

Journal of Social Science and Human Research Studies

Volume : 02 Issue : 08 August-2026

Operationalizing Inclusive Education for Learners with Disabilities in Morocco: A Critical Examination of the National Teacher Training Guide

Oussama Boukhari

Doctoral Student, Faculty of Languages, Letters, and Arts, English Department, Ibn Tofail University, Kenitra, Morocco

Yousra Lahmiyed Ph.D

Faculty of Languages, Letters, and Arts, English Department, Ibn Tofail University, Kenitra, Morocco

Published Date: August 19, 2026

Article DOI: 10.65150/EP-jsshrs/V2E8/2026-13

ABSTRACT: The fundamental model of inclusive education represents a radical paradigm shift from segregated special education to a comprehensive school system makeover designed to ensure that learning diversity amongst learners is accommodated. This paper presents a critical analysis of a national teacher guide for inclusive education for children with disabilities in Morocco, examining its philosophical foundations, pedagogical paradigms, and practice implementation strategies. The guide provides extensive guidance on barriers to education, types of impairments, differentiated instruction, individual pedagogical projects, and collaboration partnerships. This study aims to position the Moroccan model within the broader global discourse on inclusive education. The guide breaks down inclusive education into four overlapping dimensions: legal and philosophical foundations, teacher competence development, pedagogical differentiation, and multi-stakeholder involvement. The analysis indicates that while the guide is systematic in its attempt to translate concepts of inclusiveness into classroom practice, gaps remain concerning social representations of disability, resource limitations, and the need for continued professional development. The study considers policy and practice implications for Global South settings.

KEYWORDS: Inclusive education, children with disabilities, teacher professional development, differentiated instruction, individual pedagogical project, Morocco

1. INTRODUCTION

The right to quality education for all children, whatever their aptitude or circumstances, is a foundational tenet of current educational policy worldwide (UNESCO, 2017). Global pledges notwithstanding, an estimated 263 million children and adolescents remain out of formal education systems, with children with disabilities among the most marginalized and excluded (Ministry of National Education, 2019, p. 13). This difficulty is reflected in the Moroccan educational context, where nearly one million children are out of school, including many children with disabilities who have long been deprived of fair access to quality education.

To address these challenges, the Curriculum Directorate of Morocco developed a comprehensive national teacher guide¹ for inclusive education in 2019, based on the national Reference Framework for Curricular Engineering for Children with Disabilities (2017) and drawing on international experiences and local pilot programs. This guide is a key policy tool to improve teacher capacity for inclusive practice in regular classrooms.

This article is one of three related studies examining Morocco's 2019 national inclusive-education guide package. A companion paper analyzes the parallel guide addressed to school directors, which examines school-level leadership, organizational, and partnership dimensions of inclusion (Boukhari & Lahmiyed, 2026-a); the present paper instead focuses on the classroom-level, teacher-facing component of that same package. A third companion paper analyzes the constitutional and legislative architecture that both guides operationalize (Boukhari & Lahmiyed, 2026-b).

This article offers a thorough analysis of the conceptual and pedagogical framework of the guide, addressing how it operationalizes ideas of inclusive education into classroom practice. The analysis expands on the guide's discussion of inclusion barriers, disability classifications, teacher competencies, pedagogical differentiation, individual educational planning, and collaborative partnerships to understand how inclusive education policy is implemented in practice, especially in the Middle East and North Africa.

¹Analyzing the official guide: 'L'ÉDUCATION INCLUSIVE AU PROFIT DES ENFANTS EN SITUATION DE HANDICAP GUIDE POUR LES ENSEIGNANTS'.

2. CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

2.1 Defining Inclusive Education: Beyond Integration

The guide makes a key distinction between three models in education that have historically oriented provision for children with disabilities. The segregated education system places children with disabilities in special institutions depending on the type of disability, depriving them of the normal learning and social life of other children. Integrative education places such children in regular schools but requires them to adjust to pre-existing systems without any meaningful change in curricula, teaching, or assessment practices (Handicap International & Ministère de l'Éducation Nationale, 2012).

