



DEVELOPMENT OF A RESOURCE CENTER FOR INCLUSIVE EDUCATION: ORGANIZATIONAL MODEL AND SUPPORT STRATEGIES IN CHAD

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ABSTRACT

Chad faces significant challenges in implementing inclusive education despite its commitment to the Convention on the Rights of Persons with Disabilities (CRPD) and Sustainable Development Goal 4 (SDG 4). Less than 5% of children with disabilities have access to formal education, highlighting the urgent need for effective support structures. This study aims to describe the current state of inclusive education in Chad, identify the main barriers to its implementation, and propose an organizational model for a Resource Center for Inclusive Education (RCIE). A descriptive-propositional qualitative approach was employed. Data were collected through 12 semi-structured online interviews involving teachers, school principals, Ministry of Education officials, families of children with disabilities, and civil society representatives in N'Djamena. Data were analyzed using Taguette software through thematic coding and categorization. The findings revealed four major categories of barriers: institutional, pedagogical, material, and sociocultural. Participants emphasized the need for teacher training, adapted educational resources, intersectoral coordination, and community awareness programs. Based on the IPOF framework and Self-Determination Theory, the study proposes eight organizational propositions for the development of an RCIE adapted to the Chadian context.

ABSTRAK

Chad menghadapi tantangan besar dalam implementasi pendidikan inklusif meskipun telah berkomitmen pada Convention on the Rights of Persons with Disabilities (CRPD) dan Sustainable Development Goal 4 (SDG 4). Kurang dari 5% anak penyandang disabilitas memiliki akses terhadap pendidikan formal, sehingga diperlukan adanya struktur pendukung yang efektif. Penelitian ini bertujuan untuk mendeskripsikan kondisi pendidikan inklusif di Chad, mengidentifikasi hambatan utama dalam implementasinya, serta mengusulkan model organisasi Pusat Sumber Daya Pendidikan Inklusif (PSDPI). Penelitian ini menggunakan pendekatan kualitatif deskriptif-propositif. Data dikumpulkan melalui 12 wawancara semi-terstruktur secara daring yang melibatkan guru, kepala sekolah, pejabat Kementerian Pendidikan, keluarga anak penyandang disabilitas, dan perwakilan masyarakat sipil di N'Djamena. Data dianalisis menggunakan perangkat lunak Taguette melalui proses pengkodean dan kategorisasi tematik. Temuan penelitian mengidentifikasi empat kategori hambatan utama, yaitu hambatan kelembagaan, pedagogis, material, dan sosiokultural. Para partisipan menekankan pentingnya pelatihan guru, penyediaan sumber belajar yang adaptif, koordinasi lintas sektor, dan program peningkatan kesadaran masyarakat. Berdasarkan kerangka IPOF dan Self-Determination Theory, penelitian ini menghasilkan delapan proposisi organisasi untuk pengembangan PSDPI yang sesuai dengan konteks Chad.

Kata Kunci: Pendidikan Inklusif; Pusat Sumber Daya Pendidikan Inklusif; Model Organisasi; Strategi Pendampingan; Chad.

INTRODUCTION

Inclusive education is currently one of the most complex and urgent challenges facing educational systems in Sub-Saharan Africa (Ainscow, 2020). Although recognized as a fundamental right by the UNESCO Salamanca Statement (UNESCO, 1994), the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2006), and Sustainable Development Goal 4 (United Nations, 2015), its effective implementation remains highly uneven across national contexts.

The case of Chad illustrates a significant gap between policy commitments and implementation realities. Ranked 190th out of 191 countries according to the Human Development Index (UNDP, 2023), the country ratified the CRPD in 2008 and incorporated inclusive principles into its Interim Education and Training Program (PIET, 2018–2020). However, fewer than 5% of children with disabilities have access to formal education, and girls with disabilities living in rural areas have a school enrollment rate below 2% (UNESCO, 2020; UNICEF, 2022). This wide gap between institutional commitments and the daily experiences of families forms the starting point of the present study.

