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Situation and Needs Assessment for Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco

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Situation and Needs Assessment for Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco

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<th>Description</th>
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<tbody>
<tr>
<td>ACR</td>
<td>All Children Reading</td>
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<tr>
<td>CNEF</td>
<td>National Education and Training Charter</td>
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<td>CRPD</td>
<td>Convention for the Rights of Persons with Disabilities</td>
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<tr>
<td>CSE</td>
<td>Higher Council for Education</td>
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<tr>
<td>DPO</td>
<td>Disabled persons organization</td>
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<tr>
<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
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<tr>
<td>ENSMR</td>
<td>Ecole Nationale Superieure de Mines de Rabat</td>
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<tr>
<td>IDA</td>
<td>International Disability Alliance</td>
</tr>
<tr>
<td>IDDC</td>
<td>International Disability and Development Consortium</td>
</tr>
<tr>
<td>IDRT</td>
<td>Institute of Disabilities Research and Training</td>
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<tr>
<td>MNEVT</td>
<td>Ministry of National Education and Vocational Training</td>
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<tr>
<td>NDI</td>
<td>National Democratic Institute</td>
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<tr>
<td>OAPAM</td>
<td>Organization for Promotion of the Blind in Morocco</td>
</tr>
<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
</tr>
<tr>
<td>PUEN</td>
<td>Education Emergency Program</td>
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<td>RTI</td>
<td>Research Triangle Institute International</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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1. Executive Summary

In December 2006, the United Nations Convention for the Rights of Persons with Disabilities (CRPD) was adopted. Since then, 166 countries, including Morocco, have ratified the Convention (United Nations Office of the High Commissioner for Human Rights, 2016a). This landmark treaty is generally seen to represent a global paradigm shift from viewing disability as something pitiable that requires charity toward viewing disability as a human rights issue. The CRPD also creates the international standard for education of children with disabilities by stating that children with disabilities should be educated in inclusive settings alongside their non-disabled peers and should receive instruction in sign language and have access to materials in braille when needed (United Nations, 2006). Furthermore, the Sustainable Development Goals, established in 2015, serve as a set of aspirational goals for countries to work toward over the next 15 years and also address disability within education targets (United Nations, 2015). As a result of emerging international laws and policy frameworks, many countries worldwide are looking to reform their education systems to better address the educational needs of individuals with disabilities.

Morocco is one of those countries looking to improve educational opportunities for children with disabilities. As part of this strategy, the Morocco Ministry of National Education and Vocational Training (MNEVT) requested support from the United States Agency for International Development (USAID) to conduct an assessment of the current situation of children who are blind or have low vision or who are deaf or hard of hearing. This assessment compares the current situation in Morocco with international standards and best practices in order to develop recommendations to improve upon current gaps in services.

Under USAID’s guidance, Research Triangle Institute (RTI) International coordinated a team of international, regional, and local experts in the field of education for children with disabilities to conduct an in-depth assessment in Morocco. This assessment included a review of more than 70 documents on international laws and standards related to inclusive education, the general education system in Morocco, and laws and past reports on the education of children with disabilities in the country. The assessment also included phone and in-person meetings with key stakeholders as well as observations of special education schools and classrooms in the country. Though the assessment was conducted independently by RTI International, the MNEVT was a collaborative partner and provided the research team with key information, supported the team in linking with relevant stakeholders, and coordinated school observations within the country.

This report provides a detailed analysis comparing international standards and best practices to the current situation in Morocco in the following areas: stakeholder engagement, legislation and policy frameworks, disability prevalence rates, general education of children with disabilities, education of children who are blind/have low vision or who are deaf/hard of hearing.

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1 Target 4.5 of the SDGs state, “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.” Target 4.a states: “build and upgrade education facilitates that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.”
vision, and education of children who are deaf/hard of hearing. The multimodal assessment used the following core research questions as a guide:

- How does current legislation compare to international legislative standards?
- What are the gaps, if any, between law and practice related to the education of children who are blind and/or deaf?
- How do current educational practices compare with universally accepted best practices for the education of children who are blind and/or deaf?
- What are the demographic characteristics of school-aged children with disabilities? How do these prevalence rates compare with global and regional trends?
- What services or resources exist to support the education of children who are deaf and/or blind compared to what resources meet general best practice recommendations?
- What is the status of the current national capacities and budget for education of children with disabilities?

