

## **Inclusive preschool education in Morocco: citizenship issues and the benefits of digital technology for children with ASD**

*Lamiae Bezzaz<sup>1</sup>, Meliani Mohamed<sup>1</sup>*

*<sup>1</sup> Ibn Tofail University , Laboratoire LAIP, DLLF, FLLA, Kenitra , Morocco*

**ABSTRACT:** Preschool education in Morocco has become a major issue in national education policies. In this context, the objective is to promote inclusive education for children with disabilities and to foster the development of citizenship skills from an early age. This is part of a global vision to ensure equitable access to education and prepare early childhood to become active and engaged citizens in society. In this proposal, we will analyse the impact of inclusive preschool education on the overall development of children, in particular with regard to their preparation for citizenship and social engagement and examine the challenges and obstacles encountered in the implementation of inclusive preschool education in Morocco, taking into account issues related to the training of educators and infrastructure. To do this, we will seek to answer the following questions:

- What are the effects of inclusive preschool education on the cognitive, social and emotional development of children in Morocco, and how do these effects contribute to their civic engagement?
- What are the main obstacles faced in the implementation of inclusive preschool education in Morocco, and what are the most effective strategies to overcome them?

To address these questions, we will adopt a quantitative approach by conducting an online and/or field survey. The results of this research, as well as the findings from our study, will be presented and shared during the communication, providing a concrete and empirically based perspective on the challenges and opportunities related to the inclusion of children with disabilities in preschool education in Morocco.

**Keywords:** Preschool education , Inclusion , Children with disabilities , Citizenship

## 1. INTRODUCTION

The rise in raw material prices is a major challenge for the retail sector, directly impacting profitability, competitiveness and consumer satisfaction. Several economic, geopolitical and environmental factors amplify this trend, making it essential to understand the underlying mechanisms in depth. Increased market volatility, fuelled by geopolitical tensions, currency fluctuations, as well as supply and sustainability issues, is leading to significant instability in pricing (Paché & Rouquet, 2025). In addition, widespread inflation and the energy crisis are contributing to an upward increase in the cost of essential raw materials, particularly in the agricultural, energy and industrial sectors. These developments require retailers to adopt appropriate strategies to mitigate their effects, while maintaining a balance between competitiveness and ethical responsibility. The dynamic nature of this context requires constant monitoring, rapid adaptability, and rigorous management of resources and business relationships (Heyer & Timbeau, 2022). Understanding the fundamental determinants of this increase is therefore an essential preliminary step in the development of effective solutions, combining operational optimization, strategic negotiation and innovation to preserve the sustainability of economic models in the face of this volatile situation.

In Morocco, preschool education is a fundamental pillar for the overall development of children, including those with disabilities, especially children with neurodevelopmental disorders and more specifically those with autism spectrum disorders (ASD). The country has embarked on a significant reform since 2018 to generalize access to quality preschool education, aimed at promoting the physical, cognitive, emotional and social development of children aged 4 to 5. In this regard, HM King Mohammed VI sent a message to the participants in the National Day on Preschool Education. This message has drawn a real roadmap for this project by determining a global reform of the national education system introducing a curriculum framework structured around six key educational skills, including self-awareness, autonomy, social interaction, management of emotions, critical thinking, and respect for the rules of common life 1. Morocco's legal and policy framework for the early inclusion of children with disabilities (ESH) is based on specific laws, such as Law 04-00, adopted in 2000 on the organization of preschool education and training, the Moroccan Constitution of 2011 and the Framework Law of 2016 which emphasize the importance of combating discrimination related to disability and promoting the social and civil inclusion of people with disabilities. By ratifying several international conventions, Morocco has committed to integrating this inclusive vision into its education system. In this context, Morocco's Strategic Vision 2015-2030 2 recognizes the fundamental right to education and training for all people, including those representing ASD. In this regard, the Framework Law 51-173, proclaimed by the Moroccan government is indispensable to guarantee the right to education for all children, by putting in place concrete measures to foster the inclusion of children with ASD in the Moroccan education system establishing a solid legal

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1 Curriculum Directorate. (2018). "Curriculum Framework for Preschool Education: Reference and Pedagogical Guidance Document". Morocco / UNICEF Cooperation Programme 2017/2021. Ministry of National Education. [[https://www.men.gov.ma/Ar/Documents/Doc\\_Enseig\\_Presc/Ensei\\_Pres\\_CADRE%20CURRIC-VA-VF.pdf](https://www.men.gov.ma/Ar/Documents/Doc_Enseig_Presc/Ensei_Pres_CADRE%20CURRIC-VA-VF.pdf)], 76p, 24-25pp, 4,99MB

2 The strategic vision of the 2015-2030 Education Reform, developed by the Higher Council for Education, Training and Scientific Research, aims to set up a new school whose foundations are: equity and equal opportunities, quality for all, the efficient and adapted application of the pedagogical model, the nodal point of the school's action, in its various components, and the basis of the functions it is assigned in education, teaching and training.

