Legal Frameworks and Inclusive Education: A Comparative Analysis of Disability Rights in Special Education Systems

Dr. Rajlakshmi P Wagh[1], Md Kamran[2], Dipender Chhikara[3], Dr. Dristirupa Patgiri[4], Dr Manveer kaur[5], Mr. Satyam Sinha[6], Sumedha Chaudhury[7]

[1]Associate Professor, Ajeenkya D.Y Patil University, School of Law, Maharashtra, Email ID: rajlakshmiwagh@gmail.com

[2]PhD Research Scholar, Department of Law, Specialization: Criminal Law, Symbiosis Centre for Research and Innovation (SCRI), Research & Developement cell, Symbiosis International (Deemed University), Hill-base, Gram. Lavale, District Pune - 412115, India, Email Id: mdkamran002@gmail.com,ORCID ID: 0009-0002-9987-2716

[3]Assistant Professor of Law, Department of Law, Specialization: Constitutional Law, The NorthCap University, Gurugram, Haryana, India 122017, Email Id: deepschhikara@gmail.com, ORCID ID: 0009-0007-3277-0383

[4]Assistant Professor, Department of Law, Assam University (A Central University), Silchar-788011, Assam, India, Email ID: dristi64@gmail.com, ORCID ID: 0009-0007-7616-3024

[5]Assistant professor, Army Institute of Law, Mohali, Punjab, India ,160062, Email ID: manvikaur1905@gmail.com, ORCID ID: 0009-0005-9215-3016

[6]Assistant Professor of Law, Department of Law, Dr. Hari Singh Gour Vishwavidyalaya (A Central University), Sagar, Madhya Pradesh, 470003, Email ID: satyamsinhant@gmail.com, ORCID ID: 0009-0007-0590-792X

[7]Assistant Professor, Department of Journalism and Mass Communication, Amity University Jharkhand, India. Email ID: schaudhury@rnc.amity.edu ORCID ID: 0000-0003-4121-4817

HOW TO CITE:

Rajlakshmi P Wagh, Md Kamran, Dipender Chhikara, Dristirupa Patgiri, Manveer Kaur, Satyam Sinha, Sumedha Chaudhury (2026). Legal Frameworks and Inclusive Education: A Comparative Analysis of Disability Rights in Special Education Systems. International Journal of Special Education, 41(9s), 758-769

ABSTRACT:

Inclusive education has emerged as a fundamental component of contemporary human rights and educational policy frameworks aimed at ensuring equal educational opportunities for persons with disabilities. This study comparatively examines the legal frameworks governing disability rights and inclusive education within selected special education systems, focusing on the United States, the United Kingdom, India, Finland, and Australia. The research adopts a qualitative comparative methodology integrating doctrinal legal analysis, comparative policy evaluation, and secondary educational data analysis. Key international instruments, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the Salamanca Statement, the Convention on the Rights of the Child (CRC), and Sustainable Development Goal 4 (SDG-4), are analyzed alongside national disability-rights legislation and educational policies. The findings indicate that countries with stronger legal enforcement mechanisms, institutional accountability, and inclusive educational policies generally demonstrate higher levels of educational accessibility and participation for students with disabilities. However, substantial implementation gaps persist due to inadequate funding, insufficient teacher preparedness, infrastructural barriers, and weak monitoring systems,

COPYRIGHT STATEMENT:
Copyright: © 2026 Authors.
Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

particularly within developing contexts. The study concludes that effective inclusive education requires not only progressive legal recognition but also sustained institutional commitment, policy harmonization, and comprehensive support systems to achieve educational equality and social justice for persons with disabilities.

Keywords: Inclusive Education, Disability Rights, Special Education Systems, UNCRPD, Educational Equality.

