

Inclusive legal education for students with disabilities in Zimbabwe: A qualitative case study

*Ms Sally-Anne Yeukai Hungwe
Midlands State University*

*Dr Rosemary Guvhu
Midlands State University*

1 Introduction

This research focused on assessing whether the Midlands State University, Faculty of Law has contributed to the 2030 United Nations Sustainable Development Goal 4.5 (hereinafter referred to as ‘UNSDG 4.5’) by providing students with disabilities equal education as students without disabilities, thus molding students that are capable of tackling the 20th Century work environment. Inclusive education is extremely important in andragogy as it allows students from all backgrounds to learn in the same environment and for the benefit of all. Inclusive education is provided for in terms of UNSDG 4.5 which aims to ‘eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations’.¹ UNSDGs are important as they set a blueprint for a global partnership of all countries, developed and developing, to ensure the peace and prosperity of the planet by 2030.² By locating this study within the framework of SDG 4.5, the research underscores the peremptory for inclusive legal education that guarantees all students, regardless of disability, equitable access to quality legal education. This aligns with

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- 1 United Nations Department of Economic and Social Affairs ‘Goal 4’ <https://sdgs.un.org/goals/goal4> (accessed 22 January 2025).
 - 2 UN Department of Economic and Social Affairs ‘The 17 Goals’ <https://sdgs.un.org/goals> (accessed 22 January 2025).