3 Framework Law No. 51-17 on the Education, Training and Scientific Research System (August 9, 2019)

framework, thus supporting initiatives to promote inclusive and quality education for all children in accordance with international standards.

These legislations are supported by strategies and programmes such as the National Preschool Education and Training Programme (2008-2012), the National Strategy for the Inclusion of People with Disabilities (2017-2027) and the National Programme for the Generalisation of Preschool (PNGP) (2018 – 2028). The implementation of these initiatives is the result of close coordination between several ministries and foundations, including the Ministry of National Education, Preschool and Sports, the Ministry of Solidarity, Social Integration and the Family, the Ministry of Finance, the Moroccan Preschool Foundation (FMPS) and civil associations. The start of the 2023-2024 school year saw a significant increase in preschool enrolment rates. Mr. Aziz Akhannouch announced, on Monday, February 5, 2024, before the House of Representatives during a monthly plenary session on the theme "the development and modernization of the education system", that 1,090,000 children were enrolled in preschool, including 661,000 in the public sector. This represents an increase of 17% compared to 2023, bringing the enrolment rate to 80% compared to just over 18% when the National Program for the Generalization of Preschool (PNGP) was launched in 2018-2019. Also, in terms of infrastructure, the State has been able to build 40,506 (increase of 13% = + 4400 classrooms) as well as the recruitment of 6000 new educators. Despite these legislative advances, the effective implementation of these laws remains a crucial issue. Concrete public policies, procedures and clear indicators are essential to ensure the best interests of the child, which makes the early inclusion of autistic children in the Moroccan educational context a major challenge. Ensuring both physical and digital accessibility is essential to ensure their rights and promote their inclusion. In addition, the teaching of civic values and human rights, as well as the introduction to information technologies, should begin at the earliest age of these children. It should be stressed that digital innovation plays a key role in promoting citizenship and social integration of children with ASD. New technologies such as tablets, digital applications and platforms are emerging as powerful tools to foster social integration and learning, allowing all children, including those with special needs, to reach their full potential. In this sense, our research was conducted to analyze the impact of early inclusive education on the overall development of children, especially those with ASD, with a particular focus on their preparation for citizenship and social engagement. In addition, we highlighted the challenges and obstacles encountered in the implementation of inclusive preschool education in Morocco. To do so, this research aims to answer key questions:

- What are the effects of inclusive preschool education on the cognitive, social, and emotional development of autistic children in Morocco, and how do these effects contribute to their civic engagement?
- What are the main obstacles faced in the implementation of inclusive preschool education in Morocco, and what are the most effective strategies to overcome them?

Two hypotheses were tested at the end of this work:

- Inclusive preschool education would have a positive impact on the cognitive, social and emotional development of autistic children, thus contributing to their civic engagement.
- Obstacles to the implementation of inclusive pre-primary education could be overcome through specific strategies, including adequate training of educators and improved infrastructure.

