

A Social Marketing Approach To The Implementation Of Inclusive Education In Kinshasa's Public Primary Schools

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Résumé : Cette étude analyse l'approche du marketing social dans la mise en œuvre de l'éducation inclusive au sein des écoles primaires publiques de Kinshasa. L'objectif principal consiste à comprendre comment les stratégies de marketing social influencent les attitudes, les normes sociales et les pratiques inclusives des acteurs éducatifs. La recherche adopte une approche quantitative à visée explicative fondée sur une enquête réalisée auprès des enseignants et directeurs des écoles publiques de Kinshasa. Les résultats montrent que le marketing social exerce une influence positive sur les attitudes favorables à l'inclusion scolaire et sur le renforcement des normes sociales inclusives. Les actions de sensibilisation, de storytelling éducatif et de valorisation symbolique favorisent l'engagement des acteurs éducatifs dans les pratiques inclusives. Toutefois, les contraintes organisationnelles, notamment le manque de ressources pédagogiques, la surcharge des classes et l'insuffisance du soutien institutionnel, limitent l'opérationnalisation effective de l'éducation inclusive dans les écoles publiques de Kinshasa.

Mots-clés : Marketing social ; éducation inclusive ; pratiques inclusives ; normes sociales ; écoles primaires publiques ; Kinshasa.

Abstract: This study analyzes the social marketing approach in the implementation of inclusive education in public primary schools in Kinshasa. The main objective is to understand how social marketing strategies influence attitudes, social norms, and inclusive practices among educational actors. The research adopts an explanatory quantitative approach based on a survey conducted among teachers and principals of public primary schools in Kinshasa. The findings reveal that social positively marketing influences favorable attitudes toward inclusive education and strengthens inclusive social norms. Awareness campaigns, educational storytelling, and symbolic recognition enhance the commitment of educational actors to inclusive practices. However, organizational constraints such as lack of teaching resources, classroom overcrowding, and insufficient institutional support significantly limit the effective implementation of inclusive education in public schools in Kinshasa. The study highlights the importance of combining social marketing strategies with institutional and organizational support to ensure sustainable inclusive educational practices.

Keywords: Social marketing; inclusive education; inclusive practices; social norms; public primary schools; Kinshasa.

1. Introduction

Inclusive education is now one of the main challenges of contemporary education policies [1], [2]. Promoted by international organizations such as UNESCO and UNICEF, it aims to guarantee all children, regardless of their physical, social, cognitive, or cultural differences, equitable access to quality education [1]. This approach is part of the dynamic of the Sustainable Development Goals, in particular SDG 4 relating to inclusive and equitable education for all [3].

In the Democratic Republic of Congo, and particularly in Kinshasa, the implementation of inclusive education continues to face several structural challenges [4]. Public primary schools are plagued by overcrowded classrooms, insufficient teaching resources, a lack of specialized teacher training, and weak institutionalization of inclusive practices [5]. In many cases, education stakeholders perceive inclusive education as an additional burden that increases professional and organizational constraints [6].

Faced with this reality, traditional approaches based solely on administrative regulations are showing their limitations. The sustainable promotion of inclusive education also requires strategies capable of transforming the attitudes, social perceptions, and behaviors of the various educational stakeholders [7]. It is within this context that social marketing plays a role.

Initially developed by Philip Kotler and Gerald Zaltman, social marketing involves applying marketing principles to the resolution of social and behavioral problems [8]. Unlike commercial marketing focused on selling products, social marketing seeks to intentionally influence behaviors in favor of individual and collective well-being [9].

In the educational context, social marketing can contribute to promoting attitudes favorable to inclusion, reducing psychosocial resistance, strengthening positive social norms, and encouraging the engagement of school communities [10]. It thus constitutes a strategic lever likely to improve the operationalization of inclusive education in public primary schools in Kinshasa.