Inclusive education, by contrast, radically alters the education system in response to the diversity among learners. The guide follows the UNESCO (2017) definition: education rooted in the right of all people to a good education that addresses a minimal level of quality, expands the presence of learners, and focuses on vulnerable populations so as to realize their full potential (p. 16). Handicap International similarly defines inclusive education as an educational system that considers the special needs of all children and adolescents facing marginalization and vulnerability, including children with disabilities (p. 16).

This conceptualization situates inclusive education within broader social-justice concerns while making clear that school change, rather than learner change, is the locus of transformation. The guide is explicit that inclusive education is meant to eradicate all forms of discrimination and establish social cohesion (p. 16); educational inclusion is thus framed as both a right and a means toward a more equitable society.

2.2 Barriers to Education: A Multi-Level Analysis

The guide offers a systematic analysis of barriers to education across three overlapping spheres. Environmental barriers include physical and geographical obstacles such as distance to school, inaccessible infrastructure, absence of sanitary facilities, and family financial constraints. Attitudinal barriers include negative representations, discriminatory practices, and low expectations among parents, peers, and teachers, including the labeling of disability. Institutional barriers concern legal, regulatory, and procedural frameworks that fail to embrace diversity, such as inflexible curricula, oversized classes, inadequate teacher training, and rigid assessment systems (Ministère de l'Éducation Nationale, 2019, p. 13). This three-part categorization aligns with the social model of disability, which locates disablement not in impairment but in environmental and social barriers that limit participation (Nations Unies, 2006). The guide recognizes that the success of inclusive education depends on changing representations among educational actors—parents, teachers, school directors, and partners (p. 23)—and that technical solutions cannot succeed without a simultaneous shift in belief systems.

2.3 Legal and Philosophical Foundations

The guide grounds inclusive education in the same core legal and philosophical commitments treated at length in a companion legal analysis of Morocco's disability-rights architecture (Boukhari & Lahmiyed, 2026-b): international instruments such as the Universal Declaration of Human Rights (Article 26) and the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), which recognize education as a fundamental right and require support within ordinary educational structures. Philosophically, the guide grounds inclusion in the ideals of equity, cooperation, living together, and rejection of stigmatization, with a focus on capabilities rather than limitations.

Scientifically and pedagogically, the guide is grounded in Vygotskian socio-constructivist principles, holding that the success of the learning process depends not on the individual alone but on the quality and nature of pedagogical mediation (p. 20). This perspective views all children as capable of learning with the right mediation and uses the zone of proximal development as the organizing framework for constructing learning experiences that build on what children already know. In addition, the guide situates inclusive pedagogy within the principles of differentiated instruction, noting that a class, whatever the level, is made up of a heterogeneous mixture of children in terms of growth trajectories, life experiences, and intellectual, affective, and social potential (p. 14).

3. RESEARCH METHODOLOGY

This study employs a qualitative document analysis methodology to critically examine Morocco's National Teacher Training Guide for Inclusive Education (Ministère de l'Éducation Nationale, 2019). Document analysis is methodologically appropriate for systematically interpreting policy texts to derive meaning, develop understanding, and generate empirical knowledge regarding educational practice (Bowen, 2009). The primary data source is the official 96-page teacher guide, supplemented by secondary sources including the national Reference Framework for Curricular Engineering (2017) and international policy instruments (UNESCO, 2017; Nations Unies, 2006).

Data analysis follows Braun and Clarke's (2006) thematic approach, involving systematic coding, pattern identification, and critical interpretation through the lens of international inclusive education scholarship. Coding proceeded in two stages: an initial round of open, line-by-line coding of the guide's chapters to identify recurring concepts and terms, followed by a second round in which codes were grouped into the four analytic dimensions used to structure this paper. The analytical framework is thus organized around four interconnected dimensions derived from the guide's organizational logic: (1) philosophical and legal foundations, (2) teacher competence development, (3) pedagogical differentiation, and (4) multi-stakeholder engagement. Trustworthiness is enhanced through triangulation of the guide's text against the 2017 Reference Framework and relevant ministerial memoranda, peer debriefing between the two authors on coding categories, and researcher reflexivity regarding the authors' positionality within Moroccan teacher education. This methodology enables nuanced understanding of how inclusive education principles are operationalized into pedagogical practice, while acknowledging that the study analyzes intended policy frameworks rather than enacted practice, thus identifying areas warranting future empirical investigation.

