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Issue 12 of *Revue ITEC*, entitled “*Inclusive Education and Innovative Technologies*,” brings together a collection of scholarly contributions that explore emerging approaches, policies, practices, and innovative technologies that contribute to creating more inclusive, accessible, and learner-centred educational environments. At a time when educational systems are undergoing profound transformations, the intersection between inclusion and technological innovation has become increasingly significant.

Inclusive education extends beyond ensuring access to learning; it encompasses the creation of equitable educational environments that recognise learner diversity, reduce barriers to participation, and respond to different needs, abilities, and backgrounds. At the same time, the rapid development of digital and emerging technologies is creating new possibilities for enhancing teaching and learning, expanding access to educational resources, and responding to diverse learner needs.

The contributions in this issue address a range of topics, including inclusive education, special needs education, innovative pedagogies, teacher education and professional development, as well as the role of emerging technologies in expanding learning opportunities and addressing the diverse needs of learners. Collectively, the articles underscore the importance of combining pedagogical innovation with inclusive practices to promote equity, active participation, learner empowerment, and lifelong learning.

By bringing together perspectives from different disciplines and educational contexts, **Issue 12** seeks to contribute to current discussions on how innovation and technology can be harnessed to address contemporary educational challenges and foster more inclusive and learner-centred educational environments.

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Mapping Conceptualizations of Inclusive Education in Moroccan Academic Research (2020–2025): A Systematic Review

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Abstract

Inclusive education is now a stated priority in Moroccan policy, most notably through the Loi-cadre 51.17 (2019), which commits the national education system to equity and inclusion. Less clear is how Moroccan researchers themselves define and study inclusion. This paper reviews 36 Moroccan peer-reviewed articles on inclusive education published between 2020 and 2025, drawn from a trilingual search (Arabic, French, and English) of Google Scholar and coded using Thomas and Harden's (2008) thematic synthesis method. Articles were classified against two models from the literature: a medical/deficit model, which treats inclusion as integrating diagnosed individuals into mainstream settings, and a social/rights-based model, which treats inclusion as removing systemic barriers for all learners. 39% of the corpus follows a medical/deficit framing, 25% a social/rights-based framing, and 33% mix the two, citing rights-based policy language while studying only narrowly defined disability populations. About three-quarters of the articles focus on students with diagnosed disabilities; linguistic minorities, gender, and poverty are barely studied. The results point to a gap between the language of national policy and what researchers actually study, and suggest that widening the populations studied may do more to shift the field than further theoretical argument.

Keywords: inclusive education, Morocco, systematic review, conceptualization, thematic synthesis, medical model, social model

1. Introduction

Inclusive education has been a defining concern of global education policy for more than three decades. The 1994 UNESCO Salamanca Statement, widely regarded as the movement's foundational document, marked a shift in how governments, international organizations, and researchers understood inclusion: not merely as a matter of placement or access, but as a commitment to transforming educational systems to meet the needs of all learners (UNESCO, 1994). This commitment has been reaffirmed in successive international frameworks, including the UN Convention on the Rights of Persons with Disabilities (United Nations, 2006) and Sustainable Development Goal 4 of the 2030 Agenda for Sustainable Development, which calls for inclusive and equitable quality education for all (United Nations, 2015).

Morocco has progressively aligned its national education reform agenda with these global commitments. The most significant legislative expression of this alignment is the Loi-cadre 51.17 (2019), a comprehensive framework law for educational reform that explicitly foregrounds equity and inclusion as guiding principles for the Moroccan education system. This legislation, together with earlier policy documents such as the National Charter for Education

and Training (1999) and the Emergency Program (2009–2012), signals a sustained, if uneven, institutional engagement with the idea of inclusive education at the national level.

Yet the relationship between policy commitments and research cultures is rarely straightforward. International frameworks and national legislation establish normative goals, but they do not automatically generate coherent research agendas or shared conceptual frameworks. How local academic communities conceptualize inclusion, including what they mean by it, who they imagine it applies to, and what theoretical traditions they draw on, shapes what gets studied, what gets funded, and ultimately what gets implemented (Ainscow, 2005; Slee, 2011). Understanding how Moroccan researchers have engaged with the concept of inclusive education in recent years is therefore not merely an academic exercise; it is a way of mapping the intellectual foundations on which future policy and practice will be built.