1. Introduction

Inclusive education is one of the essential pillars of today's modern education and human rights discussion because it represents the transition from the special education system towards human rights-based equality, participation, and justice for people with disabilities throughout the world. Historically speaking, people with disabilities were usually deprived of the opportunity to get their education in mainstream schools and transferred to special schools where medical definitions of helplessness dominated. However, the very understanding of disability was transformed from being charity-oriented and medical-oriented into a more human-oriented and social model of disability that stresses the right of people with disabilities to live with respect and dignity, gain equal access and participate in social life (Tomasello et al., 2024). Such a significant change affected educational and disability laws around the globe by requiring governments to adopt inclusive and human-oriented approaches to special needs education. Among those important international legal instruments, it should be pointed out that the UNCRPD highlighted the responsibility of states regarding this issue. It is therefore becoming more widely acknowledged that inclusive education is a vital pathway to educational equity, democratic participation and sustainable social development (Shaeffer, 2019).

Even though there have been legal and policy developments, there remain significant issues that impact the implementation of inclusive education systems. Yet, pupils with disability often face discrimination, exclusion and lack of support even in countries with extensive legal rights protections (Graham et al., 2019). While formal legal commitments have been made in many jurisdictions, barriers to effective implementation exist, particularly in terms of weak enforcement, institutional capacity, and lack of education (Zhelyazkova et al., 2016). Moreover, funding, teacher capacity and accessibility disparities still result in inequitable outcomes in inclusive education on the international level (Mezzanotte, 2022). Thus, a comparative study of the disability-rights frameworks and the special education system is needed to understand the impact of the legal structures on inclusive education practices, and to determine the changes that can be made to improve the educational accessibility and social justice for persons with disabilities.

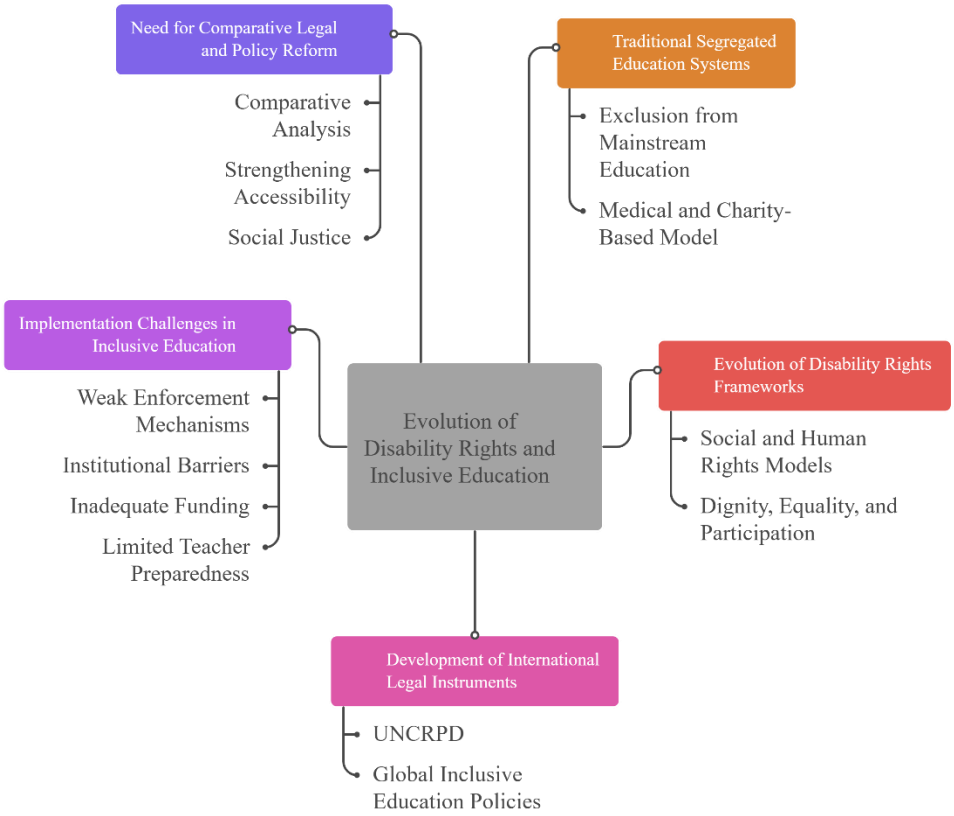

Figure 1: Evolution of Disability Rights and Inclusive Education Frameworks

The figure illustrates the transition from segregated educational systems toward inclusive education frameworks driven by disability-rights reforms, international legal instruments, and social justice principles, while also highlighting major implementation challenges and the growing need for comparative legal and policy reforms globally.