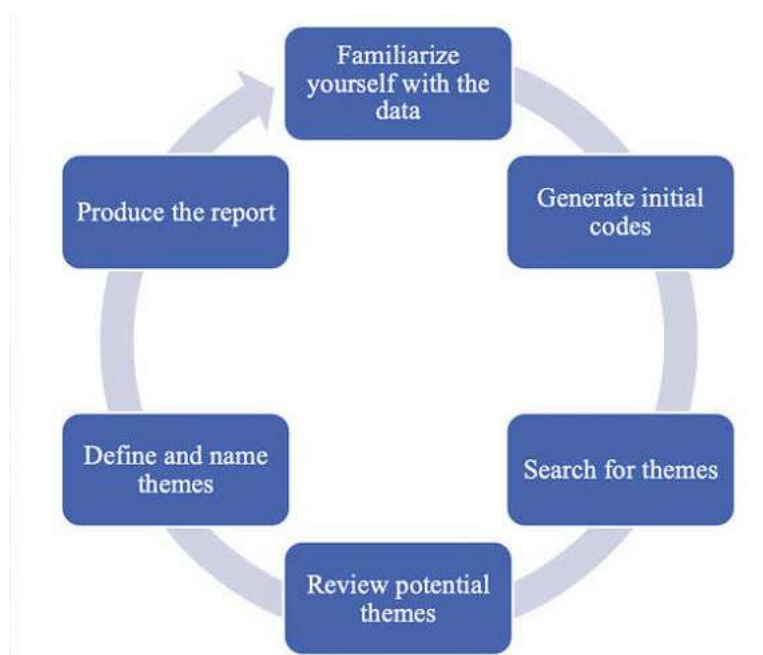


Figure 1. Thematic analysis framework (adapted from Braun and Clarke, 2006).

4. UNDERSTANDING DISABILITY: CLASSIFICATION AND EDUCATIONAL IMPLICATIONS

4.1 Conceptualizing Disability

The guide recognizes the definitional variation across institutional, scientific, and educational contexts. It offers three principal understandings: the medical model, which considers disability a problem of individual malfunction requiring specialized therapeutic intervention; the social model, which locates disability within environmental barriers and social exclusion; and the rights-based approach, concerned with discrimination and denial of basic rights (Ministère de l'Éducation Nationale, 2019, p. 25).

The guide does not privilege any one model but adopts a pragmatic synthesis that acknowledges both impairment-related needs and environmental factors. This balance is important for teachers, who must respond to individual learning characteristics while simultaneously adjusting classroom environments and teaching approaches. The guide's classification system includes autism spectrum disorders, intellectual disability, motor disability, hearing impairment, visual impairment, and learning impairments, providing definitions, symptoms, strengths/capacities, and specific educational needs for each (pp. 25-30).

4.2 Social Representations of Disability

The guide gives considerable emphasis to social representations of disability, since these are among the main obstacles that can hinder successful implementation of inclusive education (p. 21). Drawing on Moscovici's theory of social representations, the guide depicts how communal knowledge shapes thinking, judgment, and interpretation of everyday reality, which in turn guides practices and actions toward persons with disabilities.

Historically, such representations have been shaped by mythical readings, associations with divine punishment or evil, and practices of segregating people who differ from the perceived norm. Contemporary expressions take the form of pity, disdain, or discomfort, drawing attention to impairment rather than capability. The guide stresses that realizing inclusive education remains fundamentally a matter of changing social representations (p. 23), which requires deliberate engagement through accurate information, positive contact, and inclusive practice itself.