Despite the growing body of Moroccan research on inclusive education, no systematic effort has been made to map how the concept itself is understood across this literature. This gap is significant. Conceptual fragmentation, in which different researchers use the same term to mean different things, center different populations, or draw on incompatible theoretical frameworks, can impede cumulative knowledge-building and make it difficult to translate research into coherent policy recommendations. This paper addresses this gap by conducting a systematic review of Moroccan peer-reviewed research on inclusive education published between 2020 and 2025.

1.1. Background of the Study

Morocco's engagement with inclusive education must be understood against the backdrop of its broader educational reform trajectory. The national education system has undergone significant structural transformations since independence, with successive reform cycles reflecting shifting priorities around access, quality, equity, and governance. The inclusive education agenda intersects with longstanding challenges in the Moroccan context, including high dropout rates, regional disparities in educational access, linguistic diversity (with Arabic, Amazigh, and French all playing roles in educational provision), and the persistent underrepresentation of students with disabilities in mainstream schooling.

Internationally, the literature on inclusive education has itself undergone significant conceptual evolution. Early framings focused narrowly on the integration of students with diagnosed disabilities into mainstream classrooms (the so-called medical or deficit model). More recent frameworks, associated with the social or rights-based model, reconceptualize inclusion as a systemic process of removing barriers to participation and learning for all students, regardless of disability, language, socioeconomic background, or other dimensions of difference (Ainscow, 2005; UNESCO, 2005). This conceptual shift has important implications for how research questions are framed, what populations are studied, and what kinds of interventions are considered.

1.2. Problem Statement

While there is a growing body of Moroccan academic research engaging with inclusive education as a theme, there is no existing systematic mapping of how the concept is defined and operationalized across this literature. This creates a fundamental problem for knowledge synthesis: without understanding how researchers are using the term, it is impossible to assess what the literature collectively knows, what it has overlooked, and where its conceptual limits

lie. The problem is compounded by the trilingual character of Moroccan academic production, which means that relevant research is distributed across Arabic, French, and English language journals and proceedings that rarely cite one another.

1.3. Purpose, Significance, and Scope of the Study

The purpose of this study is to produce a conceptual map of how inclusive education is understood in recent Moroccan academic research. The significance of this mapping exercise lies in its potential to serve as a foundation for more cumulative and theoretically coherent research in the field. By identifying dominant conceptual orientations, the populations they center, and the theoretical frameworks they draw on, this review can inform future research agendas, help identify underexplored areas, and support evidence-based policy formulation. The scope of the study is limited to peer-reviewed journal articles and conference proceedings focused primarily on the Moroccan educational context and published between January 2020 and December 2025.

1.4. Research Questions

This paper is guided by two interconnected research questions:

1. How is "inclusive education" conceptualized and defined in Moroccan peer-reviewed academic research published between 2020 and 2025?
2. Which populations are centered in those conceptualizations, and which appear to be absent or underrepresented?

These questions are treated as genuinely open. The paper does not presuppose that definitions are narrow, fragmented, or population-specific; these are empirical questions to be answered by the review itself.

2. Literature Review and Theoretical Framework

This review draws on two bodies of literature that together provide both the substantive and methodological framework for the study: the international debate on models of inclusive education, and the methodological literature on systematic reviews with thematic synthesis.

2.1. Models of Inclusive Education

The distinction between the medical/deficit model and the social/rights-based model of inclusion is well-established in the international literature and serves as the primary analytical lens for this review. The medical or deficit model, historically dominant in special education, locates the 'problem' in the individual student, typically in the form of a diagnosed disability or impairment, and frames inclusion as the process of integrating these students into mainstream settings with appropriate accommodations or support (Ainscow, 2005). This model has been influential in shaping policy and practice in many contexts, including Morocco, where inclusive education has often been operationalized primarily as the integration of students with disabilities.