Research Objectives:

1. To comparatively examine the legal frameworks and international disability-rights instruments governing inclusive education within selected special education systems

2. To evaluate the effectiveness of the implementation of disability-rights policies and inclusive education practices across different national jurisdictions using secondary educational indicators and policy analysis

3. To identify the major legal, institutional, and socio-economic barriers affecting inclusive education and propose policy recommendations for strengthening educational accessibility and equality for persons with disabilities

2. Literature Review

2.1 Conceptual Framework

The issue of inclusive education has grown to be a major topic in the current educational policies and human rights debates. The idea is that all children, including those with disabilities, have the same opportunities for school education and participate in mainstream schools. Traditionally, education systems adopted segregated practices that isolated students with disabilities to special schools. Improved understanding of equality and participation rights, though, led to a move towards more inclusive education, focusing on accessibility, participation and diversity. The term inclusive education is not synonymous with integration, as in the case of integration, students with disabilities are placed in regular education classes with little change in the school, whereas in inclusive education there is a need for systemic

change. Universal Design for Learning (UDL) is another way of supporting inclusive educational practices by emphasizing flexible instruction, materials, and strategies that work for all students (Banes & Behnke, 2019). Tech innovation has broadened the usability of UDL in inclusive education, although policy enactment has in many cases outpaced research on effective use of technology in UDL (Hollingshead et al., 2022). The movement toward human-rights-based approaches and away from medical and charity-based approaches is shown in the development of disability rights frameworks. Current disability-rights rhetoric focuses on enhancing dignity, equality, and full participation in society, and on non-discrimination. Equality and non-discrimination principles are of greater importance in the context of education because there has been a history of marginalisation and unequal treatment of students with disabilities. (Itasari, 2020) The principle of reasonable accommodation also applies to educational institutions which need to make reasonable adjustments to enable student with a disability to have an equal level of access to education and to participate in education. The principles have shaped the national and international educational reforms that support inclusive learning environments more and more.

2.2 Theoretical Framework

The social model of disability suggests that disabilities are not simply the result of physical or mental limitations, but also of environmental, institutional and attitudinal barriers (Oliver, 2023). Infrastructure, discriminatory attitudes and poor institutional support in educational systems can cause marginalisation of people with disabilities. Human rights theory defines education as a basic right and a pivotal component of democracy, and identifies it as a right all persons are entitled to.Human rights theory sets the definition of education as a basic right and an essential part of democracy and holds it to be a right to which all persons are entitled. This view focuses on the responsibility of the state to take action to stop discrimination and promote equality in education. Sen's capability approach emphasises freedom and opportunities of individuals that are needed for human development (Sen, 2017). Inclusive education thus also helps to promote social inclusion and personal empowerment.

2.3 International Legal Frameworks

International legal instruments have contributed greatly to the fight for disability rights and inclusive education on a global scale. Inclusive education is now firmly recognised as a human right in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and states have a duty to develop an inclusive educational system (Appelbaum, 2019). Likewise, the Salamanca Statement encouraged all learners to be educated in regular schools, and the Convention on the Rights of the Child emphasized the children's right to equal opportunities to education (Verhellen, 2015). Moreover, inclusive and equitable quality education is one of the global development goals (SDG-4) identified as a key objective of sustainable development (Saini et al., 2023).