By addressing these questions, we seek to provide answers in a proximity approach, in order to better understand and improve inclusive educational practices in Morocco. The present work will begin with a detailed exposition of the methodology used in our study, specifying the analytical tools used. The results will then be presented, followed by a brief discussion. In short, this research makes a significant contribution to the understanding of issues related to citizenship, digital innovation, and the inclusion of autistic children in preschool education in Morocco. By identifying challenges and highlighting opportunities, it offers valuable avenues for the continuous improvement of educational policies and practices. The ultimate goal is to create an inclusive and equitable education system for all, while developing engaged and digitally savvy citizens. Methodologically, this subject requires empirical work for which we have opted for a field survey through a questionnaire intended for preschool educators. In addition, visits were made to several preschool classes in the city of Salé to obtain direct observations and qualitative data. The questionnaire survey conducted as part of this study aimed to collect quantitative data from 87 preschool educators in Morocco. The questionnaire was designed to explore various aspects of inclusive early childhood education, including pedagogical practices, available resources, challenges and training needs. The questionnaire was structured into four sections (Section 1: Presentation; Section 2: Effects of Inclusive Early Childhood Education, Section 3: Barriers and Challenges, Section 4: Additional Suggestions and Comments), each focusing on a specific aspect of inclusive early childhood education. Participants were asked to answer a series of closed-ended questions, where they had to choose from pre-defined options, as well as open-ended questions, where they could provide detailed answers and comments. To ensure the representativeness of the data, the questionnaire was distributed equitably over a wide territory, affecting different regions of Morocco. It was disseminated online through platforms accessible to educators working in the field of early childhood education. The use of online data collection methods made it possible to reach a diverse sample of respondents. Once the data was collected, a statistical analysis was performed. The results of the survey were used to support the study's findings and make recommendations to promote the enrichment of citizenship from an early age and the improvement of inclusive preschool education for the benefit of autistic children in Morocco.

## 2. IDENTIFICATION OF THE SURVEY SAMPLE

The preschool educators surveyed, covering various demographic, geographical, educational and vocational aspects.

Questions	Answers	Number	Percentage
Sex	Feminine	73	89 %
	Masculine	9	11 %
Age	Under 25 years old	12	14,6 %
	Between 25-35 years old	44	53,7 %
	Between 36-45 years old	20	24,4 %
	Between 46-55 years old	6	7,3 %
	Over 55 years	00	00 %
Level of education	Baccalaureate	29	35,4 %
	License	47	57,3 %
	Master	4	4,9 %
	Doctorate	2	2,4 %

Length of service in pre-school education	Less than 1 year old	6	7,3 %
	Between 1-5 years	48	58,5 %
	Between 6-10 years old	13	15,9 %
	More than 10 years	15	18,3 %
Early Childhood Education Training	Specific diploma in preschool education	44	53,7 %
	Continuing education in early childhood education	64	78 %
	University education in a related field	3	3,7 %
	No specific training in preschool education	6	7,3 %
	Other	6	7,3 %
Current Work Area	Public Preschool	72	87,8 %
	Private Preschool	7	8,5 %
	Government agency	2	2,4 %
	Non-governmental organization	1	1,2 %
Geographical location	Town	46	56,09 %
	Village	36	43,91 %
Socio-economic and cultural level	High	9	11 %
	Medium	57	69,5 %
	Weak	16	19,5 %

The data collected show a predominance of women in pre-school education (89 per cent), the majority of educators are between 25 and 35 years old (53.7 per cent), followed by those aged 36 to 45 (24.4 per cent), while those under 25 and between 46 and 55 years of age are less represented. More than half of educators (57.3%) have a bachelor's degree, while 35.4% have a bachelor's degree, master's and doctoral degree holders are in the minority. The majority of educators have between 1 and 5 years of seniority (58.5%), indicating a relatively young and dynamic population in the field, educators with more than 10 years of experience represent 18.3%. Continuing education is the most common, with 78% of educators, followed by those with a specific diploma in preschool education (53.7%). It should be noted that most of them work in the public sector (87.8 per cent), they are slightly more numerous in urban areas (56.09 per cent) than in rural areas (43.91 per cent) and the socio-economic level of the regions where they work is mostly average (69.5 per cent).

The analysis of these data offers a comprehensive overview of the characteristics of preschool educators in Morocco. It reveals important trends such as the predominance of women, a significant concentration of young and relatively experienced educators, and a strong presence of continuing education in preschool education.

### **3. EFFECTS OF INCLUSIVE PRESCHOOL EDUCATION ON THE COGNITIVE, SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN WITH AUTISM IN MOROCCO**

The results of this study highlight the significant effects of inclusive preschool education on the cognitive, social and emotional development of children with ASD in Morocco.

Inclusive preschool education in Morocco has significant effects on children's cognitive, social, and emotional development. By integrating children from diverse backgrounds, including those with special needs, into shared learning environments, this approach promotes diversity and inclusion from an early age.