The social or rights-based model, by contrast, locates barriers to inclusion in systems, structures, and attitudes rather than in individuals, and frames inclusion as the transformation of educational environments to accommodate the full diversity of learners (UNESCO, 2005; Slee, 2011). This model has been progressively incorporated into international policy

frameworks, including the CRPD and SDG4, and has informed a broader reconceptualization of inclusion that extends beyond disability to encompass gender, language, socioeconomic status, ethnicity, and other dimensions of difference. The tension between these two models is not merely academic; it has direct implications for who is considered to be the target population of inclusive education, what kinds of research questions are considered relevant, and what kinds of policy interventions are recommended.

2.2. Thematic Synthesis as a Methodology for Conceptual Mapping

Systematic reviews have become increasingly important tools for synthesizing research evidence in education and the social sciences. However, conventional systematic review methodologies, particularly those developed in medical and clinical contexts, are primarily designed for aggregating quantitative data on intervention effectiveness (Gough et al., 2017). They are less well-suited to reviewing research that is primarily qualitative, conceptual, or interpretive in character, as is much of the Moroccan inclusive education literature.

Thematic synthesis, as developed by Thomas and Harden (2008), offers a more appropriate methodological framework for this study. Designed specifically for systematic reviews of qualitative research, thematic synthesis treats the reviewed texts not as data sources for measuring outcomes but as texts that encode conceptual choices. The method involves three phases: line-by-line coding of the findings of primary studies, the development of descriptive themes, and the generation of analytical themes that go beyond the content of the original studies to address the review's questions. This approach is well-suited to the goals of this paper, which aims to interpret and map meaning rather than aggregate quantitative results.

2. Method

This paper employs a Systematic Literature Review with Thematic Synthesis (Thomas & Harden, 2008) as its primary methodological approach. This method was selected because it allows for the rigorous and transparent retrieval of a defined corpus of literature while also providing a framework for interpretive analysis of how concepts are used and defined across that corpus.

3.1. Data Sources and Search Strategy

The primary data source is Google Scholar, which was selected for its broad coverage of international, regional, and national journals, including many Arabic- and French-language publications that are not indexed in more specialized databases such as Scopus or Web of Science. Given the trilingual character of Moroccan academic production, the search was conducted in three languages using the following key search strings:

English: "inclusive education" Morocco

French: "éducation inclusive" Maroc

Arabic: "التعليم الدامج" المغرب / "التعليم الشامل" المغرب

3.2. Inclusion and Exclusion Criteria

Articles were included in the review if they met all of the following criteria:

- Published in a peer-reviewed journal or conference proceedings between January 2020 and December 2025

- The primary focus is the Moroccan educational context
- The article explicitly engages with inclusive education as a concept or practice

Articles were excluded if they met any of the following criteria:

- Theses, dissertations, reports, or opinion pieces
- Studies that mention Morocco only peripherally
- Articles where inclusion is incidental rather than central to the research
- Duplicate publications