2.4 National Legal Frameworks

There are differences in the disability rights and inclusive education policies in the national legal systems. The Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) both offer broad protection from educational discrimination in the United States (Gostin, 2015). The Equality Act 2010 and the SEND Code of Practice also lay down legal duties on inclusive education provision. While the Rights of Persons with Disabilities Act 2016 in India further strengthened legal recognition of disability rights, challenges in implementation in India are significant (Narayan & John, 2017). Equitable educational participation is also promoted by the pedagogical framework in Finland and by the Disability Standards for Education 2005 in Australia.

2.5 Empirical Studies on Inclusive Education

Research findings show that there are significant impacts of accessibility, teacher preparedness, institutional support and policy enforcement on inclusive education outcomes. Comparative studies show that inclusive education reforms have different results in different countries and are contingent on the funding, infrastructure and institutional capacity of the country (De Bruin, 2019). Judicial enforcement mechanisms also have an important role to play in assuring adherence to disability-rights legislation and ensuring that students are not discriminated against.

2.6 Research Gap

Although there has been some progress in the field of disability rights law and policy in inclusive education, there is limited national legal-empirical research that examines the effects of national legislation on outcomes for students with disabilities. In addition, there has been a lack of interdisciplinary research that positions legal structures within the context of empirical evidence of education in various jurisdictions. To conclude, more comparative studies are needed to assess the impact of the disability rights frameworks on further strengthening inclusive education systems worldwide.

3. Methodology

3.1 Research Design

This study is qualitative comparative research using a qualitative approach to explore the relationship between disability-rights legal frameworks and inclusive education systems in selected countries. The comparative method allows an organized examination of similarities and differences in the national legal and policy frameworks. The research is also done with a mixed-method orientation which indicated that this research combined doctrinal legal analysis with secondary empirical research that was also conducted. This design is suitable for the educational accessibility and inclusion of persons with disabilities and how legal structures affect this.

3.2 Research Approach

The study is based on a doctrinal legal research and comparative policy analysis approach. The study of inclusive education is done using laws related to disability rights and also international legal instruments that will help in analysing the constitutions in relation to this topic. Comparative policy analysis would be useful in evaluating how the process of implementation takes place and the institutions involved in it.

3.3 Data Sources and Collection

All the data utilized in the study is derived from second-hand sources which have been selected from credible international and national databases. Among the sources of data that can be considered to collect legal data include international conventions, government documents, educational laws, and court judgments. Data on the empirical measures of education is collected from the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, World Bank Disability Data Hub, and WORLD Policy Center Disability Rights Dataset.

3.4 Sampling and Comparative Scope

Five nations have been selected for study: the US, the UK, India, Finland, and Australia. These nations have been selected for the reason that they all have different systems of law, education, and attitudes towards inclusive education. In addition, the nations selected already have laws relating to disabilities as well as education data which can be compared using statistics. Developed and developing nations have both been selected.

3.5 Data Analysis Technique

Qualitative thematic analysis and descriptive comparative analysis are used to analyze the collected data. Qualitative analysis is used to determine the main legal principles, policy themes and institutional practices concerning inclusive education. Similarities and differences between national frameworks and educational outcomes are also compared and contrasted. To

complement the legal findings and enhance the empirical validity of the study, quantitative secondary indicators (e.g., enrollment and accessibility rates) are presented in the form of comparative tables and by means of trend analysis.

4. Results and Findings

4.1 Comparative Analysis of Legal Frameworks

Comparative analysis shows that there are significant differences between the recognition and implementation of disability rights in the context of inclusive education. Both the United States and United Kingdom have relatively extensive legislation with more robust enforcement provisions. Inclusive pedagogy and institutional support are stressed in Finland, whereas, as implementation issues show, it is a challenge in India, although it has made a step forward with the recent legal changes. Inclusive education is also received in Australia, with the national disability standards adopted, although this varies by region.