Though there are several important findings of this assessment, the key findings can be summarized as follows:

- **Stakeholder Engagement:** There is a general lack of coordination between government stakeholders working on issues related to children with disabilities. Individuals with disabilities and their representative organizations, disabled persons organizations (DPOs), are typically not proactively or routinely consulted by the government on policies, programs, and practices related to the education of children with disabilities.

- **Legislation and Policy Framework:** Morocco’s current laws and policies related to disabilities rights do not provide the specificity needed to ensure that all children with disabilities have the right to an education. Furthermore, the current strategic plan does not clearly articulate a commitment from the government to inclusive education or detail how the government will transition to a more inclusive system in the future so that all children with disabilities can receive a quality education.

- **Disability Prevalence Rates:** Due to the different data collection methods and instruments used by various stakeholders in Morocco, it is difficult to obtain an accurate number of children with disabilities within the country. Data that are available, such as the estimated number of children with disabilities or total population of persons with disabilities, are not viewed as reliable or accurate. Standard data collection methods, such as the Washington Group questions (or the approved method from the United Nations of using functionality questions versus questions that ask directly about disability), are not systematically used by the government, which results in inconsistency in the reporting of disability prevalence in Morocco.

- **General Education of Children with Disabilities:** The vast majority of children with disabilities in Morocco are not receiving any form of education, especially girls with disabilities. Those who do attend school are most often educated in highly segregated settings that are not aligned with the CRPD. Past efforts made through the good intentions of the MNEVT, such as the development of
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integrated classrooms, have unfortunately resulted additional barriers that can limit educational opportunities for children with disabilities. Furthermore, there are limited numbers of teachers trained in the areas of special education and there is limited information available to general education teachers concerning disability awareness and inclusive education.

- **Education of Children Who Are Blind/Have Low Vision**: The current education system has limited ability to provide education for all children who are blind or have low vision. Many schools lack access to assistive devices and technology, which could ensure that children who are blind have access to the full curriculum, including the ability to study science.

- **Education of Children Who Are Deaf/Hard of Hearing**: The current education system limits the potential of children who are deaf or hard of hearing. It does not provide bilingual instruction using trained teachers and certified sign language interpreters, does not allow for children who are deaf to attend school past the primary level, and does not require schools for the deaf or hard of hearing to follow the national curriculum.

The report also provides a number of concrete recommendations on how the MNEVT in Morocco can transition towards a more inclusive system aligned with the CRPD and other international best practices. This updated system would allow the government to reach all children with disabilities and provide them with an education, would improve learning opportunities for all children, and in the end, would incur less cost for the government compared to expanding a segregated system. Below is a summary of recommendations. More detailed recommendations listed on page 45 can serve as a guide as Morocco works to reform and improve its education system for children with disabilities. In many cases, the recommendations also provide suggestions of countries that have moved forward with similar goals, which can serve as models or references. Furthermore, these recommendations represent and reinforce the interests and aspirations of the disability community, parents of children with disabilities, and students with disabilities who were consulted as part of this assessment.

- **Recommendations for Stakeholder Engagement and Coordination**
  - Establish special education as the responsibility of the MNEVT rather than having multiple ministries support special education. In addition, coordination and collaboration among government ministries and non-governmental agencies should be improved through the development of a concrete strategic plan.
  - Establish a unit of inclusive education within the MNEVT, which should include individuals who have expertise in the field of inclusive and special education.
  - Establish a budget for inclusive education within the MNEVT’s budget.
  - Support the participation and active engagement of DPOs and parent organizations in existing national monitoring mechanisms.

- **Recommendations for Legislation and Policy Framework Reform**
  - Develop specific inclusive education policies based on international best practices established by the CRPD and a supporting comprehensive strategic plan to move towards an inclusive system.
• Establish a process to regularly consult with disability organizations in the development and the implementation of education policies and strategic planning.

**Recommendations for Establishing Disability Prevalence Rates**

• For planning purposes, given the variance of data, consider using the World Health Organization (WHO) estimate of 15 percent of the total population of school-aged children with a disability.