2. Theoretical and conceptual framework

2.1. Social marketing concept

Social marketing refers to the application of marketing principles and techniques to the resolution of social and behavioral problems with the aim of promoting collective well-being [11]. Initially developed by Philip Kotler and Gerald Zaltman, it is based on the idea that human behavior can be influenced through communication, persuasion, and mobilization strategies adapted to the realities of target audiences [8].

Unlike commercial marketing, which focuses on selling goods or services, social marketing primarily seeks to bring about voluntary behavioral change that benefits society [9]. According to Lee and Philip Kotler, it involves identifying behavioral barriers, social motivations, and perceived benefits in order to design interventions that encourage the sustainable adoption of desired behaviors [10].

In the field of education, social marketing is a strategic tool for strengthening the support of educational stakeholders for school reforms, particularly those related to inclusive education. It influences not only knowledge, but also perceptions, attitudes, social norms, and organizational dynamics.

Within the framework of this research, social marketing is primarily based on several dimensions:

- educational awareness;
- educational storytelling;
- social influence;
- symbolic valorization;
- community mobilization;
- institutional support.

Educational awareness campaigns aim to inform teachers, principals, and school communities about the importance of inclusion and the social benefits associated with integrating children with special educational needs. Educational storytelling, on the other hand, helps to disseminate positive inclusive experiences that can reduce psychosocial resistance and strengthen stakeholders' identification with inclusive practices.

Social influence and symbolic value contribute to creating collective norms that promote inclusive education by strengthening the professional recognition of teachers committed to inclusive practices. Finally, community mobilization and institutional support encourage the participation of families, school authorities, and educational partners in the inclusive transformation process.

Thus, social marketing appears as a strategic lever allowing simultaneous action on the psychological, social and organizational dimensions of educational change [12].

2.2. Concept of inclusive education

Inclusive education refers to an education system capable of welcoming all children without discrimination, regardless of their physical, cognitive, social, cultural or behavioral differences [1]. It is based on the fundamental principle that every child has the right to access quality education in a school environment adapted to their specific needs [2].

According to UNESCO, inclusive education is not limited to the physical integration of learners into regular schools; it also involves adapting teaching practices, educational policies, organizational structures and governance mechanisms to ensure the effective participation of all students [1].

In Kinshasa's public primary schools, the implementation of inclusive education continues to face several structural and organizational constraints. Among the main difficulties observed are:

- the inadequacy of suitable infrastructure;
- the lack of specialized teacher training;
- negative social representations;
- administrative and organizational constraints;
- classroom overcrowding;
- the inadequacy of educational resources.

These difficulties contribute to increasing what the literature describes as the "psychosocial cost" and "organizational cost" of inclusive education [13]. The psychosocial cost refers in particular to the professional stress, fear of failure, feelings of inadequacy, and emotional overload experienced by teachers in managing students with special needs. The organizational cost, for its part, concerns the constraints related to limited resources, the administrative workload, large class sizes, and a lack of institutional support.

In this context, inclusive education appears not only as an educational reform, but also as a complex process of behavioural, social and institutional transformation requiring sustained collective mobilization [14].

2.3. Theory of Planned Behavior

The theory of planned behavior developed by Icek Ajzen constitutes one of the main theoretical foundations of this research [7]. This theory explains that human behavior depends primarily on behavioral intention, which is influenced by three essential determinants:

- attitudes;
- social norms;
- Perceived behavioral control.

Attitudes correspond to the favorable or unfavorable evaluations that an individual develops regarding a given behavior. In this study, they reflect the positive or negative perceptions of teachers and principals with regard to inclusive education.

Social norms refer to perceived social pressures emanating from the professional, institutional, or community environment. They influence the degree of acceptance of inclusive practices within educational institutions.

Perceived behavioral control represents an individual's perception of their ability to perform a given behavior. In the context of this research, it specifically concerns teachers' sense of competence in the educational management of students with special needs.

According to this theory, the more favorable social attitudes and norms are, and the higher the perceived behavioral control, the stronger the intention to adopt inclusive practices becomes [7].

This theory appears particularly relevant in the context of this study, as it helps to explain the psychosocial mechanisms through which social marketing can influence the behavior of educational actors in favor of inclusive education.