Table 4.1 Comparative Legal Frameworks for Inclusive Education

Country	Major Legal Framework	Key Educational Rights	Enforcement Mechanism	Implementation Level
United States	IDEA, ADA	Equal educational access, individualized education plans	Strong judicial enforcement	High
United Kingdom	Equality Act 2010, SEND Code	Non-discrimination and inclusive support	Administrative tribunals	High
India	RPWD Act 2016, NEP 2020	Inclusive education and accessibility	Moderate institutional enforcement	Moderate
Finland	Inclusive pedagogical framework	Individualized learner support	Strong institutional integration	Very High
Australia	Disability Standards for Education 2005	Equal participation and accommodation	National compliance framework	High

As presented in Table 4.1, Finland and the United States demonstrate comparatively stronger implementation structures due to well-developed institutional support and accountability systems. In contrast, India faces challenges associated with funding limitations, infrastructural inequalities, and uneven regional implementation.

4.2 Compliance with International Disability Frameworks

The results show that the three key principles of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) have been included in the laws of education in all selected countries. But there is considerable variability in the extent of alignment and effectiveness of implementation by jurisdictions.

Table 4.2 Compliance with International Disability Frameworks

International Instrument	Main Objective	Level of Domestic Incorporation
UNCRPD Article 24	Inclusive education rights	High
Salamanca Statement	Inclusive schooling for all learners	Moderate to High
Convention on the Rights of the Child (CRC)	Equal educational opportunity	High
SDG-4	Inclusive and equitable quality education	Moderate

Table 4.2 shows that the UNCRPD now has the greatest influence on disability-rights reforms in domestic laws. However, implementation challenges were observed, especially in the context of the development of educational systems with low institutional capacity.

4.3 Inclusive Education Outcomes

The results for inclusive education show differences between the countries when compared using the education indicators. The accessibility infrastructure is better reported in developed countries, as is school participation and the quality of educational support systems for students with disabilities.

Table 4.3 Comparative Inclusive Education Outcomes

Country	Accessibility Infrastructure	Teacher Preparedness	School Participation	Inclusive Policy Effectiveness
United States	High	High	High	High
United Kingdom	High	Moderate to High	High	High
India	Moderate	Low to Moderate	Moderate	Moderate
Finland	Very High	Very High	Very High	Very High
Australia	High	High	High	High

Finland has the best overall inclusive education outcomes, thanks to its educational system that is centered on the learning of the child and the large array of institutional support mechanisms as seen in Table 4.3. The challenges of access to education and teacher training persist in India.

4.4 Institutional and Policy Barriers

It identifies various institutional obstacles for implementing inclusive education policies. Issues often faced are low funding, poor monitoring, lack of infrastructure, and lack of teachers training.

Table 4.4 Major Institutional Barriers

Barrier	Impact on Inclusive Education
Insufficient funding	Reduces accessibility infrastructure and support services
Inadequate teacher training	Weakens classroom inclusion practices
Inaccessible school environments	Limits participation of students with disabilities
Weak policy enforcement	Creates implementation gaps
Social stigma and discrimination	Increases exclusion and marginalization

Table 4.4 indicates that teacher preparedness and institutional accessibility remain among the most significant determinants of successful inclusive education systems across jurisdictions.

4.5 Judicial Enforcement and Accountability

The effectiveness of implementation of the rights of individuals with disabilities in education is greatly affected by judicial enforcement mechanisms. Institutional compliance is highest in countries with good litigation and accountability frameworks.

Table 4.5 Judicial Enforcement Mechanisms

Country	Judicial Accessibility	Accountability Mechanism	Enforcement Strength
United States	Strong	Federal courts and IDEA procedures	Very Strong
United Kingdom	Strong	SEND tribunals	Strong
India	Moderate	Public interest litigation	Moderate
Finland	Moderate	Administrative compliance systems	Strong
Australia	Strong	National disability complaints system	Strong

Table 4.5 illustrates that the United States has the most robust judicial enforcement system because students with disabilities have access to formal legal processes and protections.

4.6 Comparative Best Practices

Several effective practices are identified that are potential to enhance the inclusive education system at global level. Institutional accountability, individualized educational planning, preparedness of teachers, and accessibility are the focal points of these practices.