• Expand the use of the Washington Group Questions or the United Nations Children’s Fund (UNICEF) questions on functionality to assess the prevalence rates of disability.

• Explore options for implementing vision and hearing screening within schools. These could be simple tools that teachers could use within classrooms, or tools that reside within the proposed specialized resource centers.

• Develop a system to track data related to children receiving special education services in the country.

**Recommendations for Improving Educational Opportunities for Children with Disabilities**

• Work with local officials, communities, and school committees to ensure that all schools in Morocco are physically accessible to children with disabilities.

• Remove the requirement to receive a medical certificate as a precondition to receiving special education.

• Transition current all segregated schools for children with disabilities to serve as regional resource centers for schools.

• Work with the National Collective of People with Disabilities, other DPOs, the National Council for Human Rights, and associations to engage parents to build sensitivity about the value of inclusive education and the need to ensure that all children are educated, including children with disabilities.

• Expand vocational training opportunities and assess general vocational opportunities to ensure that they are accessible for persons with disabilities to participate in their services.

**Recommendations for Improving Educational Opportunities for Children Who Are Blind/Have Low Vision**

• Conduct an inventory of current assistive devices and evaluate needs for assistive technologies; explore opportunities to expand purchase of braille devices or other assistive devices that better aid the education of children who are blind/low vision.

• Ensure that students who are blind/low vision have the opportunity to access the full national curriculum.

• Develop in-service training and tools for teachers to modify curricula and/or adapt classroom instruction to teach children who are blind/low vision.

**Recommendations for Improving Educational Opportunities for Children Who Are Deaf/Hard of Hearing**
• Ensure that children who are deaf/hard of hearing have access to not just primary school but also early childhood, secondary, vocational, and higher education opportunities.

• Establish schools for the deaf that follow the World Federation of the Deaf guidance and teach children in bilingual instruction using sign language rather than through oral instruction.

• Strengthen sign language services within the country.

• Develop in-service training and tools for teachers to modify curricula or adapt classroom instruction to teach children who are deaf or hard of hearing in schools for the deaf and in mainstream general education settings.

The Government of Morocco’s interest in improving its current educational system for children with disabilities is evidenced by the MNEVT’s request to conduct this assessment. The information from this assessment will serve as an important first step toward the process of education reform. Morocco has the opportunity to develop a new educational system within the country that can benefit all children within the Kingdom, while also serving as a regional and international model.

2. Introduction

The Government of Morocco has made great efforts to improve the country’s education system. After establishing its National Education and Training Charter (CNEF) in 1999, the Moroccan national government embarked on a series of education reforms throughout the next decade, declaring education a national priority. The Education Emergency Program (PUEN) was designed to help expand access to and increase participation in education during this time. As a result of these education reform initiatives, Morocco reports decreased dropout rates, improved conditions of educational facilitates, and improved enrollment rates (United Nations Children’s Fund, 2014.).

Governance of the education sector also became a component of these improvement efforts. In 2013, King Mohamed VI “re-activated” the Higher Council for Education (CSE), a governmental body with nearly 100 members including parliamentarians, representatives from state authorities, teachers unions and parent associations, industry personnel, and university affiliates. The World Bank states, “The CSE represents the diversity of Moroccan society, and provides a permanent and independent source of the monitoring and evaluation that are essential for public policies towards education” (World Bank, 2013).

However, while Morocco today witnesses many positive effects of the past 15 years of its education reformation, particularly at the primary school level, many gaps in quality and access still remain. The school-aged population with disabilities is one group that is particularly susceptible to these persisting gaps and inequalities in educational access and quality. The United Nations CRPD and other support from both within and outside of the government have propelled Morocco into greater engagement in providing education for children with disabilities. However, special education in Morocco is primarily provided in highly segregated settings. There are limited opportunities for children with disabilities (regardless of type or severity of disability) in Morocco to be educated in an inclusive setting, alongside their non-disabled peers.
While the Government of Morocco has undertaken several initiatives related to the education of children with disabilities, it has also described challenges related to special education. These challenges, according to the government's report to the CRPD, include the following (2015, p. 35):

- The difficulty of projecting the number of children with disabilities during the preparation of the educational road map;
- The difficulty of diagnosing disabilities and distinguishing between disability types;
- The insufficient number of specialized teaching staff;
- The difficulty of monitoring individual education plans for children with disabilities;
- The inadequate concern that families show for the schooling of their children with disabilities;
- The lack of multidisciplinary educational, health and social support groups;
- The long distances between the integrated classes and the homes of children with disabilities.

