



Florence (Italy) | 18 - 19 June, 2026

Exploring Barriers to the Implementation of Inclusive Teaching Practices in Moroccan Context.

Fadel NACIRI

Abdelmalek Essaadi University, Morocco



Introduction & Context

- **Global Alignment:** Morocco aims to achieve UN Sustainable Development Goal 4 (SDG4) by 2030.
- **Legal Mandate:** Framework Law 51-17 commits to enrolling students with disabilities in mainstream schools.
- **The Gap:** Persistent challenges remain years after launching the National Inclusive Education Program in 2018.



Research Problem

- **Policy vs. Reality:** A massive gap exists between official inclusive rhetoric and actual teaching practices within classrooms.
- **Unprepared System:** Students were included without adapting school infrastructure or training teachers.
- **Core Question:** What cultural, institutional, and technical obstacles hinder a genuine inclusive pedagogy in Moroccan classrooms?



Methodology

- **Design:** Qualitative research using focus group discussions and content analysis.
- **Participants:** 24 teachers (19 men, 5 women) from different schools.
- **Setting:** Rural schools with high enrollment of students with disabilities, sometimes making up 1/3 of the class.
- **Training Status:** 100% of participants lacked prior training in inclusive education.

Results I – Teacher Perceptions & Motivation

- **Forced Acceptance:** Inclusion is seen as a temporary directive due to local shortages of specialized teachers.
- **Dominant Frameworks:** Teachers view disability through charitable (philanthropic) and medical lenses.
- **Concept Barrier:** Disability is not recognized as a social construct limiting students' perceived potential.



Results II – Classroom Realities

- **Marginalization:** Curriculum pressure forces teachers to focus on non-disabled students.
- **Keeping Busy:** Students with severe or mental disabilities are often kept quiet or busy with coloring or drawing.
- **Automatic Promotion:** Schools pass disabled students to the next grade automatically, which lowers learning quality.
- **Ableist Norms:** The education system heavily prioritizes competition and rigid standards of excellence.



Results III – Social Skills & Family Dynamics

- **Cultural Asset:** Teachers successfully use religious and cultural values to teach empathy and reduce stigma.
- **Weak Partnerships:** True collaboration with families of disabled children is severely lacking.
- **One-Way Communication:** Staff focus on one-way info sharing rather than building two-way relationships with parents.



Future Recommendations

- **Targeted Training:** Build contextualized teacher training programs rooted in human rights frameworks.
- **Co-Constructed Solutions:** Connect university researchers, field teachers, regional boards, and local communities.
- **Parental Input:** Treat parents as vital partners to evaluate and reform inclusive school practices.



Conclusion

- **Access vs. Inclusion:** Physical access to standard classrooms does not guarantee neither inclusion nor quality education.
- **Cultural Shift:** Success requires dismantling ableist biases and traditional charity-based mindsets.
- **Moving Forward:** True inclusion needs clear vision, structural funding, proper training, and active school-family alliances.



Thank you