Table 4.6 Best Practices in Inclusive Education

Country	Best Practice	Contribution to Inclusion
Finland	Individualized learner-centered support	Enhances equal participation
United States	IDEA procedural safeguards	Strengthens disability-rights protection
United Kingdom	SEND support framework	Improves institutional coordination
Australia	National accessibility standards	Promotes educational equality
India	Expanding inclusive policy reforms	Improves legal recognition of disability rights

As shown in Table 4.6, the following elements are needed for effective inclusive education systems: integrated legal safeguards, institutional assistance, ongoing monitoring and monitoring, and sufficient educational resources.

4.7 Summary of Findings

The results indicate that there is a strong correlation between disability rights laws and

inclusive education outcomes. Education systems that are more effective in terms of educational inclusion for students with disabilities are characterized by more effective enforcement, institutional capacity, and accessibility.

Table 4.7 Summary of Comparative Findings

Variable	**Strongest Performing Country**	**Key Observation**
Legal enforcement	United States	Strong procedural safeguards
Inclusive pedagogy	Finland	Highly learner-centered system
Accessibility standards	Australia	Comprehensive institutional framework
Institutional coordination	United Kingdom	Effective SEND implementation
Policy reform expansion	India	Rapid legal development with implementation gaps

Table 4.7 shows that good inclusive education systems should not only have the progressive legislation, they also need to be supported by institutional commitment, appropriate resources and accountability arrangements to make education accessible and equal for people with disabilities.

5. Discussion

The results of this research show that the effectiveness of the inclusive education system is influenced in the various national jurisdictions by the legal framework. There is a strong correlation between the effectiveness of educational inclusion for students with disabilities and countries that have an advanced stance on disability rights legislation, institutional accountability mechanisms, and enforcement procedures. Through the comparative analysis, it has been identified that the United States, the United Kingdom, Finland and Australia have developed relatively broad inclusive education systems with legal safeguards, availability of supports, and institutional structures in place to assist in the implementation of inclusive education. The results are congruent with earlier research highlighting the importance of good implementation of policy and institutional coordination for inclusive education reforms (De Bruin, 2019).

The study also shows how rights-based approaches have become central to the current educational governance practice. The presence of international legal instruments, such as the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), has had a great impact on the changes in the education system in many countries including Indonesia by making inclusive education a right of all people. The results are consistent with the wider academic discussion that puts emphasis on the dignity, participation and non-discrimination of a rights-based approach, to strengthen social justice and equality in education (Svensson & Gustafsson, 2024). The concept of educational inclusion goes beyond just access to school, and calls for a change in the nature of the institution that will accommodate the needs of diverse learners.

The results also support the importance of the social approach to disability for the understanding of educational exclusion. Absence of infrastructure, non-inclusive learning spaces, and discriminatory institutional practices have been observed in long-term persistence, suggesting that disability related exclusion may not be solely due to individual disabilities but may be socially and institutionally created. This is in line with Barnes' (2019) assertion that 'disability is a social construct that is dynamic and relational'

stemming from social barriers to participation and equality. Therefore the inclusive education policies should not be limited to legal recognition, but also aim to overcome structural barriers which may make education inaccessible and participation in education challenging.

While important laws have been passed, the study found that there remain implementation gaps in the current laws across jurisdictions. For instance, India has enacted progressive disability rights laws (Rights of Persons with Disabilities Act 2016) and the National Education Policy 2020, but the implementation of these laws is facing significant challenges, primarily because of the lack of institutional resources, teachers' readiness, and infrastructural disparities (Narayan & John, 2017). Other governance and quality-management studies have found that the challenges of implementation are similar: legal frameworks do not necessarily lead to effective governance if they are not backed by proper administrative systems, monitoring systems, or organizational accountability (Gamit et al., 2024). Thus, there is a need for effective implementation tools to ensure that the rights of students are realised in education.