2.4. Neo-institutional approach

The neo-institutional approach developed by Paul DiMaggio and Walter Powell emphasizes the importance of institutional pressures in the adoption of organizational practices [15].

From this perspective, organizations tend to gradually adopt similar behaviors under the influence of three main forms of institutional pressure:

- coercive pressures;
- normative pressures;
- mimetic pressures.

Coercive pressures primarily stem from administrative authorities and public policies imposing certain organizational obligations. In the Congolese education system, these pressures are manifested in particular by the Ministry of Education's guidelines on inclusive education.

Normative pressures are linked to professional values, educational standards, and the expectations of the teaching staff regarding educational practices deemed legitimate.

Mimetic pressures arise when schools replicate practices considered effective or valued in other schools.

In the context of public primary schools in Kinshasa, educational institutions are strongly influenced by:

- ministerial directives;
- social expectations;
- professional standards;
- community dynamics;
- local institutional constraints.

Social marketing can then play a facilitating role by strengthening institutional acceptance of inclusive education and promoting the gradual spread of inclusive norms within public schools [16].

Thus, the neo-institutional approach helps us understand that the adoption of inclusive practices does not depend solely on the individual motivations of teachers, but also on the organizational and institutional dynamics that structure the functioning of the education system.

3. Methodology

This study adopts a quantitative, explanatory approach aimed at analyzing the mechanisms by which social marketing influences the implementation of inclusive education in public primary schools in Kinshasa. The main objective is to identify the relationships between the psychosocial, organizational, and behavioral variables associated with inclusive practices [17].

The quantitative approach was preferred because of its ability to objectively measure the perceptions, attitudes, and behaviors of educational stakeholders using statistically verifiable indicators [18]. This approach is based on a hypothetico-deductive logic that allows for the empirical testing of relationships between the variables of the conceptual model used in this research.

3.1. Study population

The study population consists of teachers and principals of public primary schools in the city of Kinshasa. These actors were selected because of their strategic role in the application of educational policies and in the operationalization of inclusive practices within schools [19].

Teachers are the main actors in the pedagogical implementation of inclusive education, while principals are involved in administrative coordination, school organization and the dissemination of institutional guidelines related to inclusion.

The study covers several educational provinces of Kinshasa, including:

- Funa;
- Lukunga;
- Mont-Amba;
- Plateau ;
- Tshangu.

The choice of these provinces allows us to take into account the administrative, organizational and social diversity of the Kinshasa education system. This diversity appears particularly important in the context of inclusive education, as school realities vary according to available resources, community dynamics and the organizational conditions specific to each educational province [20].

3.2. Sample Size

The sample size was determined from the Cochran formula (1977), widely used in quantitative research involving large populations [21].

$$n = \frac{z^2 pq}{e^2}$$

With :

- n = sample size;
- z = statistical confidence level;
- p = estimated proportion of the population;
- q = 1;
- e = margin of error.

In this study:

- the confidence level used is 95% ($z=1.96$);
- the margin of error is set at 5%;
- The theoretical proportion used is 0.5 in order to maximize statistical representativeness.

Based on this, the study selected a sample of 384 respondents, consisting of teachers and principals from the selected public primary schools.

The sampling process is based on a stratified approach according to educational provinces. Each province constitutes a stratum to ensure better territorial representativeness of the data collected [22]. Within the different strata, schools were selected using a simple random sampling method.

Within the selected schools, available teachers and principals were included according to a nearly exhaustive logic in order to reduce selection bias and strengthen the empirical representativeness of the results.

3.3. Variables studied

The variables used in this research come from the conceptual model built around social marketing and inclusive education.