3.3. Data Collection Procedures

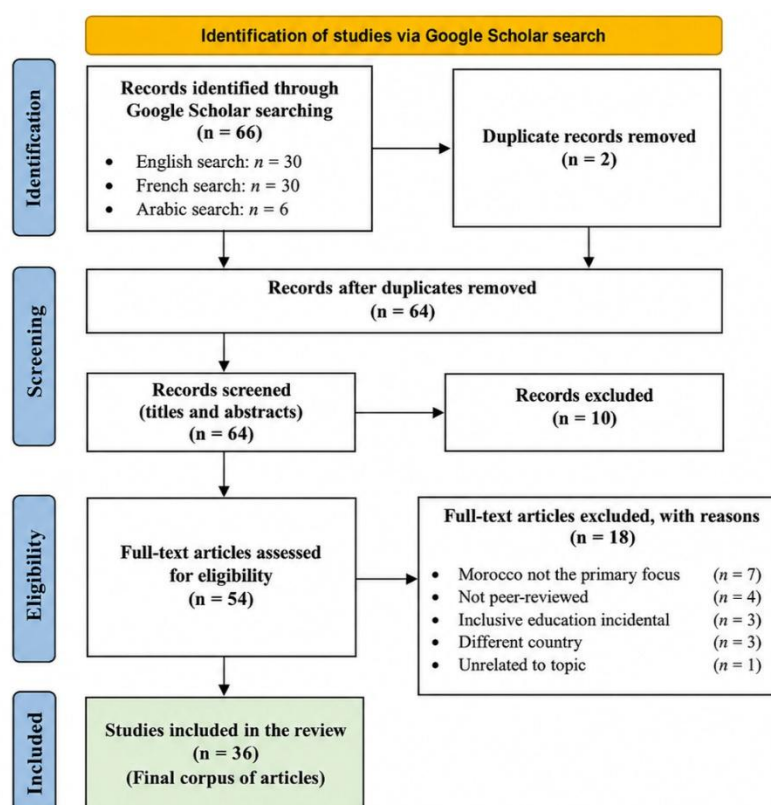
The search was conducted systematically using the key search strings specified above. All results from the first ten pages of Google Scholar results for each search string were screened. Titles and abstracts were assessed against the inclusion and exclusion criteria, and full texts were retrieved for all potentially eligible articles. A second screening of full texts was conducted to confirm eligibility. The study-selection process was reported in accordance with the PRISMA 2020 statement (Page et al., 2021). The stages of identification, screening, eligibility assessment, and inclusion are summarized in Figure 1.

3.4. Data Analysis

Each retained article was analyzed using a structured coding grid capturing: (1) how inclusion is explicitly or implicitly defined; (2) the theoretical framework cited or implied; (3) the population(s) studied; (4) whether the definition aligns with a medical/deficit or social/rights-based model of inclusion; and (5) ambiguities or tensions in how the concept is used. Thematic synthesis was then applied across the corpus to identify patterns, convergences, and divergences in how inclusion is conceptualized. Findings are reported descriptively and interpretively rather than as predetermined categories, in keeping with the thematic synthesis approach.

Figure1

PRISMA 2020 flow diagram of the literature identification and selection process (2020-2025)



Note. The diagram follows the PRISMA 2020 reporting guidelines (Page et al., 2021)

4. Results

The systematic search across the three language strings returned 66 records (30 English, 30 French, and 6 Arabic) prior to deduplication. After removing two duplicate records that appeared across the English and French searches, 64 unique records were screened against the inclusion and exclusion criteria at the title and abstract level. Ten records were excluded at this stage. The remaining 54 records were assessed at the full-text level, of which a further 18 were excluded, primarily because Morocco was not the primary research focus ($n = 7$), the source was not peer-reviewed ($n = 4$), inclusive education was incidental rather than central to the study ($n = 3$), the geographic context was a different country entirely ($n = 3$), or the article was unrelated to the topic despite matching the search terms ($n = 1$). This process yielded a final corpus of 36 articles: 20 in English, 13 in French, and 3 in Arabic.

4.1. Conceptualizations of Inclusive Education

Coding each of the 36 retained articles against the medical/deficit and social/rights-based models produced the following distribution: 14 articles (39%) reflect a predominantly medical/deficit framing, 9 articles (25%) reflect a predominantly social/rights-based framing, and 12 articles (33%) display a hybrid orientation, drawing on elements of both models without fully committing to either. One article (3%) could not be confidently classified pending further analysis.

The medical/deficit cluster is characterized by a consistent pattern: inclusive education is operationalized as the integration of students with a diagnosed condition, such as disability, dyslexia, autism, or Down syndrome, into mainstream classroom settings, with the locus of intervention placed on the student or the immediate pedagogical response to that student's needs. Articles in this cluster (e.g., Er-rida et al., 2024, 2025; Wahbi & Ibn El Farouk, 2023, 2025) tend not to engage critically with systemic or structural barriers, and the term "inclusion" is frequently used interchangeably with "integration" or "mainstreaming."