This report investigates these challenges and provides an in-depth assessment of the current state of education for children who are blind/ have low vision or who are deaf/ are hard of hearing in Morocco by comparing current practices to international standards and best practice. In addition, this report provides an overview of the various stakeholders engaged in special education, the current international and domestic legislative frameworks, and the general situation of all children with disabilities within the country. The report concludes with practical recommendations for the Government of Morocco to bridge any potential gaps between international best practices and current domestic practices related to education of children with disabilities.

3. **Methodology**

To begin this assessment, the research team shared a proposed methodology, described below, with the MNEVT. The MNEVT approved the methodology and its limitations are also described below.

3.1 **Methodology Overview**

To address the research questions posed in the study, the activity team took a three-pronged approach. The work included (1) a desk review, (2) surveys of DPOs (and other stakeholder organizations) and parents of children who are deaf/hard of hearing or blind/have low vision; and (3) interviews with key stakeholders in Morocco who are involved in education of children with disabilities in Morocco. The findings from the desk review and literature search, survey results, and key points discussed with stakeholders are distilled into this final activity report.

3.2 **Desk Review**

From July through September 2016, a thorough review was conducted of regulatory and legal texts and frameworks related to the education of children with disabilities and the associated financial resources available to support education. This research was complemented by an analysis of global best practices for education of children with

In addition, the desk review generated general background regarding the current situation of education for children with disabilities in Morocco as well as allowed an analysis of the demographics of school-aged children who are deaf or blind, identifying prevalence information as available. The desk review was conducted by searching through documents available in English, French, and Arabic. More than 70 documents, listed in Annex A, were consulted for the purposes of the report.

### 3.3 Survey of DPOs and Parents of Children with Disabilities

As a complement to the desk review, surveys were conducted with DPOs and other key organizations working with children with vision or hearing disabilities. In August 2016, a DPO survey (attached as Annex B) was sent to the Disability Collective for Persons with Disabilities, the Morocco Association for the Deaf, and the Organization for Promotion of the Blind in Morocco (OAPAM). Surveys asked respondents to assess the current situation of children who are deaf/hard of hearing and who are blind/low vision; in addition, respondents were asked to indicate the quality of current education practices, access to services, availability of trained specialists, and use of assistive technology. The survey also asked questions about attitudes towards special and inclusive education and reasons why children with disabilities may not be currently enrolled in school. A total of 40 completed surveys were received from the Association for the Deaf (which represented also the same group of individuals who completed the parent organization surveys), 1 survey from OAPAM, and no surveys from the Disability Collective. Due to the fact that only one group filled out the survey on behalf of individuals who are blind, only data from the deaf DPOs are reflected in the final report; to publish the one result from OAPAM would negate the respondent’s privacy. Annex C shows the full results of the DPO survey response.

Also in August 2016, a parent survey (attached as Annex D) was sent to DPOs and organizations of parents of children with disabilities for distribution to parents of children with vision or hearing disabilities. The DPOs were asked to send the parent survey to parents of children with vision or hearing disabilities who work closely with the DPOs. The DPOs and parents were assured that no identifying information about themselves or their children would be used for this activity. No parent surveys were returned by the Disability Collective, 30 parent surveys were received from OAPAM and 40 surveys from the Morocco Association for the Deaf. These results were not aggregated but analyzed separately by each type of disability. Annex E provides the full results of the surveys from the parents of children who are deaf/hard of hearing while Annex F provides the survey results from parents of children who are blind/low vision.

### 3.4 Stakeholder Interviews

Interviews with key stakeholders that are engaged in special and inclusive education in Morocco were held through in-person meetings and by telephone in early September 2016. Through discussions with USAID, UNICEF, and disability leaders, a list of stakeholders was identified. Given the timeline of the activity, some groups were interviewed in-person, while other interviews, especially those with stakeholders outside
of Rabat, were conducted by phone interview. A full list of the stakeholders contacted, as well as the dates of interviews and the attendees at any meetings held, is provided in Annex G.

