & Brady, J. (2011). Developing inclusive teachers from an inclusive curricular perspective. *Prospects*, 41(3), 379–391
11. Ramaila, S. (2025). Promoting democratic and inclusive citizenship education: Pathways to engaged and equitable societies. In D. Ortega-Sánchez & C. Pérez-González (Eds.), *Education for Global Transformation*. IntechOpen.
12. Singal, N. (2019). Disability, poverty, and education: Implications for policies and practices. *International Journal of Inclusive Education*, 23(7–8), 691–705. <https://doi.org/10.1080/13603116.2019.1624841> (doi.org in Bing)
13. Slee, R. (2019). *Inclusive education isn't dead, it just smells funny*. Routledge.
14. Tikly, L., & Barrett, A. M. (2011). Social justice, capabilities and the quality of education in low income countries. *International Journal of Educational Development*, 31(1), 3–14.
15. Twagilimana, I., Perumal, J., Habimana, O., Dlamini, R., Ndayambaje, I., Emmanuel, O., Niyibizi, E., Makalela, L., Makda, F., & Ezechiel, N. (2026). Integrating ICT in Rwandan schools to enhance access, proficiency, and utilization. *Discover Education*, 5(80).
16. United Nations Educational, Scientific and Cultural Organization (UNESCO). (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7–10 June 1994. UNESCO Publishing.
17. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2020). *Global Education Monitoring Report 2020: Inclusion and education – All means all*. UNESCO Publishing.
18. United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. Adopted by the General Assembly, Resolution A/RES/61/106, 13 December 2006. Retrieved from <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf> (un.org in Bing)

19. United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. Resolution adopted by the General Assembly on 25 September 2015 (A/RES/70/1). Retrieved from <https://sdgs.un.org/goals>
20. UNICEF Zimbabwe. (n.d.). Practical inclusive education handbook for primary & secondary schools. Ministry of Education, Learner Welfare, Psychological Services and Special Needs Education Department.
21. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
22. Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research*, 6(2), 80–88.
23. Flick, U. (2018). *An introduction to qualitative research* (6th ed.). Sage.
24. Mays, N., Pope, C., & Popay, J. (2005). Systematically reviewing qualitative and quantitative evidence to inform management and policy-making in the health field. *Journal of Health Services Research & Policy*, 10(Suppl 1), 6–20.
25. Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13.
26. Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., ... & Duffy, S. (2006). Guidance on the conduct of narrative synthesis in systematic reviews. ESRC
27. Bindhani, S., & Gopinath, G. (2024). Inclusive education practices: A review of challenges and successes. *International Journal of Fundamental and Multidisciplinary Research*. Retrieved from <https://ijfmr.com>
28. Jardinez, M. J., & Natividad, L. R. (2024). The advantages and challenges of inclusive education: Striving for equity in the classroom. *Education Journal*, 12(2), 1–12. <https://doi.org/10.34293/education.v12i2.7182> ([doi.org in Bing](https://doi.org/10.34293/education.v12i2.7182))
29. Deroncele-Acosta, A., & Ellis, J. (2024). Overcoming challenges and promoting positive education in inclusive schools. *Journal of Inclusive Education Studies*. Retrieved from <https://educationjournal.com>