

Inclusive Education in Mauritius: Opportunities and Challenges for Learners with Disabilities in Open and Distance Learning

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Abstract: Inclusive education is a rights-based commitment, but its implementation depends on whether education systems can translate policy into accessible learning experiences. This multi-source case study examines how Open and Distance Learning (ODL) may support the inclusion of learners with disabilities in Mauritius and identifies the institutional, pedagogical, technological, and attitudinal conditions that shape its contribution. The fieldwork included a staff survey distributed to 527 staff members, semi-structured interviews with 42 parents, and two focus-group discussions with staff working in SEN schools, comprising 17 and 13 participants respectively. Policy documents and curricular frameworks were also reviewed. Data were analysed thematically, with documentary evidence used to contextualise and triangulate stakeholder accounts rather than to substitute for them. Four themes were developed: policy and institutional commitment are necessary but unevenly translated into practice; ODL expands continuity and flexibility when accessibility is designed in from the outset; infrastructure, connectivity, digital content, and staff capability remain interacting barriers; and stakeholders call for sustained professional learning, personalised pathways, and stronger collaboration with families and communities. The findings suggest that ODL should not be treated as a technological solution in itself. Its inclusive potential depends on accessible content, reasonable accommodations, teacher capability, reliable infrastructure, learner agency, and coordinated institutional support. The paper concludes with evidence-linked recommendations for the Special Education Needs Authority (SENA), schools, teacher-education providers, curriculum developers, and policymakers. The study received ethical clearance through the SENA Technical Committee. Participating schools are not named in order to preserve institutional confidentiality.

Keywords: inclusive education, disability, Mauritius, Open and Distance Learning, Universal Design for Learning, qualitative case study, thematic analysis.

1. Introduction

Inclusive education requires more than the physical presence of learners with disabilities in ordinary schools. It concerns participation, belonging, meaningful learning, reasonable accommodation, and the removal of institutional and social barriers. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities recognises the right to

education through an inclusive education system at all levels (United Nations, 2006). Sustainable Development Goal 4 similarly frames inclusion and equity as core dimensions of quality education (United Nations, 2015). These commitments place responsibility on education systems to adapt environments, curricula, pedagogies, assessment, and support services rather than locating the problem exclusively within individual learners. Mauritius's earlier policy work on special educational needs and inclusive education likewise framed inclusion as a matter of system development rather than individual deficit (Ministry of Education and Human Resources, 2006).

Mauritius has developed an institutional architecture intended to advance this agenda. The Special Education Needs Authority (SENA) Act 2018 established SENA as a statutory body responsible for regulating and facilitating evidence-based policies and quality provision in special and inclusive education (Special Education Needs Authority, 2026). SENA's stated objectives include monitoring policy implementation, developing Universal Design for Learning (UDL)-aligned curriculum resources, building institutional capacity for reasonable accommodations and assistive technologies, conducting research, and fostering cross-sector partnerships (Special Education Needs Authority, 2026). These responsibilities make SENA a significant institutional actor in the relationship between inclusive-education policy and everyday practice.

Open and Distance Learning has become particularly important in this discussion. ODL can provide flexible access to content, communication, pacing, and participation, and digital tools can support captioning, screen reading, audio description, speech-to-text, and alternative forms of expression. However, technology does not automatically produce inclusion. UNESCO's assessment of inclusive ODL solutions in Mauritius and Rwanda positions ICT-supported ODL as a potential means of reducing barriers while emphasising the need for appropriate conditions for equal access (UNESCO IITE, 2021). Connectivity, device availability, accessible design, digital literacy, technical support, and the quality of

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teacher–learner interaction determine whether ODL expands participation or reproduces exclusion.

The original version of this paper contained a substantial theoretical discussion but did not adequately distinguish conceptual propositions from empirical findings. It also placed the methodology after the findings, provided few in-text citations, and did not identify which claims came from interviews, focus-group discussions, or policy-document analysis. This revision addresses those weaknesses by clarifying the study objective, placing methodology before findings, identifying the provenance of evidence, and separating findings from discussion and recommendations.

A. Aim and Research Questions

The aim of this study is to examine how inclusive education is being understood and enacted in selected Mauritian inclusive settings, with particular attention to the opportunities and constraints associated with ODL for learners with disabilities.

The study addresses three research questions:

1. How do school managers, teachers, carers, parents, and other education stakeholders describe the opportunities that ODL creates for learners with disabilities?
2. What institutional, pedagogical, technological, and social barriers do participants identify in the implementation of inclusive education and ODL?
3. How do policy documents and curricular frameworks compare with, and help explain, the experiences reported by participants?