Interview questions are attached in Annex H. Although questions were similar across types of stakeholders, they were tailored to reflect the specific focus of involvement of each stakeholder. Following the interviews, the discussions were summarized by the interviewers and key points were analyzed and synthesized for inclusion in this report.

In addition, school observations were conducted in Casablanca, Marrakesh, and Rabat. The schools to visit were identified by USAID and the MNEVT and included a mix of schools for the blind and deaf programs within hearing schools. The five schools visited included: School Abou Alabass Sebti for the Blind; Lalla Amina School, Association Koutoubia for the Deaf; Institut OAPAM Casablanca; Institut Mohammed V for the Blind in Temara; and, an integrated classroom for the deaf in Sale.

3.5 Limitations

The study team encountered several limitations throughout the implementation of the project. One of the largest was the length and timing of the project. The project timeline was quite short, given the parameters of the contract governing the study. The activity started in earnest in July 2016, and though the team hoped to engage local stakeholders the following month, August is a traditional holiday month in Morocco, and many people were unavailable. The activity team worked during August to ensure meetings could occur promptly in September. In addition, because of the limited time available, many meetings were held by phone, and fewer schools were visited than might otherwise have been possible. Because of bussing schedules, which impacted all special education schools, and the fact that schools for the deaf do not follow the general education school calendar, it was not feasible to visit schools for the deaf.

Another limitation of this evaluation was that many materials from relevant stakeholders were either not yet finalized, were not available online or made available by any contacts within Morocco. For example, the team was not able to obtain the full results of the 2014 census. Though the team worked to reach out to appropriate contacts to collect the information, finding materials proved more challenging than anticipated.

Another project limitation was the limited survey response rate from DPOs, as a result of which the data were not incorporated into the final assessment report. In addition, the administrators of OAPAM, the organization that manages the majority of schools for the blind in the country, distributed and collected the survey results for parents and DPOs for the blind, and were not comfortable with the research team communicating directly with parents about the survey. Because OAPAM is a core service provider for students who are blind, it is possible that parents were not as forthcoming in their responses to the survey as they might have been if the survey team had been able to contact them directly.

It should also be noted that the parents of children who are deaf completed not only the parent form but also the DPO survey. The reasons for this are not entirely clear, but it is feasible that parents felt the need to respond to both surveys as they are not only parents but active in supporting associations for the deaf. As a result of the difference in responses, the research team decided to disaggregate data based on disability type rather than look at the total results.
4. Stakeholder Engagement

4.1 International Standards for Stakeholder Engagement

In a successful education system, each service provider provides a unique service but coordinates efforts with other providers to ensure transition and coordination among all services. UNESCO Policy Guidelines for Inclusion in Education state that “barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media” (United Nations Educational, Scientific and Cultural Organization, 2009, p.15). In addition, ideally stakeholders, especially policy bodies, include experts in the field of special needs education who are knowledgeable of the advantages of inclusive education (Skrtic, 1991).

It is also recommended that there be clear division of responsibility between government agencies and that the responsibility for educating children with disabilities fall solely with the MNEVT. The World Health Organization’s (WHO’s) World Report on Disability states that dividing the responsibilities amongst ministries “further segregates children with disabilities, and shifts the focus from education and achieving social and economic inclusion to treatment and social isolation” (World Health Organization, 2011, p. 214). As a result, WHO recommends that the MNEVT be exclusively responsible for the education of children with and without disabilities.

Nevertheless, it is important to include and regularly and routinely consult with DPOs regarding issues related to the education of children with disabilities. Not only is consultation with DPOs a requirement of the CRPD under article 4, it is also a useful way to reach out to parents and children with disabilities and receive direct input from those who have lived experience. The slogan of the international disability community, “Nothing about us without us,” should be adhered to by those working to improve the education system of persons with disabilities.