5. TEACHER COMPETENCIES FOR INCLUSIVE CLASSROOMS

5.1 The Inclusive Teacher Profile

The guide provides a detailed teacher profile structured around four value-based factors. First, addressing the diversity of learners means treating heterogeneity as a normal resource that enriches the educational effort, not as a problem to be solved. Second, equal emphasis on academic, social, and emotional development, and high teacher expectations, are predictors of successful learning for all children. Third, collaboration means establishing effective partnerships with parents, families, and other educational professionals, recognizing that inclusive education requires team-based approaches. Fourth, continual professional growth requires reflective practice, rigorous evaluation of outcomes, and openness to innovation (Ministère de l'Éducation Nationale, 2019, pp. 36-37).

These elements translate into specific competencies such as diagnosis and needs analysis, adaptation and accommodation, individualized intervention, and interaction with educational teams. The guide emphasizes that the functions of the inclusive teacher are the same as those of any teacher, only informed by inclusive education philosophy and operational methods (p. 37). Inclusive teaching is thus framed as an enhancement of quality teaching rather than a deviation from it.

5.2 Participatory Work and Partnerships

Recognizing that the school alone cannot achieve the goals of inclusive education (p. 40), the guide elaborates a multi-stakeholder framework encompassing families, school administration, teaching staff, management councils, parent associations, public authorities, pedagogical supervisors, specialized center professionals, and civil society organizations working on disability.

The teacher's role in activating these partnerships includes: working with families who provide essential information for developing intervention strategies; encouraging peer-to-peer learning among students; collaborating with fellow teachers to share successful practices; participating actively in school council work; and cooperating with parent associations for resource mobilization and expertise development. The guide notes that the more a teacher invests in a participatory work culture, the easier it becomes to integrate and work effectively inside and outside the classroom (p. 41).

6. PEDAGOGICAL ORGANIZATION AND DIFFERENTIATION

6.1 The Inclusive Class Project

The guide introduces the "inclusive class project" as an intermediate structure linking individual pedagogical projects with the inclusive school project. Rather than a common curriculum for all learners, the inclusive class project combines group projects for learners with similar needs and capacities, which in turn combine individual pedagogical projects (Ministère de l'Éducation Nationale, 2019, p. 43). It is structured hierarchically but flexibly, so that individual differences and group learning experiences can be addressed systematically.

The process of creating the inclusive class project is sequential: diagnosing the specific needs of each learner; creating an educational map for each learner describing their general educational profile; planning basic and support learning based on identified needs; forming work groups based on convergence of specific needs; and synthesizing the group projects into the class project (p. 44).

6.2 The Individual Pedagogical Project

The individual pedagogical project is a fundamental component of inclusive education (p. 51): a contractual tool linking the learner, the teacher, and other stakeholders, with fundamental and support learning components that allow systematic treatment of various learning activities. The guide underlines that each child is a case in and of itself, with distinct qualities, so that no two children's projects look alike (p. 54).

The guide outlines four principles: individualization—the system responds to the learner's specific profile; functionalism—derived from medical diagnosis, identifying the nature and degree of disability; selectivity—selection of learning activities based on identified needs, motivation, and inclinations; and programming/organization—structured planning determining scheduling, management, implementation, and evaluation. The guide offers practical frameworks for developing, managing, and evaluating individual pedagogical projects across learning areas such as language, communication, mathematics, science, socialization, and awakening activities (pp. 54-56).

6.3 Differentiated Instruction and Classroom Organization

The guide translates differentiation into three levels: differentiation of teaching methods (a variety of working methods including group work, role play, case studies, and field investigations); differentiation of content (adapting activity content to fit each group); and differentiation of assessment methods (adapting evaluation techniques to activity type and learner level) (p. 47).

Attention is given systematically to three dimensions of classroom organization. The physical layout should provide accessible spaces free from noise, ample room for movement, adequate lighting, and suitable furniture placement. The pedagogical and technological organization involves arranging tables by work group, equipping pedagogical corners with resources, and ensuring proximity for learners with visual or hearing impairments. The organization of time is divided between execution of the class project (linked to the pedagogical planning of programmed subjects) and execution of the individual project (dependent on the project's particulars and content) (pp. 64-65).