The social/rights-based cluster, while smaller, is theoretically more explicit. Articles in this group (e.g., Atmani, 2024; Boustar, 2025; Garohe & Zammar, 2024) tend to reference frameworks such as Universal Design for Learning, social justice, or constitutional and international rights instruments, and they extend the scope of inclusion beyond disability to encompass rural status, socioeconomic disadvantage, and broader diversity. Notably, several of the higher education-focused articles (e.g., Aabi & Bracken, 2023) explicitly narrate a historical shift in their own field from integration-based to UDL-based framings, suggesting an emerging, if still partial, conceptual evolution within Moroccan inclusion research.

The hybrid cluster, the largest single category at 33%, is theoretically the most revealing. These articles typically open with a rights-based definition drawn from international or national policy instruments (most commonly the Loi-cadre 51.17 or UNESCO documents) but then proceed to study an exclusively disability-defined population using deficit-oriented language. This pattern, a rights-based definitional frame applied to a deficit-oriented empirical focus, appears to be the modal pattern of conceptual practice in the corpus, even though it does not correspond to either "pure" model as originally defined in the theoretical framework.

4.2. Population Priorities

Analysis of the populations centered in the 36 retained articles confirms a strong concentration on students with diagnosed disabilities. Combining categories, approximately 75% of the corpus focuses on students with physical, sensory, intellectual, or developmental disabilities (including dyslexia, autism, Down syndrome, and deafness), compared to only four articles (11%) that center a general, non-disability-defined student population, and two articles (6%) that center geographically or socioeconomically defined exclusion (rural and nomadic students).

This concentration is not evenly distributed across sub-populations. Generic or unspecified disability status is the largest single population category (19% of the corpus), followed by learning difficulties such as dyslexia (14%), and autism or Down syndrome specifically (11%). Four articles (11%) center teachers themselves as the unit of analysis, examining attitudes, practices, or training needs rather than student populations directly. Notably absent from the corpus, or represented by at most a single article, are populations frequently foregrounded in the international inclusive education literature: linguistic minorities (including Amazigh-speaking students), students affected by poverty, and students excluded on the basis of gender.

Cross-referencing the population and model codings reveals a clear association: articles centering disability populations are disproportionately likely to adopt medical/deficit or hybrid framings, while the small number of articles centering non-disability populations (rural, nomadic, or general student bodies) are disproportionately likely to adopt social/rights-based framings. This association suggests that, in the current Moroccan literature, the choice of

population studied and the conceptual model adopted are not independent; broadening who is studied appears to be closely linked to broadening how inclusion itself is understood.

5. Discussion

The findings of this systematic review point to a significant, and previously undocumented, conceptual gap between the inclusive education discourse encoded in international frameworks and Moroccan national legislation, on the one hand, and the conceptual frameworks that dominate local academic research, on the other. With only 25% of the corpus reflecting a clearly social/rights-based framing, the shift toward this model, central to international policy discourse since at least the early 2000s, has not yet been fully absorbed into the Moroccan research culture.

The most theoretically significant finding, however, is not the 39% medical/deficit share itself, but the 33% hybrid category. These articles typically cite rights-based definitions, often quoting the Loi-cadre 51.17 or UNESCO instruments directly, while empirically studying only a narrowly defined disability population using deficit-oriented analytical language. This pattern suggests that the gap identified in this review is not simply a matter of researchers being unaware of the social/rights-based model; rather, it indicates a decoupling between the conceptual vocabulary researchers cite and the empirical commitments their studies actually make. Policy language appears to function, in a substantial share of the corpus, as a rhetorical framing device rather than as a methodology-shaping commitment.

This finding has several important implications. First, it suggests that closing the gap between Loi-cadre 51.17 and Moroccan inclusion research will require more than exposure to rights-based vocabulary, since that vocabulary is already present in a third of the corpus without corresponding to a change in empirical practice. Second, the strong association observed between population choice and conceptual model, where articles studying disability populations skew medical/deficit or hybrid while the small number of articles studying non-disability populations skew social/rights-based, suggests that broadening the populations considered in Moroccan inclusion research may be a more effective lever for conceptual change than direct theoretical argument alone.