2. Context and Conceptual Framing

A. Inclusive Education as a Rights and Capabilities Issue

A rights-based approach treats learners with disabilities as rights holders rather than as recipients of charity or treatment. It therefore asks whether institutions remove disabling barriers and provide the support required for equal participation. The capabilities approach adds a focus on what people are substantively able to do and to be, rather than measuring them only by standardised outputs or perceived deficits (Sen, 1999; Nussbaum, 2011). Applied to education, this perspective shifts attention from whether a learner has been admitted to a school to whether the learner can access materials, communicate, participate, develop relationships, and pursue valued educational goals.

This framing is relevant to Mauritius because policy implementation occurs within a diverse social and linguistic environment and across schools with differing levels of infrastructure and expertise. Inclusive education should therefore be understood as a system-level project involving curriculum, pedagogy, assessment, teacher development, support services, family engagement, and public attitudes. The emphasis on system conditions also guards against treating ODL as a stand-alone intervention.

Recent research by Authelsingh, Bhoola, and Sider examined inclusive-education policies and practices in Mauritius and Ontario through a comparative phenomenological case study

(Authelsingh, Bhoola and Sider, 2024). In the Mauritian cases, students and parents described the value of supportive teachers, individual education plans, resource teachers, adapted materials, assistive technology, communication support, and guidance during assessment, while also identifying gaps in policy awareness and application (Authelsingh, Bhoola and Sider, 2024). That study is relevant to the present analysis because it demonstrates how formal commitments are experienced unevenly in practice. The current study extends this concern by examining a broader stakeholder field and focusing specifically on the opportunities and barriers associated with ODL.

B. Universal Design for Learning and ODL

UDL provides the principal pedagogical lens for this study. UDL encourages educators to anticipate learner variability by planning multiple means of engagement, representation, and action or expression (CAST, 2024; Meyer, Rose and Gordon, 2014). The framework is compatible with ODL because digital and open learning environments can, when carefully designed, offer flexible formats and pathways. Nonetheless, flexibility must be paired with accessibility. A video without captions, a scanned document that cannot be read by a screen reader, or an online task that assumes a particular motor or communication capacity may remain inaccessible despite being delivered digitally.

The study also draws on social constructivist perspectives, which emphasise learning through interaction, scaffolding, dialogue, and participation in social activity (Vygotsky, 1978). This perspective is important because inclusive ODL must preserve relationships rather than reducing learning to the individual consumption of digital content. Critical pedagogy further highlights the importance of voice, agency, and dialogue for groups whose experiences have historically been marginalised (Freire, 1970). Work on self-determined learning helps illuminate the potential of flexible ODL pathways, while also drawing attention to the support learners need to exercise agency (Blaschke, 2012). Research by Sider and colleagues further demonstrates how web-based case studies can support flexible professional learning for school principals, using multimodal and branching scenarios to connect leadership decisions with inclusive practice (Sider *et al.*, 2023). These theories and related studies are used here as interpretive resources; they are not presented as empirical findings of the present study.

3. Methodology

A. Research Design and Setting

The study employed a qualitative case-study design. A case-study approach was appropriate because the research concerned a contemporary educational process implementing inclusive provision and ODL within its institutional and policy context. The design sought to understand how different stakeholders interpreted the same developing system and how formal policy related to practical experience.

The fieldwork was conducted in Mauritian educational

Table 1
Confirmed data-collection profile

Data-collection component	Participant group	Confirmed number	Timing
Staff survey	Staff members	527 questionnaires distributed	October 2024
Semi-structured interviews	Parents	42 parents interviewed	October 2024
Focus-group discussion 1	Staff working in SEN schools	17 staff	October 2024
Focus-group discussion 2	Staff working in SEN schools	13 staff	October 2024

The survey figure refers to questionnaires distributed. The two focus groups included 30 staff members in total.

settings where inclusive provision was present, including SEN schools. Data collection was completed in October 2024. Schools are referred to collectively as SEN schools in order to protect institutional confidentiality.

B. Participants and Recruitment

Data collection involved stakeholder groups with direct experience of inclusive education. These included school managers; teachers and other school staff; carers; parents; and education stakeholders such as headmasters and rectors. The original description also refers to policymakers and SENA officials. The inclusion of these groups enabled the study to examine inclusive education across classroom, school-management, family, institutional, and policy perspectives.