Table 1. Key Indicators of Inclusive Education in Chad

Indicator	Latest data	Source
Human Development Index Ranking	190/191 countries	UNDP (2023)
Children with disabilities enrolled in formal education	< 5%	UNESCO (2020)
Girls with disabilities enrolled in rural areas	< 2%	UNICEF (2022)
Ratification of the CRPD	2008	United Nations (2006)
National Inclusive Education Framework	PIET 2018–2020	Ministry of National Education of Chad (2020)

Table 1 highlights the considerable disparity between Chad's policy commitments and the actual educational participation of children with disabilities. Despite the adoption of international conventions and national policy frameworks, access to inclusive education remains extremely limited. These indicators demonstrate the urgency of developing institutional support mechanisms capable of strengthening schools' capacity to implement inclusive education effectively.

Resource Centers for Inclusive Education (RCIEs) have demonstrated their relevance in many educational systems as institutional support structures that strengthen teachers' capacities, provide adapted educational resources, and facilitate coordination among schools, families, communities, and public institutions (Florian, 2019; Carrington et al., 2019; Vergunst & McKenzie, 2022; Bani Odeh & Lach, 2024; De Ketele, 2024; Genovesi et al., 2024; Djekourmane et al., 2025). However, empirical evidence on the implementation of RCIEs in Chad and French-speaking Central Africa remains extremely limited. This lack of contextualized research constrains the design of effective, evidence-based, and sustainable inclusive education policies (De Ketele, 2024; Bani Odeh & Lach, 2024).

To analyze this challenge, the study adopts three complementary theoretical frameworks. The Input-Process-Output-Feedback (IPOF) model (Kast & Rosenzweig, 1985), based on Open Systems Theory (Katz & Kahn, 1966), provides the organizational framework for the proposed RCIE by linking institutional inputs, implementation processes, expected outputs,

and continuous feedback. Self-Determination Theory (Deci & Ryan, 2000) explains how teachers' autonomy, competence, and relatedness can strengthen their motivation to adopt inclusive practices. Finally, Organizational Change Theory (Lewin, 1951; Fullan, 2001) explains the institutional transformation required to establish sustainable inclusive education by addressing resistance to change and promoting collective capacity building.

To address the identified research gap, this descriptive-propositional qualitative study draws on 12 semi-structured interviews conducted with key stakeholders in N'Djamena, including teachers, school principals, Ministry of Education officials, parents of children with disabilities, and representatives of civil society organizations. The study addresses five research questions: (1) what is the current state of inclusive education in Chad? (2) What barriers hinder its implementation? (3) What strategic role can an RCIE play? (4) Which organizational components should such a center include? and (5) Which support strategies are the most effective and sustainable?

The study ultimately proposes a practical RCIE organizational model grounded in local empirical evidence and supported by an integrated theoretical framework. The resulting eight organizational propositions constitute the main contribution of this research to the field of inclusive education management in Central Africa and provide practical guidance for policymakers, educational institutions, and development partners.

METHODS

This study adopts a qualitative descriptive-propositional approach, particularly suited to exploring complex and context-dependent phenomena such as inclusive education in Chad, where reliable statistical data remain scarce and where field realities extend far beyond what official policy documents reflect (Creswell, 2009; Moleong, 2021, Moriña, 2017). The term propositional refers to the intention of moving beyond mere description by inductively formulating, on the basis of empirical findings, the proposed components of a contextualized Resource Center for Inclusive Education (RCIE) model adapted to the Chadian context.

Figure 1. Research Procedure for the Development of the Inclusive Education Resource Center (RCIE) in Chad