The near-total absence of research centering linguistic minorities, gender-based exclusion, or poverty-related exclusion is also striking given Morocco's linguistic diversity and the well-documented role of socioeconomic status in educational outcomes nationally. This gap suggests that significant dimensions of educational exclusion in Morocco are not currently being addressed by the inclusive education research literature, regardless of which conceptual model individual researchers adopt.

At the same time, the presence of a clear, if still minority, cluster of social/rights-based articles, particularly in higher education research, where Universal Design for Learning has gained some traction, suggests that the field is not static. Articles such as Aabi and Bracken (2023) explicitly narrate a historical shift within their own subfield from integration-based to UDL-based framings, which may signal a leading edge that has not yet diffused to other areas of the literature, particularly primary and secondary education research.

The definitional ambiguity observed in a significant portion of the corpus is also worth noting. When researchers use the same term to mean different things, comparative synthesis becomes difficult and the cumulative development of knowledge is impeded. This finding points to the

value of the kind of conceptual mapping exercise undertaken in this paper, which can help surface these ambiguities and create the conditions for more productive dialogue across the literature.

6. Implications, Recommendations and Conclusions

This paper set out to map how inclusive education is conceptualized in recent Moroccan peer-reviewed academic research, using thematic synthesis to analyze a trilingual corpus of articles published between 2020 and 2025. The review found that the dominant conceptual orientation in this literature remains aligned with the medical/deficit model of inclusion, with a strong focus on students with disabilities as the primary target population. A growing subset of articles adopts social/rights-based framings, but this remains a minority tendency. Definitional ambiguity is widespread, and non-disability populations are significantly underrepresented.

These findings have several implications for researchers, policymakers, and educational practitioners in Morocco. For researchers, they point to the need for more explicit engagement with the theoretical frameworks that underpin inclusive education research, and for a deliberate broadening of the populations considered in inclusive education studies. For policymakers, they suggest that implementation of the inclusion commitments encoded in the Loi-cadre 51.17 will require not only administrative and financial measures but also active efforts to develop a research culture that can support and critically evaluate those commitments. For practitioners, they highlight the importance of professional development that goes beyond disability-focused framings of inclusion to engage with the full range of barriers to learning and participation that students in Moroccan schools face.

By producing a conceptual map of the field, this paper aims to contribute a foundation for more theoretically informed, empirically rigorous, and policy-relevant research on inclusive education in Morocco. The map it provides is necessarily partial and provisional; it reflects the literature as it stands at a particular moment, and the field will continue to evolve. But it represents a necessary starting point for any effort to understand, critique, and ultimately advance inclusive education research and practice in the Moroccan context.

7. Limitations & Directions for Future Research

Several limitations of this review should be acknowledged. First, the 2020–2025 window coincides with the COVID-19 pandemic, which significantly disrupted research priorities globally and in Morocco. Articles from 2020–2021 may reflect pandemic-specific concerns that do not represent the field's typical orientation, and this has been noted where relevant in the analysis. Second, the reliance on Google Scholar as the primary database, while justified by its broad coverage of Arabic- and French-language publications, means that some relevant articles in more specialized databases may not have been captured. Third, the thematic synthesis methodology, while appropriate for the interpretive goals of this review, involves inherently subjective coding decisions. Efforts were made to ensure transparency and consistency in the coding process, but the possibility of interpretive bias cannot be entirely eliminated.

Future research should build on this review in several directions. Longitudinal studies tracking conceptual evolution in Moroccan inclusive education research over a longer time period would help situate the findings of this review in a broader historical context. Studies that examine the relationship between conceptual frameworks in the research literature and implementation practices in schools would help bridge the gap between research and practice. And

interdisciplinary studies that bring together educational researchers, sociologists, and disability studies scholars would enrich the theoretical resources available to the field.

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Appendix A

Corpus of Included Studies

The following 36 articles constitute the corpus analyzed in this systematic review. Articles are organized by search language. Full coding details are available from the corresponding author upon request.