Table: Presentation of the study variables

Variable category	Variable	Abbreviation
Independent variable	Social Marketing	MS
Psychosocial mediating variables	Attitudes towards inclusive education	ATT
Psychosocial mediating variables	Social norms	NORMAL
Perceived cost variables	Psychosocial price	PPSY
Perceived cost variables	Organizational Award	PORG
behavioral mediating variable	inclusive intention	INT
Dependent variable	Effective inclusive practices	PRAT

Source :developed by the author

Data were collected using a structured questionnaire administered to teachers and principals of public primary schools in Kinshasa. The various variables were measured primarily using five-point Likert scales ranging from:

1. Strongly disagree;
2. Disagree;
3. Neutral ;
4. All right ;
5. Strongly agree [23].

3.4. Selected statistical analyses

The data collected were analyzed using SPSS and Stata software, widely used in quantitative social science research [24].

Several statistical techniques were used to ensure the validity and robustness of the results.

3.4.1. Descriptive analysis

The descriptive analysis made it possible to present the sociodemographic characteristics of the respondents as well as the general trends of the variables studied through:

- the frequencies;
- the percentages;
- the averages;
- standard deviations.

This step is an essential prerequisite for assessing the overall quality of the data and understanding the profiles of the educational actors involved in the study [18].

3.4.2. Reliability Analysis

The internal consistency of the measuring instruments was verified using:

- of Cronbach's alpha;

- of McDonald's omega.

These indicators allow us to assess the stability, consistency and psychometric reliability of the scales used in the research [25].

3.4.3. Exploratory Factor Analysis (EFA)

Exploratory factor analysis was used in order to:

- to identify the factorial structure of the variables;
- to verify the validity of the constructs;
- to evaluate the groupings of items.

The KMO (Kaiser-Meyer-Olkin) and Bartlett tests were used to verify the adequacy of the data for factor analysis [26].

3.4.4. Correlation Analysis

Correlation analysis made it possible to assess the intensity and direction of the relationships between the different variables of the conceptual model.

This analysis facilitates the identification of significant associations between psychosocial, organizational and behavioral variables [27].

4.4.5. Multiple Linear Regression

Multiple regression was used to examine the influence of explanatory variables on:

- inclusive intent;
- effective inclusive practices.

This statistical method allows us to measure:

- the individual contribution of the variables;
- the meaning of relationships;
- the level of explanation of the model;
- the statistical significance of the observed effects [28].

4.4.6. Verification of statistical conditions

Several diagnostic tests were carried out to ensure the robustness of the statistical analyses:

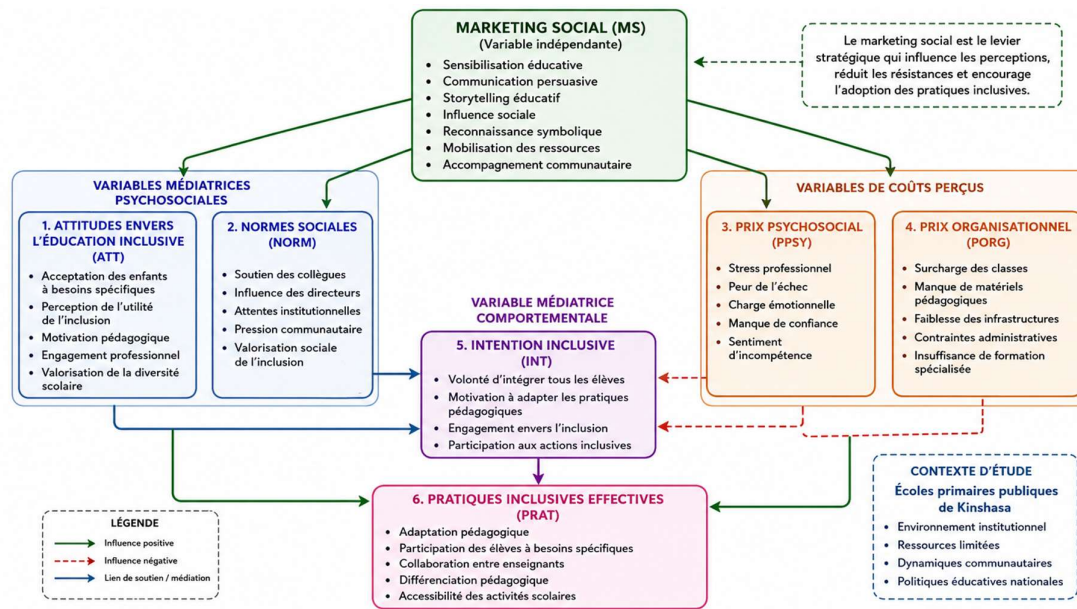
- Shapiro-Wilk normality test;
- VIF analysis for multicollinearity;
- residue analysis;
- Cook's distance for influential values.