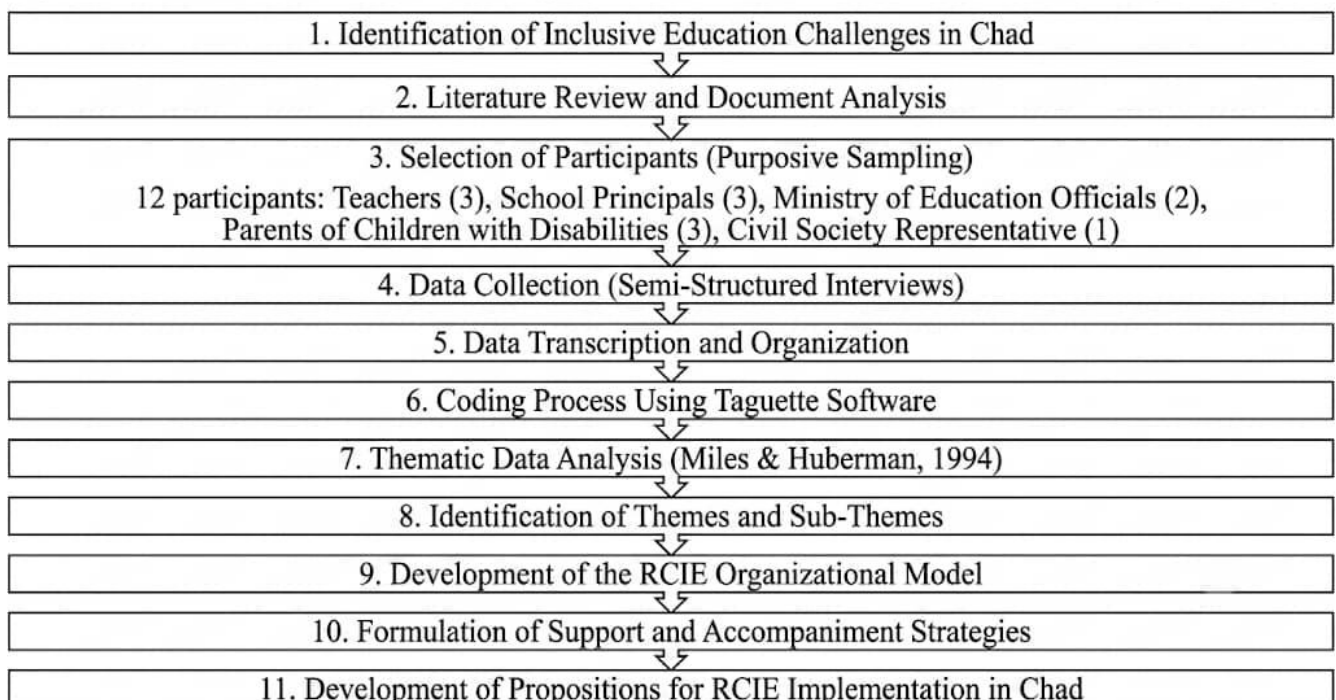


Figure 1 illustrates the sequence of the research procedures adopted in this study. The process begins with the identification of inclusive education challenges in Chad and proceeds through participant selection, data collection, data analysis, and the development of the proposed Resource Center for Inclusive Education (RCIE) organizational model and implementation propositions.

Participants

Twelve informants were selected through purposive sampling (Sugiyono, 2019), representing five stakeholder categories: teachers (I-G1 to I-G3), school principals (I-KS1 to I-KS3), Ministry of Education officials (I-KP1 and I-KP2), families of children with disabilities (I-KL1 to I-KL3), and a civil society representative (I-MS1). Data saturation was achieved with the twelfth participant, as no new significant themes or categories emerged beyond this point (Creswell, 2009).

Instruments and Procedures

The research was conducted in N'Djamena, the administrative capital of Chad and the primary center of activity for organizations involved in inclusive education initiatives.

Figure 2. Location of the Study Area: N'Djamena, Chad



Figure 2 shows the geographical location of N'Djamena, the capital city of Chad, where the participants involved in this study are based. As the country's main administrative and educational center, N'Djamena hosts the majority of institutions and stakeholders engaged in inclusive education initiatives.

The researcher, a Chadian national based in Indonesia, conducted all interviews remotely through Zoom, WhatsApp Video, and Google Meet, a mode of data collection recognized as a valid qualitative research strategy (Lobe, Morgan, & Hoffman, 2020). The researcher's bilingual proficiency in French and Arabic, combined with cultural familiarity with the Chadian context, played a significant role in establishing trust with participants. The total duration of the interviews reached 618 minutes, with an average of 51.5 minutes per interview.