Judicial enforcement and compliance mechanisms were identified as significant in terms of the effectiveness of policies in inclusive education systems. The United States and the United Kingdom showed some better institutional mechanisms of enforcement, with easy access to litigation processes, administrative tribunals and accountability mechanisms for disability rights in the education environment. The results corroborate existing studies that show compliance and enforcement mechanisms have a significant effect on the effectiveness of law in practice (Börzel & Heidbreder, 2017). However, the countries in which the institutional structure is less robust and the national governance is more decentralised, there are higher gaps between the formal commitments and the actual provision in education.

The results also showed the need for the harmonisation and standardisation of inclusive education systems. Students with disabilities have different educational journeys in countries, as legal definitions, accessibility standards and the way that institutions are put in place vary. Therefore, greater policy harmonization, consistent with international disability-rights standards can result in greater consistency, accountability and educational accessibility worldwide (Miller & Greenberg, 2021). The experiences of Finland (a learning-centred approach to education) and Australia (a national disability standards framework) offer valuable lessons to draw from when it comes to the coordination of institutional frameworks.

The research also shows that inclusive education is highly effective on other Sustainable Development and Social Justice goals as well. Equitable and inclusive quality education is a key pillar of sustainable development (SDG-4), which is recognized as such in this SDG (Saini et al., 2023). The results show that educational inclusion positively affects academic participation for students with disabilities, as well as their social integration, democratic involvement and economic opportunities. With regard to this, inclusive education is not only a legal requirement, but also a more encompassing process for promoting equality and human development.

The results highlight the increasing importance of human rights based educational approaches in the current educational landscape and systems of higher education. Human rights based educational governance promotes educational institutions to focus on accessibility, equality and dignity in the process of implementing educational policy (Tibbitts, 2024). But real inclusion will not happen unless systems are committed, teacher training takes place on a regular basis, facilities are made accessible and systems of accountability are in place. Despite significant disability-rights legislation and inclusive education policies, further reforms are needed to ensure that legal rights are delivered in practice in the context of the various nation states.

6. Conclusion

Finally, this study shows that laws are an integral part of enabling inclusive education and ensuring the rights of people with disabilities in special education. The comparative analysis showed that countries that have robust disability-rights laws, as well as effective enforcement frameworks and well-established disability institutional support mechanisms tend to have more successful educational accessibility and inclusion. In addition to national education reforms being highly influenced by international legal frameworks, these international legal frameworks have played a significant role in advocating inclusive education as a basic human right; this includes the UN Convention on the Rights of Persons with Disabilities (UNCRPD). However, it is important to note from the findings that there are obvious areas of implementation in jurisdictions that require further improvements in terms of financing, teacher training, institutional accountability, and infrastructural development. While there may be some developed countries with good practice in inclusive education such as Finland, USA and UK, it is clear that there remain many challenges concerning the provision of inclusive education in developing countries in translating legal commitments into practice within educational settings. This further highlights the importance of adopting a rights-based approach to inclusion, as well as policy harmonization and institutional change in improving the equality of education for disabled individuals. In essence, inclusive education must be recognized in a progressive manner within the law, along with a political commitment for its implementation.

References

Al-Qassim, M., Chen, W., & Al-Sartawi, A. (2021, September). Factor affecting environmental enforcement effectiveness: a critical review. In The International Conference On Global Economic Revolutions (pp. 352-359). Cham: Springer International Publishing.

Appelbaum, P. S. (2019). Saving the UN Convention on the Rights of Persons with Disabilities–from itself. World Psychiatry, 18(1), 1.

Banes, D., & Behnke, K. (2019). The potential evolution of universal design for learning (UDL) through the lens of technology innovation. In Universal access through inclusive instructional design (pp. 323-331). Routledge.

Barnes, C. (2019). Understanding the social model of disability: Past, present and future. In Routledge handbook of disability studies (pp. 14-31). Routledge.

Börzel, T. A., & Heidbreder, E. G. (2017). Enforcement and compliance. In Research handbook on EU administrative law (pp. 241-262). Edward Elgar Publishing.