#	Authors & Year	Title	Lang.	DOI / Link
<i>English-Language Articles (n = 20)</i>				
E01	Ibourk & Raoui (2024)	Inclusive education and school dropout of special needs students in Morocco: A spatial analysis	English	https://doi.org/10.1002/rev3.3453
E02	Kadiri (2022)	Morocco's inclusive education program through the lens of ethnography	English	https://doi.org/10.32996/ijlilt.2022.5.6.12
E03	Achamrah (2022)	Examining inclusive pedagogy and practice: Moroccan primary teachers' attitudes and practices in Moroccan primary schools	English	https://doi.org/10.30574/wjarr.2022.14.2.0135
E04	Fouad, Ben Mhamed & Hiba (2025)	Teachers' views on curriculum, inclusion, and critical pedagogy in Moroccan secondary schools	English	https://doi.org/10.32996/jeltal.2025.7.3.29
E05	Mhamdi (2025)	Towards inclusive learning spaces: Unravelling teacher-student dynamics in Moroccan high schools	English	https://doi.org/10.34874/PRSM.ijududl-vol1iss1.4978
E06	Er-rida et al. (2024)	Inclusive education: Exploring parental aspirations for children with Down syndrome in regular schools	English	https://doi.org/10.2174/0118743501311174240906104333
E07	Garohe & Zammar (2024)	Inclusive education in Moroccan universities: Analyzing the experiences of rural students	English	https://doi.org/10.18848/2327-0020/CGP/v24i02/127-152
E08	Kharchouf, Chaaibat & Seddik (2025)	Mind maps as a lever for inclusive education: Challenges, perspectives, and strategies for initial teacher training in Morocco	English	https://tpmap.org/submission/index.php/tpm/article/view/3506
E09	Ben Ali & Mtalsi (2025)	Inclusive education in practice: Struggles and realities for differently-abled students at Moulay Ismail University	English	https://revues.imist.ma/index.php/JALCS/article/view/37821
E10	Arssi (2024)	Towards the inclusion of children with disabilities in Morocco	English	https://doi.org/10.54489/ijtjm.v2i1.301
E11	Ouakka & El Alaoui (2023)	Constraints of school inclusion of dyslexic Moroccan children in ordinary classes	English	https://doi.org/10.1051/e3sconf/202341201045

#	Authors & Year	Title	Lang.	DOI / Link
E12	Boustar (2025)	Mapping diversity and inclusivity in Moroccan teacher education: Challenges and prospects	English	https://doi.org/10.11648/j.ijvetr.20251101.11
E13	Er-rida et al. (2025)	Challenges faced by parents of children with Down syndrome in mainstream schools: Exploring inclusive education	English	https://doi.org/10.2174/01187435013601902501011
E14	Amzazi, Khadraoui & El Hatimy (2025)	Best practices for educating persons with disabilities in Morocco: Sign language and educational approaches for the schooling of deaf children	English	https://doi.org/10.5281/ingnieriepdagogique.v1i1.4171
E15	Ouboumer rad (2024)	Navigating disability in Moroccan higher education: Challenges, practices, and pathways to inclusion	English	https://doi.org/10.4018/979-8-3693-4175-9.ch002
E16	Aabi & Bracken (2023)	Drawing from the global to act local: How Universal Design for Learning lends itself to facilitating inclusion in Moroccan higher education	English	https://doi.org/10.4324/9781003253631-17
E17	Boualili & El Bakkali (2025)	Breaking barriers: Gender, experience, and technology in implementing Universal Design for Learning in Moroccan EFL classrooms	English	https://doi.org/10.24093/awej/vol16no1.20
E18	Abakarim & Yaakoubi (2025)	The role of digital resources in ensuring the continuity of learning for students with disabilities in Moroccan primary schools	English	https://doi.org/10.71895/PRSM/revue-rise.n5.87
E19	Naciri, Farahi & Ourdi (2025)	Administrative and educational facilitators and barriers in RRRS in Moroccan inclusive schools	English	https://revues.imist.ma/index.php/RMERE/article/view/59173
E20	Mustapha (2022)	Inclusive online education in Morocco: The case of reflective classroom blogs	English	https://scholar.google.com/scholar?q=Mustapha+inclusive+online+Morocco+2022
French-Language Articles (n = 13)				
F01	Nsabimana & Nait Belaid (2024)	Politique de l'éducation inclusive au Burundi et au Maroc: analyse comparative	French	https://doi.org/10.55595/lakisa.v4i8.212
F02	Ouakka & El Alaoui (2023)	Vers un nouveau système éducatif marocain inclusif réglementaire et citoyen	French	https://doi.org/10.1051/shsconf/202317501032
F03	Atmani (2024)	La conception universelle de l'apprentissage: Pour un enseignement primaire plus inclusif au Maroc	French	https://doi.org/10.7202/1114695ar
F04	Ghellach & Afnakar (2025)	L'inclusion scolaire de la génération Alpha: cas d'une école des nomades au Maroc	French	https://doi.org/10.34874/PRSM.dida-reflexia-vol1iss3.7328