This study respected fundamental ethical principles governing qualitative research involving human participants. Prior to data collection, all participants received information regarding the study's objectives, the voluntary nature of their participation, and their right to withdraw at any stage without consequences. Informed consent was obtained before each interview. To ensure confidentiality and anonymity, participants' identities were replaced

with identification codes (I-G1, I-KP1, I-KL1, etc.) throughout the research process. All recordings, transcripts, and research documents were stored securely and accessible only to the researcher, in accordance with internationally accepted ethical standards for educational research (Lincoln & Guba, 1985).

Data Analysis

Data analysis followed the interactive model proposed by Miles and Huberman (1994), consisting of three interdependent stages: data reduction, data display, and conclusion verification. This process was operationalized using the open-source qualitative analysis software Taguette (Rampin & Rampin, 2021). The open coding process generated 187 initial codes, subsequently condensed into 23 subthemes and grouped into five major themes corresponding to the five research questions. Overall, 63 excerpts were retained and organized across 18 active thematic codes. Scientific rigor was ensured through source and methodological triangulation, member checking procedures, whereby interpretation summaries were returned to participants for validation and the maintenance of a reflective research journal throughout the study (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

Results

Table 2 presents a summary of the five major themes and their corresponding sub-themes generated through the thematic analysis of 12 semi-structured interviews conducted with stakeholders in N'Djamena, Chad.

Table 2. Summary of Themes Generated from Data Analysis

Major Theme	Sub-Themes
Current State of Inclusive Education	Policy-Reality Gap; Limited Access; Weak Educational Data
Barriers to Implementation	Human Resource Barriers; Material Barriers; Institutional Barriers; Sociocultural Barriers
Strategic Roles of RCIE	Teacher Training; Resource Provision; Coordination; Community Awareness
Organizational Components of RCIE	Input; Process; Output; Feedback
Support Strategies	Autonomy; Competence; Relatedness

Table 2 shows that the findings of this study are organized into five major themes and their corresponding sub-themes. These themes summarize the current state of inclusive education in Chad, the main barriers to its implementation, the expected strategic roles and organizational components of the proposed Resource Center for Inclusive Education (RCIE), as well as the support strategies required to promote sustainable inclusive education.

Inclusive Education in Chad: A Facade of Inclusion

The first major finding, unanimously shared by all 12 informants without exception, is the existence of a profound gap between normative commitments and the reality experienced in schools. This phenomenon, which Williams Brown and Hodkinson (2020) theorized under the concept of "performative policy," is reflected in Chad through what a Ministry of Education official described as a "facade of inclusion": *"We did ratify the Convention on the Rights of Persons with Disabilities in 2008, and the PIET 2018–2020 mentions inclusion. However, these texts remain declarations of intent. In the field, teachers are not trained, buildings are not*

accessible, and budgets are nonexistent" (I-KP1).

Two additional dimensions structure this finding: the concentration of the few available resources in N'Djamena to the detriment of rural areas, and the weakness of the Education Management Information System (EMIS), which does not collect disaggregated data on students with disabilities. As an international NGO coordinator stated: *"How can inclusive education be planned if we do not even know the number of children concerned? It is like navigating without a compass."* (I-MS1). In the terminology of the IPOF framework, this weakness of the EMIS directly compromises the Feedback component, making any rigorous programmatic adaptation almost impossible.

Four Mutually Reinforcing Groups of Obstacles

This analysis reveals four categories of obstacles which interact in a mutually reinforcing cycle of exclusion, reflecting findings from previous studies that identified interconnected barriers related to policy implementation, teacher preparation, resource availability, and societal attitudes toward disability in African educational contexts (Genovesi et al., 2024; Djekourmane et al., 2025). The first group, human resource obstacles, is the most saturated category in the Taguette analysis (6 excerpts from 5 distinct sources). The almost complete absence of teacher training in inclusive pedagogy constitutes the most critical structural barrier. A primary school teacher with eight years of experience summarized this situation: *"No one has taught me how to teach a deaf child. I do my best, but I know it is not enough. This child has the right to learn properly, and I cannot provide that without training."* (I-G1).