The confirmed participation profile is summarised in Table 1. The staff survey was sent to 527 staff members and is reported in this article as a record of consultation reach. The qualitative component comprised 42 parent interviews and two staff focus groups with 17 and 13 participants. The participating staff worked in SEN schools. No names or identifying details are used in this manuscript.

C. Data Sources and Data Collection

The study used four complementary sources of evidence.

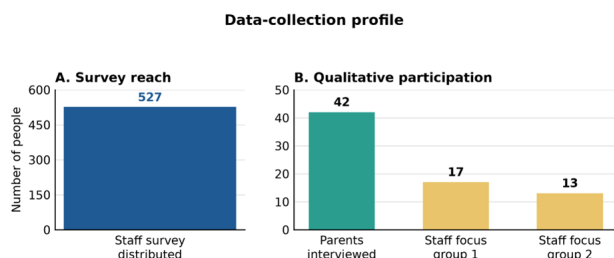


Fig. 1. Data-collection profile

The left panel shows the number of staff members to whom the survey was distributed; the right panel shows the confirmed qualitative participation. The survey distribution figure should not be interpreted as a response count.

First, a staff survey was distributed to 527 staff members in October 2024. The survey is reported as a record of consultation reach and is not used to make statistical claims in this paper. No survey-derived percentages, response-rate claims, or statistical generalisations are presented.

Second, semi-structured interviews were conducted with 42 parents in October 2024. The interviews elicited individual accounts of inclusive practice, ODL, accessibility, teacher preparedness, support services, family engagement, and barriers to participation. The flexible format allowed parents to explain experiences in their own terms while maintaining a common topic guide across interviews.

Third, two focus-group discussions were conducted with staff working in SEN schools in October 2024. The first group comprised 17 staff members and the second comprised 13 staff members. The discussions enabled staff to compare experiences, identify shared concerns, and surface points of agreement or disagreement concerning ODL, curriculum adaptation, assistive technologies, family support, and institutional readiness.

Fourth, policy documents and curricular frameworks were analysed to identify the formal commitments, institutional responsibilities, and pedagogical expectations shaping inclusive education in Mauritius. The documentary analysis covered relevant legislation, SENA materials, educational frameworks, and curriculum guidance available to the researchers during the study period. These documents were selected because they addressed inclusive education, special educational needs, curriculum provision, institutional responsibilities, or ODL-related support. Documents were treated as evidence of formal policy and institutional discourse, not as direct evidence that policy was consistently implemented in schools.

D. Data analysis

Interview and focus-group material, together with the selected policy and curriculum documents, was examined through thematic analysis. The staff survey is reported descriptively as a distribution count and is not used to make statistical claims. The analysis followed the broad phases described by Braun and Clarke: familiarisation with the material; generation of initial codes; development of candidate themes; review of themes; definition and naming of themes; and production of the report (Braun and Clarke, 2006). The analysis combined deductive attention to the study's research questions and conceptual framework with inductive attention to issues raised by participants.

The coding process focused on opportunities and barriers associated with inclusive education and ODL. Initial codes included policy awareness, institutional coordination, learning continuity, flexibility, accessible content, connectivity, teacher digital literacy, professional development, assistive technology, personalised learning, family engagement, stigma, and learner agency. Codes were then compared across stakeholder groups and against documentary evidence. The final themes reported below represent recurrent patterns in the available qualitative account. Where the source was clear, the findings identify whether a claim arose from interviews and focus groups, policy documents, or convergence between the two.

E. Ethics and researcher positionality

Ethical clearance was obtained through the SENA Technical Committee before data collection commenced in October 2024.

Participants were informed about the purpose of the study and the voluntary nature of participation, and identifying information was excluded from the manuscript.

At the time of the study, one author was serving as Director of the relevant authority. The Director declared this interest and did not participate in committees connected with the study's ethical or governance decisions. This statement replaces the promotional language in the original manuscript with a neutral account of institutional context and conflict management.

F. Trustworthiness

Trustworthiness was supported through methodological triangulation. Stakeholder accounts were compared across parents and SEN-school staff and then read alongside policy and curriculum documents. This does not mean that the sources were assumed to be equivalent. Rather, comparison was used to examine where formal commitments were reflected in practice and where implementation gaps appeared. The analysis also maintained a distinction between formal policy commitments and reported implementation experiences.

4. Findings

The findings are organised around four themes. The first two describe areas of opportunity and institutional progress. The third identifies interacting barriers. The fourth captures the forms of support that participants considered necessary for sustainable inclusion. Evidence provenance is stated within each theme.