These checks ensure that the statistical assumptions necessary for the validity of the regression models used in this study are met [29].

4.4.7. Conceptual Model

The conceptual model of this study is based on the hypothesis that social marketing influences the implementation of inclusive education in public primary schools in Kinshasa through attitudes, social norms, psychosocial and organizational costs, and the behavioral intention of educational actors, ultimately leading to the effective adoption of inclusive practices.

Figure 1: The social marketing approach in the implementation of inclusive education



Source: compiled by the author

The conceptual model presented highlights the mechanisms by which social marketing influences the implementation of inclusive education in Kinshasa's public primary schools. Social marketing constitutes the main independent variable and operates through several levers, such as educational awareness-raising, persuasive communication, pedagogical storytelling, social influence, and community mobilization.

The model shows that these actions positively influence psychosocial mediating variables, including attitudes toward inclusive education and social norms that support inclusion. At the same time, social marketing helps reduce the perceived costs associated with inclusive education, particularly the psychosocial cost (stress, fear of failure, feelings of inadequacy) and the organizational cost (overcrowded classrooms, lack of teaching resources, and administrative burdens).

These different dimensions then influence the inclusive intentions of teachers and principals, which play a central role in the effective adoption of inclusive practices within schools. Thus, the model illustrates that the promotion of inclusive education depends not only on institutional directives, but also on the psychosocial, organizational, and behavioral factors that structure educational practices in the Kinshasa context.

4. Results and discussion

4.1. Descriptive analysis of the variables studied

The descriptive analysis of the variables reveals an overall favorable perception of social marketing and inclusive education within Kinshasa's public primary schools. Respondents overwhelmingly recognize the importance of awareness-raising, educational communication, and community mobilization in promoting inclusive practices.

Table 4.1. Descriptive statistics of the main variables

Variables	Average	Standard deviation	Interpretation
Social Marketing (MS)	3.89	0.71	Relatively high level of perception of social marketing actions
Inclusive Attitudes (ATT)	4.02	0.65	Generally favorable attitudes towards inclusive education
Social norms (NORM)	3.94	0.69	Presence of moderately favorable social norms
Psychosocial Prize (PPSY)	3.11	0.83	Moderate level of psychosocial stress
Organizational Award (PORG)	3.87	0.79	Relatively significant organizational constraints
Inclusive Intention (INT)	4.08	0.63	Strong commitment to adopting inclusive practices
Inclusive Practices (PRAT)	3.76	0.68	Moderate to high level of inclusive practices

Source: Survey data, 2026

The results show that inclusive attitudes and behavioral intention have the highest average scores. This reflects a relatively positive disposition among teachers and principals toward inclusive education. However, the high scores for organizational price indicate the existence of significant structural constraints that could limit the effective implementation of inclusive practices.

4.2. Influence of social marketing on inclusive attitudes

Analyses show that social marketing has a significant influence on attitudes favorable to inclusive education. Teachers exposed to awareness campaigns, educational communication tools, and promotional activities generally develop:

- a more positive perception of inclusion;
- an increased sense of professional efficacy;
- a better willingness to adapt their teaching practices.

Table 4.2. Regression of social marketing on inclusive attitudes

Explanatory variables	Coefficient β	t	p-value
Social Marketing (MS)	0.433	9.82	< 0.001
Constant	0.547	4.11	< 0.001
Model indicators		Values	
R		0.712	
R²		0.507	
F		96.44	
Overall meaning		p < 0.001	

Source :SPSS Analysis

These results show that social marketing explains more than 50% of the variance in inclusive attitudes. This relationship confirms the importance of communication and social mobilization strategies in transforming educational perceptions.