7. SPECIAL PEDAGOGICAL PRACTICES BY DISABILITY TYPE

The guide provides disability-specific pedagogical approaches, enabling teachers to respond to distinct learning features while adhering to inclusive principles. Recommendations for learners with physical limitations include accessible settings, adequate furniture, customized didactic materials, and access to wall displays. For learners with visual impairments, practice involves familiarization with spatial orientation, consistent organization of the classroom, enlarged writing and Braille materials, and calling learners by name to enable identification of speakers (Ministère de l'Éducation Nationale, 2019, p. 78).

For learners with hearing impairment, the guide recommends placing learners near the teacher, reducing classroom noise, avoiding talking while writing on the board, using simple language and gestures, providing visual aids, and using hearing devices where accessible. For students with intellectual disabilities, techniques include eliminating attentional distractors, consistent functional tasks, plain language, concrete objects rather than solely written activities, task breakdown, and routine encouragement. For learning difficulties, the guide suggests responding to each case individually, avoiding uniform pacing, normalizing errors as correctable, and providing extra time to complete tasks (pp. 78-79).

8. REMEDIATION AND LEARNING DIFFICULTY MANAGEMENT

8.1 Types of Pedagogical Remediation

The guide identifies four types of pedagogical remediation. Potential Awakening Remediation aims to qualify latent capacities and ensure favorable start-up learning conditions. Immediate remediation, embedded in each student's pedagogical route, prevents accumulated barriers from becoming irremediable learning handicaps. Intensive remediation combines acquisition and integration, aimed at correcting misunderstandings and building cognitive competencies that allow the learner to move past surface correction. Cognitive remediation involves developing incomplete cognitive processes such as memory, attention, and social cognition (Ministère de l'Éducation Nationale, 2019, pp. 81-82).

The guide reminds readers that difficulty is inherent to learning and that any child may, for various reasons, find themselves in a learning-difficulty situation (p. 80), framing difficulty as a typical educational obstacle rather than a learner deficit. This perspective avoids stigmatization and redirects emphasis toward changing instruction rather than labeling learners.

8.2 Managing Learning Difficulties

The guide differentiates between learning difficulties (typically owing to circumstances at home, school, or with peer groups) and learning disorders (neurologically based, including dyslexia, dysorthographie, dysphasia, dyscalculia, and dyspraxia). Learning challenges include

regression in levels of acquisition, lack of motivation, disruptive behavior as self-assertion, psychological distress, and behavioral symptoms indicating discomfort (p. 84).

Causal factors include subjective factors (lack of confidence, inferiority complex, lack of motivation, physical illness) and objective factors such as family disruption, conflict, lack of cultural opportunities, and school factors such as teacher relationships, classroom climate, peer dynamics, and curriculum quality. Practical interventions include personalized behavioral description cards, reconceptualizing teacher-learner relationships, promoting learner confidence through participation in mastered activities, family interviews for joint action plans, addressing relational classroom dynamics, and seeking external expert consultation when necessary (p. 85).

9. EVALUATING INCLUSION IMPACT

The guide indicates that inclusive teachers should analyze the impact of inclusion both on learners and on their own professional practice. Learner-oriented assessment considers the content and work systems, satisfaction with them, their internal coherence, and convergence of activities within the cooperative spirit. Teacher-centered evaluation examines changes in attitude toward learners in specific situations, openness to other stakeholders, mastery of new pedagogical approaches and didactic tools, and satisfaction with overall results compared to diagnostic profiles at each stage of inclusion (Ministère de l'Éducation Nationale, 2019, pp. 86-87).

This dual approach acknowledges that inclusiveness affects not only learner outcomes but also professional identity and practice. The guide treats evaluation as a formative process rather than a final judgment, allowing for continuous change and improvement. According to the guide, evaluating the inclusive class project is a loop as important as its construction and management (p. 48), forming a coherent cycle that sustains the quality of inclusion.