The second group, material obstacles, is characterized by the almost total absence of adapted teaching materials including Braille books, alternative communication tools, and visual supports, as well as accessible infrastructure and appropriate technological equipment. The mother of a visually impaired child clearly illustrated the consequences: *"How can he learn? How can he progress like the others?"* (I-KL1).

The third group, institutional obstacles, reflects the absence of coordination mechanisms among the Ministries of Education, Health, and Social Affairs, which a ministry official described as entities operating *"in silos"* (I-KP2). A school principal added: *"We are alone in facing these situations."* (I-KS3).

The fourth group, sociocultural obstacles, are according to the informants themselves, *"the most difficult to overcome"* (I-KL3). The stigmatization of disability as a curse or divine punishment leads many families to hide their children, creating insufficient social demand that, in turn, fuels political inaction (Tengho, 2019).

Table 3. Main Barriers to the Implementation of Inclusive Education in Chad

Barrier Category	Evidence from Participants	Consequences
Human Resource Barriers	Teachers reported insufficient preparation in inclusive pedagogy and a lack of professional development opportunities.	Low instructional quality for learners with disabilities.
Material Barriers	Participants highlighted shortages of Braille books, assistive technologies, adapted learning materials, and accessible school infrastructure.	Reduced accessibility and learning participation.

Barrier Category	Evidence from Participants	Consequences
Institutional Barriers	Weak coordination among the Ministries of Education, Health, and Social Affairs was repeatedly identified.	Fragmented implementation of inclusive education policies.
Sociocultural Barriers	Disability stigma and negative cultural beliefs discourage families from enrolling children with disabilities in school.	Continued educational exclusion and social marginalization.

Table 3 illustrates the four interrelated categories of barriers identified through thematic analysis. These findings demonstrate that successful implementation of inclusive education requires simultaneous interventions at the human, material, institutional, and sociocultural levels.

The Expected Strategic Role of the RCIE: Four Complementary Functions

Although none of the informants had ever directly accessed an RCIE, the convergence of their expectations outlines a clear profile of what such a structure should be.

First, the training function was cited as the highest priority by all teachers and school principals. The demand specifically concerns practical, contextualized, and locally accessible training: "*A resource center that provides this regularly would change our lives.*" (I-G3). Second, the function of providing adapted educational resources emerged, with a requirement for linguistic contextualization rarely mentioned in the international literature – materials should be available not only in French but also in Sara, Chadian Arabic, and Kanembu (I-MS1). Third, the function of intersectoral coordination: "*A resource center could play the role of a meeting point, a place where all actors come together around the child with disabilities. This integrated system is what is missing today.*" (I-KP1). This statement operationalizes the concept of boundary permeability from Open Systems Theory (Katz & Kahn, 1966). Fourth, and most originally, the function of community awareness raising: "*This work is just as important as teacher training. The center must go to the community, not wait for the community to come to it.*" (I-KL3). The identification of imams, pastors, and neighborhood leaders as awareness channels constitutes a contextual contribution that Western RCIE models generally do not anticipate.

Table 4. Expected Strategic Roles of the Resource Center for Inclusive Education (RCIE)

Strategic Function	Main Findings from Interviews	Expected Contribution
Teacher Training	Participants emphasized the need for continuous, practical, and context-based professional development for teachers.	Strengthens teachers' competencies in implementing inclusive education.
Resource Provision	Informants highlighted the shortage of adapted learning materials in French and local languages, including Braille and assistive resources.	Improves access to inclusive teaching and learning resources.
Intersectoral Coordination	Participants recommended	Promotes integrated support

Strategic Function	Main Findings from Interviews	Expected Contribution
	stronger collaboration among education, health, and social service institutions.	for children with disabilities.
Community Awareness	Stakeholders stressed the importance of involving families, religious leaders, and local communities in promoting inclusive education.	Reduces stigma and increases community participation in inclusive education.

Table 4 summarizes the four strategic functions expected from the proposed Resource Center for Inclusive Education (RCIE). These functions demonstrate that the center should operate not only as a training institution but also as a coordination, resource, and community engagement platform supporting sustainable inclusive education.