A. Theme 1: Policy and Institutional Commitment are Visible, but Implementation is Uneven

Interview and focus-group evidence. Participants described a growing awareness of inclusive education among school and policy stakeholders. School managers, educators, parents, and other stakeholders recognised that learners with disabilities require more than admission to school: they require adapted pedagogies, accessible materials, assistive technologies, and coordinated support. Participants also associated increased awareness with the work of SENA and with broader public discussion of disability and educational rights.

Policy-document evidence. The documentary record presents SENA as a statutory body with responsibilities for evidence-based policy, quality provision, inclusive curriculum frameworks, professional capacity-building, assistive technologies, research, and cross-sector collaboration (Special Education Needs Authority, 2026). These responsibilities are consistent with a system-level model of inclusion rather than a narrow focus on special institutions.

Interpretation across sources. The convergence between stakeholder accounts and formal SENA objectives indicates that inclusive education has acquired institutional legitimacy. However, participants' accounts also suggested that policy commitment does not produce uniform implementation. This pattern is consistent with the Mauritius evidence reported by Authelsingh *et al.*, in which students and parents recognised supports such as individual education plans and resource teachers but also described limited policy awareness and

inconsistent access to adapted materials and assistance (Authelsingh, Bhola and Sider, 2024). Differences in infrastructure, staff preparation, accessible resources, and local support mean that the practical experience of inclusion varies between settings. The finding is therefore not that policy has solved exclusion, but that policy has created an enabling framework whose effects remain unevenly distributed.

B. Theme 2: ODL Supports Continuity and Flexibility when Accessibility is Designed into Provision

Interview and focus-group evidence. Educators, parents, and learners described ODL as particularly valuable during the COVID-19 disruption because it enabled learning to continue when physical schools were closed. Participants emphasised the flexibility of remote access, the possibility of learning from home, and the opportunity to use digital or assistive resources. For some learners with disabilities, ODL reduced the immediate physical barriers associated with travel, inaccessible buildings, or the absence of suitable classroom arrangements.

Participants also identified flexibility in pacing and format as an opportunity. Audio resources, subtitles, screen-reading functions, and alternative digital materials were understood as potentially helpful for learners with different sensory, cognitive, communication, or physical requirements. These accounts support the proposition that ODL can widen access when it offers multiple means of representation and expression rather than requiring every learner to use a single format.

Policy-document evidence. The UNESCO assessment of inclusive ODL in Mauritius situates digital and open learning within the wider effort to remove barriers for learners with disabilities and identifies ICT-supported ODL as a source of potential for more equitable learning (UNESCO IITE, 2021). This documentary evidence supports the contextual importance of ODL but does not, by itself, demonstrate that all Mauritian learners were able to benefit from it.

Interpretation across sources. ODL emerged as an enabling condition rather than a sufficient intervention. Its value depended on the accessibility of content, the availability of devices and connectivity, the capability of educators, and the presence of responsive support. The same flexibility that permits learners to access content at different times and in different ways can become a burden when learners or families must independently solve technical, pedagogical, and care-related problems.

C. Theme 3: Digital Exclusion is Produced by Interacting Infrastructural, Content, and Capability Barriers

Interview and focus-group evidence. Participants identified unreliable or limited connectivity, especially outside better-served areas, as a barrier to full participation. They also described differences in access to devices and difficulties using platforms or materials that were not designed for accessibility. Educators reported that they did not always have sufficient preparation to use digital tools, adapt resources, or design learning tasks for diverse learners. Parents and carers described the additional support that could be required at home when platforms, instructions, or materials were difficult to navigate.

Participants further identified a need for digital content that is accessible to learners with visual, auditory, cognitive, and other disabilities. The issue was not only whether content was available online, but whether it could be perceived, understood, navigated, and responded to by learners using different assistive technologies and communication modes. This concern echoes Authelsingh et al.'s finding that Mauritian students and parents valued adapted books, accessible materials, resource teachers, and assistive technologies while continuing to experience barriers in accessing appropriate resources (Authelsingh, Bhoola and Sider, 2024).

Policy-document evidence. SENA's official objectives include building capacity for reasonable accommodations, assistive technologies, accessible environments, and customised pedagogies, as well as designing UDL-aligned curriculum resources (Special Education Needs Authority, 2024). The existence of these objectives confirms that accessibility and professional capacity are recognised institutional priorities. It does not establish that the priorities have been achieved in every participating setting.