10. DISCUSSION: STRENGTHS, CHALLENGES, AND IMPLICATIONS

10.1 Conceptual Strengths

The Moroccan teacher guide demonstrates several conceptual strengths relevant to inclusive education practice worldwide. First, its systematic framing of barriers across environmental, attitudinal, and institutional domains equips teachers with analytical tools that locate exclusion beyond individual-deficit models. This aligns with current inclusive education research emphasizing systemic change over remediation of the learner (Booth & Ainscow, 2002).

Second, the guide's integration of disability-specific pedagogical practice within the broader framework of differentiated instruction is balanced, addressing impairment-related needs while maintaining commitment to a coherent classroom system. Rather than isolating learners with disabilities through separate curricula, the guide allows teachers to adjust procedures, materials, and assessment while keeping a shared learning experience. This approach reflects the UNESCO (2017) principle that inclusive education requires adapting education, not the learner (p. 20).

Third, the guide's participatory, multi-stakeholder focus reflects the reality that teacher-only intervention is insufficient. The guide offers practical guidance for mobilizing resources and expertise by mapping key partners across family, school, and community domains—especially valuable where dedicated specialist support is scarce.

10.2 Implementation Challenges

Several challenges warrant recognition. First, the guide's approach assumes manageable class sizes that make individualization and differentiation feasible, rather than the overcrowded classrooms common across much of the Global South. Ideal class sizes (approximately 10 learners per inclusive classroom) are noted in the guide but remain aspirational in under-resourced school systems.

Second, the guide's reliance on medical diagnosis to construct individual pedagogical projects presumes access to diagnostic services that remain unavailable in many rural and under-served regions. Absent effective coordination between the medical and educational sectors, teachers may lack the impairment-specific information the guide recommends for designing functional projects.

Third, transforming social representations of disability, which the guide rightly identifies as essential, demands sustained action beyond what individual teachers can achieve. Teachers can model inclusive attitudes and practices, but systemic change requires coordinated policy, media, and community engagement to shift deeply rooted cultural beliefs (Diop, 2012).

10.3 Implications for Policy and Practice

The Moroccan guide offers several implications for inclusive education policy and practice globally. First, teacher development should extend beyond pedagogical strategy to address belief systems and representations of disability and difference. Training should not be limited to initial preparation but should be ongoing and embedded within schools, supporting reflective practice and collaborative problem-solving (Agence européenne pour le développement de l'éducation pour les besoins éducatifs particuliers, 2012).

Second, vertical coherence is needed between national policy frameworks, regional coordination, and school-level practice. While the guide's grounding in the national Reference Framework of Curricular Engineering provides a coherent starting point, sustained monitoring, resource allocation, and accountability mechanisms remain necessary for implementation.

Third, inclusive education should be understood as school improvement rather than merely special-education reform. The guide's framing of inclusive teaching as high-quality teaching, rather than specialization, implies that investment in inclusive capacity benefits all learners, not only those with disabilities. The concept of universal design strengthens the case for positioning inclusive education within the broader agenda of educational quality.

11. CONCLUSION

The teacher guide for inclusive education in Morocco represents a comprehensive policy tool for translating international principles of inclusive education into specific pedagogical practice. Its systematic treatment of barriers, disability characteristics, teacher competencies, differentiated instruction, individual planning, and collaborative relationships offers teachers practical guidance while acknowledging the complexities of