#	Authors & Year	Title	Lang.	DOI / Link
F05	Hamdani & Kaaouachi (2025)	La qualité de l'enseignement supérieur inclusif au Maroc à l'ère de la digitalisation	French	https://doi.org/10.34874/PRSM.remadip-vol5iss1.41348
F06	Wahbi & Ibn El Farouk (2024)	L'inclusion scolaire des enfants avec des troubles d'apprentissage au Maroc	French	https://revues.imist.ma/index.php/archetype/article/view/53898
F07	Bourassi, Najib & Badidi (2025)	L'accès à une éducation inclusive contextualisée favorise l'éducation à l'environnement	French	https://doi.org/10.34874/PRSM.korasat-n18.3043
F08	Hachad (2025)	L'intelligence artificielle comme levier d'inclusion: transformer l'apprentissage des langues pour les étudiants en situation de handicap	French	https://doi.org/10.34874/IMIST.PRSM/larslame-i13.65890
F09	Ouazza (2023)	Education inclusive et éveil aux langues: deux entrées pour l'inclusion d'élèves avec surdité en classes inclusives	French	https://revues.imist.ma/index.php/SSDL/article/view/42081
F10	Wahbi & Ibn El Farouk (2023)	Regards sur la situation des enfants en situation de handicap au Maroc: cas de la dyslexie de développement	French	https://doi.org/10.34874/PRSM.shs-arm-vol2iss2.39350
F11	El Khayari, Moundib & Zouitni (2025)	Politiques inclusives et réalités vécues: une analyse sociologique de l'expérience des étudiants aveugles	French	https://doi.org/10.5281/zenodo.16418768
F12	Aimade (2022)	La pédagogie intégrative ou inclusive: Solution efficace ou chimère?	French	https://www.revue-akofena.com/wp-content/uploads/2022/01/28-T05-42-Nadia-AIMADE-pp.311-322.pdf
F13	Bens Laila & Ahmed (2022)	Approche de la justice éducative des enfants autistes en milieu scolaire marocain	French	https://isatt2022.sciencesconf.org/data/pages/ISATT_2022_Livret_des_resumes.pdf
Arabic-Language Articles (n = 3)				
A01	Lakhzaz (2024a)	الممارسة المهنية للمدرس في ارتباطها بالتربية الدامجة [Teacher professional practice and its relation to inclusive education]	Arabic	https://doi.org/10.34874/atae.vi5.2035
A02	Zayan & Doudi (2025)	المخيم التربوي الدامج بالمغرب بين الواقع ومداخل التطوير [The inclusive educational camp in Morocco: Between reality and development]	Arabic	https://doi.org/10.34874/PRSM.korasat-n18.3265
A03	Lakhzaz (2024b)	التقويم الدامج آلية لإرساء مدرسة منصفة ذات جودة للجميع [Inclusive assessment as a mechanism for an equitable, quality school for all]	Arabic	https://journals.imist.ma/index.php/Atae/article/view/2145

Note. EN = English; FR = French; AR = Arabic.