Organizational Components of the RCIE Model

Based on the empirical data and the IPOF framework, four essential organizational components emerge. The Input component includes qualified human resources, formal institutional legitimacy granted by the State considered indispensable by three informants from different categories (I-KS1, I-KP1, I-MS1), a library of multilingual and multi-format materials, and a disaggregated database on students with disabilities. The Process component includes progressive training at three levels (theory, practical techniques, and classroom mentoring) and direct field support based on a proximity model: "The center must be active in the field, not only in its office." (I-KS3), as well as intersectoral coordination and community awareness programs. The Output component is defined multidimensionally through quantitative indicators (teachers trained, materials distributed), qualitative indicators (observed changes in teaching practices), accessibility indicators (participation rates of students with disabilities), and community indicators (changes in perceptions). A school principal made a critical distinction: "Success is not measured by the number of training sessions organized, but by whether teachers' practices have truly changed in classrooms." (I-KS1). The Feedback component relies on a multi-stakeholder participatory monitoring committee meeting regularly to evaluate and adjust activities: "Not only at the beginning, but all the time." (I-KS2), aligned with Fullan's conception of the learning organization (Fullan, 2001).

Figure 3. Proposed Organizational Model of the Resource Center for Inclusive Education (RCIE) in Chad

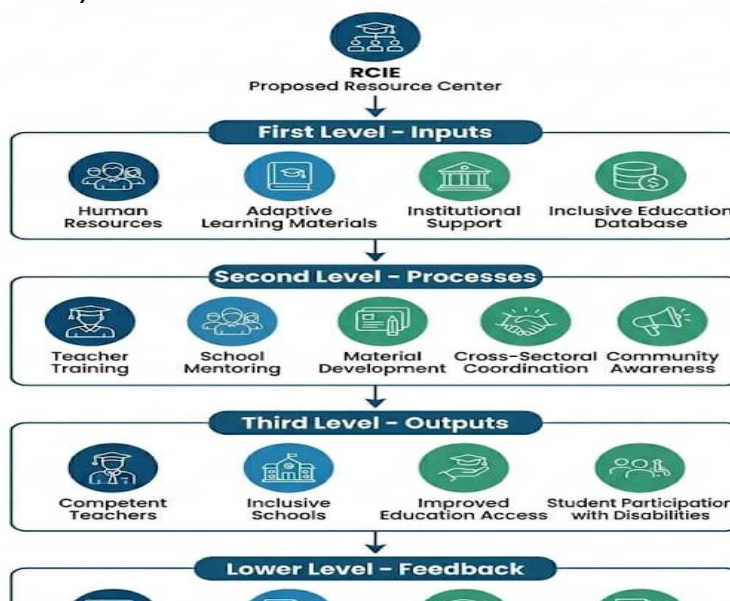


Figure 3 illustrates the organizational framework of the proposed Resource Center for Inclusive Education (RCIE) based on the Input–Process–Output–Feedback (IPOF) model. The model integrates institutional resources, implementation processes, expected outputs, and continuous feedback mechanisms to strengthen inclusive education in Chad.

Table 5. Support Strategies Based on Self-Determination Theory

SDT Dimension	Main Strategy	Expected Outcome
Autonomy	Co-construction of inclusive practices with teachers	Greater ownership and long-term implementation
Competence	Progressive three-level training and classroom mentoring	Improved teacher competence
Relatedness	Teacher networks and peer support	Stronger collaboration and professional motivation

Table 5 summarizes the three support strategies derived from Self-Determination Theory. Together, these strategies strengthen teachers' motivation and contribute to the long-term sustainability of inclusive education practices in Chad.