implementation. The guide's conceptual grounding in legal rights, social justice, socio-constructivist theories of learning, and differentiated instruction aligns with international best practice while remaining responsive to Morocco's specific policy environment and challenges. Future studies should examine the fidelity of the guide's implementation, learner achievement in inclusive classrooms, the effectiveness of teacher professional development, and the longitudinal effects of inclusive practice on social representations of disability. Comparative frameworks across the MENA region would help clarify the contextual factors shaping inclusive education outcomes. A study of how teachers manage the tension between individual projects and whole-class instruction in overcrowded classrooms would also usefully inform future revisions of the guide. Comparable regional efforts lend preliminary support to this direction. In the United Arab Emirates, index-for-inclusion school reviews found that teacher readiness, rather than policy design, was the binding constraint on inclusive implementation (Alborno & Gaad, 2014), a pattern the Moroccan guide's own emphasis on continuous, embedded professional development seems designed to anticipate. In Lebanon, survey evidence found that teachers' and headteachers' attitudes toward inclusion varied more with perceived classroom manageability than with formal training received (Khochen & Radford, 2012), which speaks directly to the tension, noted above, between this guide's differentiated-instruction model and the overcrowded classrooms typical of Global South school systems. Read together, these cases suggest that the Moroccan guide's comparative advantage in the region may lie in how explicitly it operationalizes teacher competence into everyday classroom procedures (Sections 5-7), even where, as elsewhere in the region, resourcing and class size remain the more binding constraints on what any guide can achieve in practice. The final measure of the guide's success lies not in its conceptual soundness but in its capacity to help teachers ensure that every child, vulnerable or not, grows and develops within a stimulating learning environment (Ministère de l'Éducation Nationale, 2019, p. 14). This is the long-run promise, and the long-run challenge, of inclusive education, understood as a relationship rather than a technical transaction.

Competing Interests and Funding

The authors declare no competing interests. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Dedication

Dedicated with profound respect to Professor Isam Mrah, Professor Khadija Anasse, and Professor Clara Keating whose scholarship and enduring commitment to education, equity, and intellectual inquiry continue to inspire generations of researchers.

REFERENCES

- 1) Agence européenne pour le développement de l'éducation pour les besoins éducatifs particuliers. (2012). La formation des enseignants pour l'éducation inclusive : Profil des enseignants inclusifs. Agence européenne pour le développement de l'éducation pour les besoins éducatifs particuliers.
- 2) Alborno, N. E., & Gaad, E. (2014). Index for inclusion: A framework for school review in the United Arab Emirates. *British Journal of Special Education*, 41(3), 231-248.
- 3) Booth, T., & Ainscow, M. (2002). Guide de l'éducation inclusive : Développer les apprentissages et la participation dans l'école. Centre pour l'Étude de l'Éducation Inclusive.
- 4) Boukhari, O., & Lahmiyed, Y. (2026-a). From Policy to Practice: Transformative Leadership for Inclusive Education of Children with Disabilities in Moroccan Schools. *Journal of Social Science and Human Research Studies*, 2(08), 1494-1498. <https://doi.org/10.65150/EP-jsshrs/V2E8/2026-12>.
- 5) Boukhari, O., & Lahmiyed, Y. (2026-b). The Legal and Legislative Frameworks for Persons with Disabilities in Morocco: A Critical Analysis of International Commitments and National Implementation. *Journal of Social Science and Human Research Studies*, 2(08), 1517-1521. <https://doi.org/10.65150/EP-jsshrs/V2E8/2026-15>.
- 6) Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- 7) Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- 8) Diop, I. (2012). Handicap et représentations sociales en Afrique occidentale. *Le Français aujourd'hui*, 177(2), 19-27.
- 9) Handicap International, & Ministère de l'Éducation Nationale et de l'Alphabétisation (Burkina Faso). (2012). Manuel de formation des enseignants en éducation inclusive. Handicap International.
- 10) Khochen, M., & Radford, J. (2012). Attitudes of teachers and headteachers towards inclusion in Lebanon. *International Journal of Inclusive Education*, 16(2), 139-153.
- 11) Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique, Direction des Curricula. (2017). Al-Handasa Al-Manhajiya Li-Fa'idat Al-Atfal Fi Wad'iyat l'aqa: Al-Itar Al-Marja'i [Curricular engineering for children with disabilities: A reference framework]. Rabat, Morocco.
- 12) Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique, Direction des Curricula. (2019). L'éducation inclusive au profit des enfants en situation de handicap : Guide pour les enseignants. Royaume du Maroc.
- 13) Organisation des Nations Unies. (2006). Convention relative aux droits des personnes handicapées. Nations Unies.
- 14) UNESCO. (2017). Un guide pour assurer l'inclusion et l'équité dans l'éducation. UNESCO.