De Bruin, K. (2019). The impact of inclusive education reforms on students with disability: an international comparison. International Journal of inclusive education, 23(7-8), 811-826.

Gamit, A. M., Santos, A. R., Armas, K. L., & Villegas, M. N. (2024). IMPLEMENTATION OF ISO 9001: 2015 IN STATE UNIVERSITIES AND COLLEGES: A QUALITY MANAGEMENT, ORGANIZATIONAL PERFORMANCE, AND LEGAL FRAMEWORK. Corporate Law & Governance Review, 6(4).

Gostin, L. O. (2015). The Americans with Disabilities Act at 25: the highest expression of American values. Jama, 313(22), 2231-2235.

Graham, B., White, C., Edwards, A., Potter, S., & Street, C. (2019). School exclusion: a literature review on the continued disproportionate exclusion of certain. Department for Education.

Hollingshead, A., Lowrey, K. A., & Howery, K. (2022). Universal design for learning: When policy changes before evidence. Educational Policy, 36(5), 1135-1161.

Itasari, E. R. (2020). Equality and non discrimination principles in providing rights with disabilities. Jurnal Komunikasi Hukum (JKH), 6(2), 534-541.

Mezzanotte, C. (2022). The social and economic rationale of inclusive education: An overview of the outcomes in education for diverse groups of students.

Miller, W. G., & Greenberg, N. (2021). Harmonization and standardization: where are we now?. The Journal of Applied Laboratory Medicine, 6(2), 510-521.

Narayan, C. L., & John, T. (2017). The Rights of Persons with Disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families. Indian journal of psychiatry, 59(1), 17-20.

Oliver, M. (2023). The social model of disability. In Social work (pp. 137-140). Routledge.

Sabela, P. T. (2023). Inclusive education: challenging barriers, claiming human rights and social justice. In Using African epistemologies in shaping inclusive education knowledge (pp. 259-284). Cham: Springer Nature Switzerland.

Saini, M., Sengupta, E., Singh, M., Singh, H., & Singh, J. (2023). Sustainable Development Goal for Quality Education (SDG 4): A study on SDG 4 to extract the pattern of association among the indicators of SDG 4 employing a genetic algorithm. Education and Information Technologies, 28(2), 2031-2069.

Sen, A. (2017). Elements of a theory of human rights. In Justice and the capabilities approach (pp. 221-262). Routledge.

Series, L. (2015). The development of disability rights under international law: from charity to human rights.

Shaeffer, S. (2019). Inclusive education: a prerequisite for equity and social justice. Asia Pacific Education Review, 20(2), 181-192.

Somma, M. (2020). From segregation to inclusion: special educators' experiences of change. International Journal of Inclusive Education, 24(4), 381-394.

Svensson, E. M., & Gustafsson, H. (2024). Are rights-based approaches to social justice (really) the right way?: Rightification and the question of social injustice. Nordic Journal on Law and Society, 7(02).

Tibbitts, F. (2024). Revitalizing the mission of higher education through a human rights-based approach. Prospects, 54(2), 401-409.

Tomasello, L., Trunfio, A., Ranno, M., & Zitelli, G. (2024). The evolution of the concept of disability: Social and educational inclusion. American Journal of Clinical and Medical Research, 670.

UNESCO Institute for Statistics. (2026). UIS data browser. UNESCO. https://databrowser.uis.unesco.org/browser

Verhellen, E. (2015). The Convention on the Rights of the Child: Reflections from a historical, social policy and educational perspective. In Routledge international handbook of children's rights studies (pp. 43-59). Routledge.

Yell, M. L., Katsiyannis, A., & Bradley, M. R. (2017). The Individuals with Disabilities Education Act: The evolution of special education law. In Handbook of special education (pp. 55-70). Routledge.

Zhelyazkova, A., Kaya, C., & Schrama, R. (2016). Decoupling practical and legal compliance: Analysis of member states' implementation of EU policy. European Journal of Political Research, 55(4), 827-846.