Support Strategies: Three Pillars Grounded in Self-Determination Theory

The most effective and sustainable support strategies are organized around the three psychological needs identified by Self-Determination Theory (Deci & Ryan, 2000). The Autonomy pillar requires a co-constructed approach. The most valuable empirical observation of the entire study comes from the CBM International coordinator: *"When we impose standardized approaches without consulting teachers, they apply them during our monitoring visits and abandon them as soon as we leave. Ownership cannot be decreed. It is built through participation."* (I-MS1). This provides direct field evidence of the failure of top-down approaches within an African context. The Competence pillar requires progressive training at three levels, direct classroom mentoring, and Ministry-recognized certification. A teacher spontaneously described this: *"First the basics. Then practical techniques. Then supervised practice in the classroom with a mentor."* (I-G2), reflecting the competency-based training model recommended in the literature (Bani Odeh & Lach, 2024). The Relatedness pillar responds to a fundamental need for professional belonging: *"We are often alone when facing difficulties. If we could meet regularly with other teachers who experience the same realities, it would already be a tremendous boost for morale."* (I-G1). Proposed strategies include teacher networks by geographical area (5–10 teachers per group), annual practice-sharing forums, WhatsApp communication platforms, and psychosocial support programs aimed at preventing professional burnout.

Discussion

Contribution to the International Literature

The first theoretical contribution of this study is the original articulation between the IPOF framework and Self-Determination Theory in the field of RCIE development an articulation absent from the existing literature. While the IPOF framework provides the

organizational structure (what should be organized and how), Self-Determination Theory provides the motivational foundation (why and how stakeholders will engage authentically). This integration generates a more comprehensive model than the isolated use of either framework. Recent studies have similarly emphasized that sustainable inclusive education depends on integrated institutional support, continuous teacher professional development, and context-sensitive implementation strategies rather than the simple adoption of international policy frameworks. These findings reinforce the relevance of the proposed RCIE model as an organizational mechanism capable of addressing both structural and contextual barriers to inclusive education in Chad (Oswal et al., 2025; Djekourmane et al., 2025; Ianniello & Corona, 2024).

The second contribution concerns Chadian contextual specificity. Three dimensions of contextualization emerge as critical: linguistic diversity requiring materials in local languages; infrastructure constraints requiring a model operational without stable internet connectivity; and sociocultural specificity requiring integration of religious and community leaders. These dimensions confirm the argument of Carrington et al. (2019) that direct transfer of educational models without deep cultural adaptation invariably produces nominal inclusion. The third contribution is epistemological: proposals formulated by Chadian teachers the three-level training model, the inadequacy of top-down approaches, and the role of religious leaders constitute knowledge emerging from field-based intelligence, consistent with the epistemological perspective of Carrington et al. (2019) regarding the legitimacy of local knowledge.

Implications for Educational Policies

The findings confirm the relevance of "performative policy" (Williams Brown & Hodkinson, 2020) for analyzing the Chadian situation. The institutional formalization of the RCIE through an official decree with a clear mandate, structure, and budget constitutes a priority recommendation, corroborated by three informants from different categories. The reform of the EMIS to integrate inclusion indicators disaggregated by disability type, sex, and geographical location represents a second strategic recommendation. Without reliable data, any educational planning remains blind. Finally, a significant increase in the budget allocated to inclusive education currently below 0.6% of the total PIET 2018–2020 budget, is required as a structural condition for genuine transformation.

CONCLUSION

This study examined the implementation of inclusive education in Chad and proposed a contextualized Resource Center for Inclusive Education (RCIE) model based on empirical evidence collected from 12 key stakeholders. The findings reveal a substantial gap between policy commitments and educational practice, characterized by limited teacher preparation, inadequate educational resources, weak institutional coordination, insufficient educational data, and persistent sociocultural stigma toward disability. In response, the study proposes an RCIE organizational model integrating the Input–Process–Output–Feedback (IPOF) framework with Self-Determination Theory to strengthen teacher capacity, institutional coordination, community participation, and continuous monitoring. The model provides a practical framework for supporting sustainable inclusive education in Chad and other fragile educational contexts. Although the study was limited to participants from N'Djamena and relied on remote qualitative interviews, it offers important theoretical and practical contributions to inclusive education management. Future research should validate the proposed model through pilot implementation, expand the study to rural regions, and include the perspectives of students with disabilities to further strengthen evidence-based policy and practice (Rini & Azizah, 2024).

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. Due to the confidential nature of the interviews and the protection of participants' identities, the complete interview transcripts are not publicly available.

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AI Usage Declaration

Artificial Intelligence tools were used solely for language editing, grammar checking, and improving the readability of the manuscript. All research design, data collection, analysis, interpretation, and conclusions were conducted by the authors.

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