4.3. Effect of social norms on inclusive practices

Social norms appear to be a determining factor in the adoption of inclusive practices. When the school environment values inclusion, teachers and principals demonstrate greater commitment to inclusive behaviors.

Table 4.3. Correlation between model variables

Variables	MS	ATT	NORMAL	INT	PRAT
MS	1.00	0.71	0.62	0.59	0.70
ATT	0.71	1.00	0.68	0.74	0.72
NORMAL	0.62	0.68	1.00	0.69	0.67
INT	0.59	0.74	0.69	1.00	0.76
PRAT	0.70	0.72	0.67	0.76	1.00

Source: Survey data, 2026

The correlation coefficients show positive and significant relationships between the main variables of the conceptual model.

4.4. Effect of organizational constraints

Despite the positive attitudes observed, significant organizational constraints remain. A lack of educational resources, overcrowded classrooms, and insufficient institutional support limit the effective transformation of inclusive intentions into sustainable behaviors.

Table 4.4. Main organizational constraints identified

Organizational constraints	Frequency (%)
Classroom overcrowding	81.4%
Lack of teaching materials	76.2%
Insufficient specialized training	72.8%
Administrative constraints	64.7%
Weakness of suitable infrastructure	69.3%

Source :Survey data, 2026

These results reflect the persistence of significant structural obstacles in Kinshasa's public schools.

4.5. Discussion of results and managerial implications

The results of this study highlight that social marketing is an important strategic lever in promoting inclusive education within Kinshasa's public primary schools. However, its influence appears to be primarily indirect, acting on the psychosocial mechanisms that structure the behavior of educational stakeholders. This dynamic confirms the postulates of the theory of planned behavior developed by Icek Ajzen [7], according to which attitudes and social norms represent fundamental determinants of behavioral intention.

Indeed, empirical analyses show that teachers and principals exposed to social marketing initiatives develop more favorable attitudes toward inclusive education. Awareness campaigns, educational communication tools, and strategies for symbolic recognition

contribute to changing social perceptions associated with school inclusion. Educational stakeholders gradually come to see inclusive education not as an additional constraint, but as a pedagogical and social approach beneficial to all learners.

These results reflect the importance of cognitive and emotional dimensions in the process of adopting inclusive practices. Social marketing thus acts as a mechanism for reducing psychosocial resistance by strengthening:

- teachers' professional confidence;
- the feeling of personal efficacy;
- acceptance of diversity in schools;
- collective commitment to inclusion.

This observation aligns with the work of Albert Bandura [13], who argues that a sense of self-efficacy is a key factor in the adoption of complex professional behaviors. The more capable teachers feel of managing inclusive situations, the greater their willingness to implement appropriate teaching practices becomes.

The study also shows that social norms play a crucial role in the dynamics of behavioral change. When the school environment values inclusive education, teachers develop more inclusive intentions and demonstrate a stronger commitment to adapting their teaching practices. Inclusive behaviors thus appear to be strongly influenced by professional expectations, community dynamics, and social interactions within schools.

This reality confirms that inclusive education depends not only on the individual skills of teachers, but also on building an organizational culture that fosters inclusion. The results thus corroborate the social marketing approaches developed by Philip Kotler and Lee [10], according to which lasting behavioral change requires a social environment capable of supporting and valuing desired behaviors.

Furthermore, the results highlight the importance of educational storytelling as a tool for transforming perceptions. Sharing successful inclusive experiences strengthens educators' identification with inclusive practices and reduces fears related to educational failure. Positive narratives also promote the dissemination of social norms that support inclusion by creating role models within public schools.

However, despite these positive effects of social marketing, organizational constraints remain a major obstacle to the effective implementation of inclusive practices. Analyses show that:

- classroom overcrowding;
- the lack of suitable teaching materials;
- the inadequacy of infrastructure;
- the weakness of institutional support;
- the shortage of specialized training

severely limit the transformation of inclusive intentions into sustainable behaviors.