4.2 Stakeholder Engagement in the Education of Children with Disabilities in Morocco

There are several stakeholders working to provide educational services for children with disabilities in Morocco. Many are traditional stakeholders, such as the MNEVT and DPOs. Others are non-traditional stakeholders, such as private associations or non-profit organizations. For example, both the MNEVT and the Ministry of Solidarity support education efforts; however, currently the MNEVT does not assume full responsibility for ensuring effective provision of services and supports to guarantee that children with disabilities are receiving quality education opportunities. It appears that no government agency has taken full responsibility of the education of children with disabilities in the country. While some coordination exists between the different stakeholders, the coordination is often limited, which impacts the implementation of education services. For example, in its 2014 Annual Report, UNICEF states that in Morocco “at the governance level, coordination between sectors of services is a major bottleneck to enhancing access and improving quality in school for children with disabilities” (United Nations Children’s Fund, 2014, p.3). Furthermore, DPOs expressed frustration with the limited consultation that they have with various government entities on issues related to special education.

Key stakeholders actively engaged in the education of children with disabilities in Morocco are described below.
The Ministry of National Education and Vocational Training (MNEVT) is responsible for the education of all children in Morocco. According to the MNEVT website, the Ministry is working to “achieve full integration of those with disabilities into their social and economic environment through the improvement of national schools” (Morocco Ministry of National Education and Vocational Training, 2016). Though the MNEVT does not have a specific budget for special education, it has supported and provided teachers for the OAPAM schools for the blind and for the Mohammed VI Centre for the Disabled (Kingdom of Morocco, 2015). The majority of segregated schools are funded and operated by private associations or non-profit organizations. The MNEVT is responsible for the establishment of “integrated” classes within the country. At one point, the MNEVT supported 16 regional centers, which were tasked with supervision and overseeing the integrated classrooms. This support has been deactivated, however, with the MNEVT stating now that special education is mainstreamed throughout the education system. As of September 2016, the MNEVT does not have a separate budget for special education although they recognize that this will need to be addressed in the future (Boukili, personal communication, September 23, 2016).

According to the National Guidelines developed by the Ministry of National Education and Vocational Training in 2009 to regulate inclusion units within the Ministry, settings where children with disabilities are educated can be defined as the following:

**Mainstream Inclusion:** Children with disabilities are educated in their local schools alongside children without disabilities. This only takes place for children with physical disabilities.

**Inclusion Unit:** Specific to the Morocco context, these rooms are also referred to as “integrated classrooms.” These are transitional rooms where children with mild disabilities are educated for up to three years. After three years in the transitional rooms, the children are tested and, depending on the results, are either mainstreamed into general education classes, enrolled in segregated school for those with disabilities, or dropped out of school.

The Ministry of Solidarity, Women, Family, and Social Development (Ministry of Solidarity) is considered to be the responsible ministry for coordinating and monitoring policies and programs related to disability. Because of this mandate, the Ministry contributes greatly to the formation of policies related to education for children with disabilities. It also addresses issues related to special education as part of its core responsibilities. For example, the Ministry of Solidarity reports on issues such as accessibility, political participation, and disability prevention, and lists “Education and Training” as a thematic focus (Ministry of Solidarity, Women, Family and Social Development, 2016). UNESCO reports that the Ministry of Solidarity’s achievements related to disability include the following: “elaborating a training module on specialized education targeting teachers in charge of integrated classrooms and staff of centers for disabled children; training 300 physicians on strengthening the early detection and treatment of pathologies causing deficiencies that would lead to disabilities; and, implementing the Education Support program for children with severe handicaps coming from poor families, in specialized centers. The allocated budget to this program grew from 8,359,400 DH in 2006 to 14,994,200 DH in 2011” (United Nations Educational,
Scientific and Cultural Organization, 2014, p. 44). The Ministry of Solidarity also assists with the inclusion of disabled children in vocational training opportunities and bolstering community awareness through various events. In 2014, the Ministry completed a comprehensive survey on the situation of persons with disabilities in the country.