Interpretation across sources. The evidence points to a layered digital-divide problem. Connectivity, devices, platform design, content accessibility, educator capability, family support, and technical assistance interact with one another. Addressing only one layer for example, supplying a platform without accessible content or training will leave other exclusionary mechanisms intact. Digital inclusion should therefore be assessed through participation and learning conditions, not through platform availability alone.

D. Theme 4: Stakeholders Call for Sustained Professional Learning, Personalised Pathways, and Collaboration

Interview and focus-group evidence. One of the most consistent patterns in the stakeholder accounts was a demand for continuing professional development. Educators wanted practical support in inclusive pedagogy, curriculum adaptation, digital tools, and assistive technologies. Participants also identified the value of peer learning, mentoring, and collaboration between schools and support services. This emphasis on leadership and professional learning is consistent with Sider et al.'s research showing that web-based, multimodal case studies can provide a flexible form of professional learning for principals responsible for inclusive school leadership (Sider et al., 2023).

Parents and learners called for more personalised and learner-driven pathways. They described the importance of allowing learners to access content in formats suited to their needs, receive appropriate support, and progress at a manageable pace. These accounts are consistent with the UDL emphasis on multiple means of engagement, representation, and expression (CAST, 2024) and with the capabilities perspective's focus on expanding the real opportunities available to learners (Sen, 1999; Nussbaum, 2011).

Participants also stressed the role of families and communities. Inclusive education was understood as depending partly on attitudes toward disability, expectations of learner capability, and the extent to which parents receive information

and support. This is consistent with the parent perspectives reported by Authelsingh et al., which emphasised knowledgeable personnel, adapted resources, clear communication, acceptance, parental counselling, and sensitisation campaigns (Authelsingh, Bhoola and Sider, 2024). The finding suggests that professional development and technology investment should be embedded in a wider partnership model rather than delivered as isolated interventions.

5. Discussion

The study shows a distinction between formal inclusion, access to a platform, and substantive participation. Mauritius has an institutional framework that recognises inclusive education and assigns SENA responsibilities that include policy monitoring, UDL-aligned curriculum development, capacity-building, assistive technologies, research, and partnerships (Special Education Needs Authority, 2024). Participants' accounts indicate that this framework has contributed to greater awareness. However, they also reveal a persistent translation gap between policy intention and the conditions experienced by schools, educators, families, and learners. This interpretation is reinforced by the comparative Mauritius study of Authelsingh et al., which found that inclusive-education policies were experienced through a mixture of support and continuing gaps in policy awareness, adapted resources, communication, and assistive provision (Authelsingh, Bhoola and Sider, 2024).

The findings support a cautious account of ODL's inclusive potential. During COVID-19, ODL helped maintain learning continuity and, for some learners, reduced physical access barriers. This aligns with UNESCO's assessment of inclusive ODL as a promising route for reducing barriers through ICT and open solutions (UNESCO IITE, 2021). Yet the findings also demonstrate that remote provision can shift responsibility onto learners, parents, carers, and teachers. If content is inaccessible, connectivity unreliable, or support unavailable, the formal expansion of access may coexist with substantive exclusion.

UDL is useful here because it reframes accessibility as a design responsibility. Rather than retrofitting individual accommodations only after a learner experiences difficulty, education providers can plan multiple forms of representation, engagement, and expression from the outset (CAST, 2024). In practice, this means accessible documents, captions, transcripts, audio description where appropriate, keyboard navigation, clear instructions, flexible assessment, and alternative means of demonstrating learning. UDL should not be treated as a checklist detached from learner voice; the findings indicate that design decisions must be tested against the lived experiences of learners and families.

The findings also reinforce the social dimension of learning. ODL can support connection through teacher feedback, peer interaction, mentoring, and family-school collaboration, but it can also isolate learners when interaction is poorly designed. Social constructivist and critical pedagogies therefore remain relevant: learners need opportunities to ask questions, co-construct meaning, express preferences, and influence the