These results confirm the neo-institutional analyses developed by Paul DiMaggio and Walter Powell [15], according to which organizational behaviors are strongly conditioned by institutional resources, administrative norms, and structural constraints. In the context of public primary schools in Kinshasa, educational actors operate in an environment characterized by limited resources and organizational conditions that are often unfavorable to school inclusion.

The results show that social marketing, while essential, cannot produce lasting effects without strengthened institutional support. The effectiveness of awareness-raising strategies depends largely on the education system's capacity to provide:

- appropriate educational resources;
- specialized training courses;

- a coherent administrative framework;
- inclusive infrastructure;
- sustainable organizational support.

From a managerial perspective, this study highlights the need to move beyond purely normative or administrative approaches to education. Promoting inclusive education requires integrated educational governance capable of articulating:

- social communication strategies;
- community mobilization;
- institutional support;
- strengthening teaching capacities;
- promoting inclusive practices.

Educational leaders should therefore develop permanent educational social marketing strategies that integrate:

- awareness campaigns adapted to the Kinshasa context;
- educational storytelling programs;
- mechanisms for recognizing committed teachers;
- networks for sharing inclusive experiences;
- community mobilization actions.

The results show that the success of inclusive education in Kinshasa's public primary schools depends on a multidimensional approach combining behavioral transformation, organizational support, and institutional commitment. School inclusion thus appears not only as an educational reform, but also as a complex process of social change requiring sustained mobilization of all educational and community stakeholders.

Conclusion

This study aimed to analyze the social marketing approach in the implementation of inclusive education within public primary schools in Kinshasa. Through a quantitative explanatory approach, the research identified the psychosocial, organizational, and behavioral mechanisms influencing the adoption of inclusive practices in the Kinshasa educational context.

The results obtained show that social marketing is an important strategic lever in promoting inclusive education. Awareness-raising activities, educational communication, pedagogical storytelling, social influence, and community mobilization contribute significantly to strengthening positive attitudes towards school inclusion as well as social norms that support inclusive practices.

The study also highlights the central role of attitudes and social norms in shaping the inclusive intentions of teachers and principals. Educational stakeholders working in school environments that place greater value on inclusion demonstrate a stronger commitment to adapting their teaching practices and integrating students with special educational needs.

However, despite these positive effects, the results highlight that organizational constraints remain a major obstacle to the effective implementation of inclusive education. Overcrowded classrooms, a lack of appropriate teaching resources, inadequate infrastructure, and weak institutional support significantly limit the transformation of inclusive intentions into sustainable behaviors.

Thus, this research shows that the success of inclusive education cannot rely solely on administrative or regulatory requirements. It requires an integrated approach combining:

- social marketing;
- strengthening teaching capacities;
- institutional support;

- community mobilization;
- the improvement of the organizational conditions of public schools.

From a theoretical standpoint, this study contributes to the body of research on the application of social marketing in education by integrating insights from the theory of planned behavior, social marketing, and the neo-institutional approach. It highlights the importance of psychosocial and institutional mechanisms in the adoption of inclusive behaviors within educational organizations.

From a managerial perspective, the results encourage educational decision-makers to develop sustainable strategies for social communication, awareness-raising, and pedagogical support tailored to the realities of Kinshasa's public primary schools. Inclusive education thus emerges as a process of social transformation requiring the coordinated involvement of educational authorities, teachers, school communities, and institutional partners.

Finally, this study opens up important avenues for future research. Further work could explore these points in greater depth.

- the organizational resilience mechanisms of inclusive schools;
- the effects of educational leadership on inclusive practices;
- the longitudinal impact of social marketing on educational behaviors;
- or even comparisons between different school contexts in the Democratic Republic of Congo.

Social marketing appears as a strategic tool capable of gradually fostering the construction of an inclusive educational culture in Kinshasa's public primary schools, provided that it is accompanied by structural and institutional reforms adapted to the realities of the Congolese education system.

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