1. What are the effects of inclusive preschool education on the cognitive development of autistic children in Morocco?		
Improved cognitive skills	44	50,6 %
Strengthening social skills	22	25,2 %
Development of emotional intelligence	5	5,7 %
Improved concentration	6	6,9 %
Problem-solving capacity building	10	11,5 %
2. How can inclusive preschool education influence the social development of children with ASD in Morocco?		
Strengthen self-esteem and confidence	18	20,7 %
Fostering empathy and cooperation	12	13,8 %
Encouraging tolerance and respect for diversity	9	10,3 %
Strengthen communication skills	14	16,1 %
Promoting social integration	34	39,1%
3. How can preschool education including the emotional dimension impact the development of children with ASD in Morocco?		
Develop emotion management	18	20,6 %
Foster self-confidence	32	36,8 %
Building resilience skills	21	24,1 %
Promote emotional well-being	16	18,4 %
4. How do these effects contribute to the civic engagement of these children in the long term?		
Foster a better understanding of other cultures and perspectives	11	12,6 %
Encouraging civic participation and respect for human rights	10	11,5 %
Promoting a sense of responsibility towards society	35	40,2 %
Strengthening community spirit and solidarity	31	35,6 %

To analyze the data regarding the effects of inclusive preschool education on the cognitive, social, and emotional development of children with ASD in Morocco, we opted to examine each aspect separately by verifying the links between these effects and their contribution to the civic engagement of these children in the long term. So, based on the results collected, it was possible to highlight that the improvement of cognitive skills in children with ASD is the most significant effect of inclusive preschool education, according to 50.6% of respondents. So we can confirm that children benefiting from inclusive education develop their cognitive abilities better. Other aspects such as strengthening social skills and problem-solving abilities are also mentioned, but with lesser frequencies. Thus, the most notable effect of inclusive education on social development is the promotion of social integration (39.1%). This shows that children with ASD in an inclusive environment are more likely to feel included and accepted by their peers. Improved self-esteem and confidence (20.7%) and strengthening communication skills (16.1%) are also important effects, indicating that inclusive education helps children develop social and communication skills by exposing them to interactions with neurotypical children. Indeed, many of these practitioners report that emotional development promotes self-confidence (36.8%). These children in an inclusive setting develop greater confidence in their abilities. Building resilience skills (24.1%) and managing emotions (20.6%) are also important, showing that inclusive education helps children with ASD better manage their emotions and be more resilient in the face of challenges. A majority of participants admit that the positive effects of inclusive preschool education contribute significantly to the civic engagement of children, especially children with ASD, in the long term, emphasizing that: a sense of responsibility towards society

(40.2%) and a spirit of community and solidarity (35.6%) are the most notable contributions. Based on these results, it can be highlighted that early school inclusion of ASDs allows them to acquire basic academic skills in a stimulating and adapted environment and also facilitates their autonomy and independence in the long term. This makes children who have benefited from an inclusive education more likely to develop a strong sense of responsibility and community spirit, essential traits for active and responsible civic engagement from an early age.

To summarize, the data analyzed highlight that the development of cognitive skills in children with ASD can make them more capable of grasping societal issues, which contributes to their engagement as responsible citizens. By strengthening their ability to understand complex concepts and think critically, they are better prepared to engage in civic debates and actions. In addition, promoting social integration and strengthening communication skills are essential for active participation in society. These skills support a sense of responsibility and community, enabling these children to collaborate effectively with others and contribute positively to their social environment. In addition, self-confidence and resilience are crucial personal traits that motivate children to engage in civic activities and respect human rights. These qualities give them the strength to overcome challenges and persevere in their efforts to make a difference in their community.

In sum, the results obtained confirm the hypothesis that inclusive preschool education has significant positive effects on the cognitive, social and emotional development of children, especially children with ASD, and contributes to their long-term civic engagement. The data show a strong correlation between the skills developed through inclusive education and civic behaviours and attitudes.

#### 4. OBSTACLES AND CHALLENGES

The obstacles and challenges in implementing inclusive preschool education in Morocco reveal significant challenges, particularly in financing, training of educators, and family support. These barriers, identified both in the interviewees' suggestions and in the responses to the questionnaire.