Table 2
Recommendations

Finding-based need	Recommended action	Primary actors	Suggested implementation indicator
Policy commitment is stronger than consistent implementation	Establish a periodic implementation review that compares national inclusion commitments with school-level evidence on access, participation, accommodations, and learner support.	SENA, Ministry of Education, school leaders	Published review framework and school-level improvement plans with timelines and responsible persons.
ODL is useful when accessibility is designed in from the outset	Require accessibility and UDL checks for digital curriculum materials, platforms, assessments, and communications before release, with learner testing where feasible.	SENA, curriculum developers, schools, technology providers	Proportion of core digital resources meeting an agreed accessibility standard; documented user testing.
Connectivity, devices, and content barriers interact	Develop an inclusive ODL access plan that addresses connectivity, device loans or subsidies, offline alternatives, technical support, and accessible content together.	Ministry of Education, SENA, schools, telecommunications and civil-society partners	Reported reduction in learners unable to access required materials; availability of equivalent offline and accessible formats.
Educators request practical and sustained support	Replace isolated workshops with a continuing professional-learning programme combining coaching, mentoring, peer communities, assistive-technology practice, and inclusive digital-pedagogy modules. This may include flexible, case-based online learning for school leaders (Sider et al., 2023).	SENA, teacher-education providers, school leaders	Participation and completion data; evidence of changed classroom and ODL design practices.
Learners and families need personalised pathways	Develop individual learning-support processes that include learner and family voice, flexible pacing where appropriate, multiple means of expression, and coordinated referral to specialist services.	Schools, teachers, carers, parents, SENA support teams	Documented learner-support plans reviewed with learners and families; monitoring of participation and progress.
Attitudes and expectations shape participation	Implement sustained public and school-based engagement that presents disability as a rights and diversity issue, challenges deficit assumptions, and equips families to support learning.	SENA, schools, parent organisations, disability organisations	Participation records, feedback from families and learners, and periodic attitude or belonging measures.

support they receive (Vygotsky, 1978; Freire, 1970). The emphasis on learner-driven pathways should not be confused with the withdrawal of adult support. Agency is enabled by accessible choices, scaffolding, reliable communication, and coordinated professional assistance.

Finally, the study indicates that inclusive education is partly a question of institutional culture. Infrastructure and technology matter, but so do expectations, attitudes, and the professional confidence of educators. The participants' demand for sustained training and collaboration is consistent with Sider et al.'s finding that flexible, web-based professional learning can help school principals engage with complex inclusive-leadership decisions through multiple perspectives and modalities (Sider et al., 2023). Inclusive education cannot therefore be secured through one-off workshops. It requires continuing professional learning, communities of practice, leadership accountability, accessible resource development, and mechanisms through which families and learners can influence implementation.

6. Evidence-Linked Recommendations

The recommendations in table 2 are deliberately tied to the findings rather than presented as free-standing aspirations.

These recommendations should be adapted to the authority, resources, and legal requirements of the relevant institutions. Their purpose is not to prescribe a single model, but to connect implementation decisions to the barriers and opportunities identified in the data.

7. Limitations

This study has several limitations. First, it is a multi-source case study and therefore does not estimate the prevalence of particular experiences across all Mauritian schools. Its value

lies in explaining how stakeholders interpret implementation and in identifying mechanisms that may be relevant in comparable settings. Second, the staff survey is reported as a distribution count rather than as an inferential dataset; the paper therefore makes no survey-based statistical claims. Third, participating schools are referred to collectively as SEN schools to protect institutional confidentiality. Fourth, policy documents represent formal commitments and institutional discourse; they cannot be assumed to describe implementation uniformly. Finally, the qualitative findings reflect the perspectives of 42 parents and 30 staff members who participated in the two focus groups; further research could include learners and additional school and policy actors directly where ethically and practically appropriate.

8. Conclusion

This case study indicates that inclusive education in Mauritius is supported by a growing rights-based and institutional commitment, but that policy intention is not yet equivalent to consistent participation for learners with disabilities. ODL created important opportunities for continuity, flexibility, and access during educational disruption. Its benefits, however, were conditional on accessible content, connectivity, devices, teacher capability, family support, and meaningful interaction.

The central implication is that ODL should be treated as part of an inclusive education ecosystem rather than as a technological substitute for school-based support. SENA and other education actors have an important role in translating institutional commitments into accessible curriculum resources, sustained professional learning, coordinated support, and implementation monitoring. UDL, social constructivist pedagogy, critical attention to learner voice, and a capabilities

perspective provide useful conceptual resources, but their value depends on how they are enacted in specific schools and communities.

A high-quality inclusive system will therefore be judged not only by whether a learner can enter a school or log on to a platform, but by whether the learner can participate, communicate, learn, belong, and exercise meaningful agency. Future research should build on this case study through transparent multi-site designs, learner-centred inquiry, and evaluation of specific ODL accessibility interventions. Such work can help Mauritius move from broad commitment toward demonstrable and equitable educational participation.

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