1. What obstacles can hinder the implementation of inclusive preschool education in Morocco?		
Lack of financial resources	29	33,3 %
Lack of training for educators	5	5,7 %
Lack of support from families	14	16,1 %
All of the above	39	44,8 %
2. What are the main benefits of inclusive preschool education on children's development in Morocco?		
Promoting social inclusion	41	47,1 %
Prevention of school dropout	42	48,3 %
Strengthening language skills	3	3,4 %
Improving sports skills	1	1,1 %
3. Which strategy is most effective in promoting children's civic engagement through inclusive pre-primary education?		
Raising awareness of cultural diversity	36	41,4 %
Learning democratic values	21	24,1 %
Encouraging participation in community projects	23	26,4 %
Training in the use of digital technologies	7	8 %

The analysis of the obstacles to the implementation of inclusive preschool education in Morocco revealed several major challenges. First, insufficient salaries of employees in the early childhood education sector are a recurring problem that affects the motivation and retention of educators. In addition, the lack of specific training on inclusive education prevents educators from effectively responding to the needs of children with special needs, as well as the lack of support for these children in inclusive classrooms, are also significant challenges.

The reluctance of some families to accept children with special needs, which complicates their integration. In addition, the lack of support and teaching materials adapted to this category of children and the absence of adequate spaces for inclusive education seriously hinder the quality of teaching. Finally, the limited integration of information and communication technologies (ICTs) into pre-primary education further complicates the development of inclusive and modern education.

The data collected through the questionnaire confirm the presence of several major obstacles to the implementation of inclusive pre-primary education. Of the respondents, 33.3% identified the lack of financial resources as a critical issue. In addition, 5.7% highlighted the lack of training educators focused on inclusive education, while 16.1% mentioned the lack of support for families. Finally, 44.8% of the participants indicated that all these factors combined constitute significant obstacles to the effective integration of children with special needs into the education system.

These results show that the lack of financial resources and training, as well as insufficient support from families, are perceived as interrelated and cumulative obstacles by a large majority of respondents. To overcome these challenges, it is essential to implement concrete solutions such as increasing salaries, providing specific training for educators, awareness campaigns for families, and better integrating ICTs into pre-primary education. By addressing these issues, it will be possible to create an inclusive and high-quality educational environment for all children in Morocco.

## **5. THE BENEFITS OF INCLUSIVE EARLY CHILDHOOD EDUCATION**

The data collected on the main benefits of inclusive preschool education for the development of children with ASD in Morocco highlight several key points. 47.1% of participants identified the promotion of social inclusion as a major benefit. This figure indicates that nearly half of the participants recognize that inclusive education promotes the integration of children with ASD into society, thus contributing to a more cohesive and equitable community from an early age. 48.3% of participants consider the prevention of school dropout as one of the crucial benefits of early inclusion of these children. This suggests that inclusive preschool education is seen as an effective strategy to keep children in the education system by offering them support tailored to their individual needs. This approach could reduce dropout rates and improve the long-term educational and professional prospects of children with autism. In contrast, only 3.4% of respondents mentioned language skills enhancement as a benefit of inclusive early childhood education. Although less frequently cited, this point shows that a minority recognise the positive impact of inclusion on language skill development, perhaps due to increased interaction with diverse peers. And 1.1% of practitioners noted improved athletic skills as a benefit. Although marginal, this response indicates that inclusive education can also have positive effects on children's physical development and sports skills, encouraging them to participate in adapted physical activities.



The results show that the perceived benefits of inclusive preschool education in Morocco focus mainly on essential social and educational aspects. Promoting social inclusion and preventing school dropout are the two most recognized benefits, highlighting the importance of creating an educational environment that supports all children, including those with ASD, and reduces barriers to learning. These benefits are particularly significant for the development of citizenship among young people, as effective social inclusion fosters respect for and understanding of diversity from an early age, thus preparing all children of all disabilities to become engaged and responsible citizens.

Although strengthening language and sports skills is less often mentioned, these aspects are nevertheless additional benefits of inclusion. The development of language skills facilitates communication and expression, which are key elements for active and effective participation in society. Similarly, the improvement of sports skills contributes to the spirit of cooperation and fair play, important values for healthy and active citizenship.

By integrating these different aspects, inclusive early childhood education plays a crucial role in developing young citizens who are able to engage positively and productively in their communities. To maximize these benefits, it is therefore essential to continue to strengthen initiatives that promote social inclusion and school retention, while supporting children's language and sports development.

## **6. STRATEGIES TO PROMOTE CIVIC ENGAGEMENT IN EARLY CHILDHOOD**

The data collected on the most effective strategies to promote civic engagement of children with ASD through inclusive preschool education reveals several important points.

41.4% indicated that raising awareness of cultural diversity is the most effective strategy. This result shows that the majority of participants believe that children's exposure to different cultures and perspectives from an early age is crucial to developing their understanding of and respect for diversity, which promotes better social cohesion and familiarizes young children with tolerance. 26.4% of respondents cited encouraging participation in community projects as a key strategy. This approach allows children with ASD to be actively involved in their community, understand local issues, and develop a sense of responsibility and mutual support. Participation in community projects is therefore seen as an effective way to strengthen civic engagement by offering concrete and practical experiences of social contribution. Secondly, 24.1% of respondents identified learning democratic values as an important strategy. Teaching the principles of democracy, such as justice, equality and participation, from early childhood prepares them to become informed and active citizens. This strategy emphasizes the importance of understanding and practicing the fundamental values that underpin a democratic society. Finally, 8% of respondents stressed the importance of training in the use of digital technologies. Although less frequently mentioned, this strategy is essential in an increasingly digital world. Mastery of technological tools allows children with ASD to participate more actively and effectively in a digital society, by giving them access to educational resources, civic participation platforms and modern means of communication. Indeed, digital applications and mobile games offer personalized learning paths that adapt to the specific needs of each child, allowing for targeted skill acquisition, thus virtual reality technologies create controlled environments where these children can

practice social interactions, be in touch with their phobias and acquire life skills in an immersive and safe way which strengthens their abilities and their self-confidence. Also, personalized sensory devices, such as stress-detecting smart bracelets, can help regulate emotions and manage sensory challenges in children with autism. This promotes their well-being and autonomy.

The results show that the strategies perceived as the most effective in promoting children's civic engagement through inclusive preschool education focus mainly on raising awareness of cultural diversity and encouraging participation in community projects. These approaches foster a deep understanding of different cultures and active involvement in society, which are essential for the development of responsible and engaged citizens.

Learning about democratic values, although slightly less prioritised, remains crucial to inculcating in children the fundamental principles of a democratic society. Training in the use of digital technologies, although less mentioned, is also a key element in enabling children to engage in a relevant and effective way in an increasingly connected society.

To maximize the civic engagement of children with ASD, it would therefore be relevant to combine these strategies, with a particular focus on cultural diversity and community projects, while integrating the learning of democratic values and training in digital technologies. This holistic approach will contribute to the formation of a Moroccan youth who are committed, aware and ready to take an active part in the life of their community and country, regardless of their deficiencies or specific needs.

## 7. CONCLUSION

The study conducted on citizenship, digital innovation and children with ASD in preschool education in Morocco highlights the advances and challenges of the Moroccan education system in this area. The reforms undertaken since 2018 and the constitutional and legislative provisions have laid the foundations for inclusive and quality education. However, the effective enforcement of these laws and the implementation of inclusive policies remain considerable challenges. The results of our survey reveal that inclusive preschool education has a significant positive impact on the cognitive, social and emotional development of children with ASD, thus contributing to their civic engagement. The cognitive, social and emotional skills developed in an inclusive educational setting prepare these children to become engaged, empathetic and responsible citizens. In addition, digital innovation appears to be a crucial lever for promoting inclusion and civic engagement, by offering tools and resources adapted to the specific needs of these children. However, several obstacles remain, including lack of financial resources, insufficient training of educators, and limited support from families. To overcome these challenges, it is essential to put in place concrete strategies such as increased funding, specialized training of educators, and awareness campaigns for families. The benefits of inclusive early childhood education, including promoting social inclusion and preventing early school leaving, are widely recognized. These benefits underscore the importance of creating an educational environment that supports all children, allowing them to fully develop their skills and actively participate in society. To promote civic engagement from an early age, strategies such as raising awareness of cultural diversity, participation in community projects, learning about democratic values and training in the use of digital technologies are essential. These approaches help develop in children an understanding and respect for diversity, a sense of responsibility and a mastery of digital tools, thus preparing a new generation of engaged and inclusive citizens. In conclusion, this research makes a significant contribution to the understanding of the issues of inclusion and citizenship in preschool

education in Morocco. By identifying challenges and proposing solutions, it opens up prospects for the continuous improvement of educational policies and practices. The ultimate goal is to create an inclusive and equitable education system, which prepares all children, including those with ASD, to become active and responsible citizens, capable of fully thriving in an increasingly digital society.

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