Ministry of Health

The Ministry of Health in Morocco is responsible for diagnosing and conducting medical assessments for children with disabilities in order to recommend appropriate educational settings. The Ministry of Health, in partnership with the MNEVT and other stakeholders, is responsible for the early detection of children’s physical or sensory disabilities in order to provide school support and follow-up. According to UNESCO, “a regional multi-sectoral commission is in charge of establishing a list of all students with disabilities, every school year, according to the type and severity of disability; and to orient them towards the appropriate establishment. A team of teaching and medical specialists is in charge of the educational support and medical follow-up.” (United Nations Educational, Scientific and Cultural Organization, 2014). The Ministry of Health does not conduct regular hearing and vision screening within the classrooms, nor is this a service provided by the MNEVT or other government agencies. Children receive hearing or vision screenings through their local medical centers and then receive a certificate indicating vision or hearing loss from the Ministry of Health. Those with severe hearing loss are referred to the Lalla Asmaa School for the Deaf, and children with vision loss are referred to OAPAM (Boukili, personal communication, September 23, 2016). In addition to these initiatives, UNESCO notes that the Ministry of Health is also reported to conduct the following projects related to disability (2014, p. 28):

- Training regional trainers on preventing disabilities through awareness and genetic counselling to families (30 pediatricians and general physicians trained in 2009);
- Ongoing training of 137 health professionals (gynecologists, pediatricians, general practitioners and mid-wives) in 2012, on early detection and support for perinatal and early childhood pathologies behind disabilities in 5 regions: Marrakech-Safi, Casablanca-Settat, Tanger-Tétouan-Al Hoceïma, Fès-Meknès, Drâa-Tafilalet;
- Ongoing training for health professionals on early detection of scoliosis in children (36 students in 2012 and 26 students in 2012);
- Ongoing training of 183 prosthetics and orthotics experts (47 in 2011; 37 in 2012; 99 in 2013).

United Nations Children’s Fund

In Morocco, the United Nations Children’s Fund (UNICEF) has worked in the field of disability, special education, and inclusive education for several years. In collaboration with Handicap International, in 2015, UNICEF began a pilot inclusive education program at 18 schools in two regions to produce a regional strategy for inclusive education, including capacity building, participation, and network creation, as well as a national advocacy strategy. The program placed emphasis on teacher training and support for mainstreaming children with disability in schools through provision of technical assistance. They also supported advocacy initiatives to influence government and cooperated with the Ministry to provide technical advice when needed. This program was seen as very successful and helped launch the first regional strategy of inclusive education in Souss Massa Daraa, with government funds budgeted to improve access to
UNICEF hopes to use this success to develop a national evidence-based advocacy effort on inclusive education (United Nations Children’s Fund, 2015). UNICEF also worked to convene the different government stakeholders to develop a multi-sectoral convention as a basis for a national coordinated strategy for inclusive education. (United Nations Children’s Fund, 2014).

**Disabled Persons Organizations**

Many DPOs, or organizations for which more than 50 percent of the membership and/or leadership are individuals with disabilities, exist in Morocco. Approximately 21 DPOs from around the country are organized under the Collective for the Rights of Persons with Disabilities (Collective). Examples of DPOs within the country that work under the Collective include associations for persons with disabilities from various cities such as Fes, Casablanca, and Marakesh as well as national DPOs such as the Association for the Blind, the Morocco Association for the Deaf, and the Moroccan Autism Collective (Morocco Disability Collective, 2016). The Collective works on issues such as increasing access of persons with disabilities to the political process, advocating for improved policies, and increasing general accessibility within the country. The capacity of the individual DPOs can vary greatly by organization, and organizations such as Handicap International and the National Democratic Institute (NDI) also work to build the capacity of DPOs within the country to “ensure they are better able to take into account the needs of people with disabilities.” (Handicap International, 2016). Consultation with DPOs nationally is not regulated by a clear regulative framework; therefore, existing consultation efforts are done on an ad-hoc basis with DPOs that are not always representative of the whole disability movement in the country.

Ninety-eight percent of the members of the Association for the Deaf surveyed as part of this activity did not feel that there was a consultative process with DPOs in the drafting of legislation within the country. As the representative organizations for persons with disabilities, it is important that these organizations be consulted and involved in all government activities that apply to persons with disabilities. This includes actively involving persons with disabilities in the development of policies and legislations as well as consulting with DPOs in the design, implementation, and monitoring and evaluation of government programs and initiatives related to disability.

**Associations or Non-Profit Organizations**

In addition to DPOs, within Morocco exist several associations and non-profit organizations for persons with disabilities that are active stakeholders in, and at times direct implementers of, education for children with disabilities. These service provider organizations are often responsible for managing and operating schools for children with disabilities. One of the largest organizations of this type, OAPAM, operates 13 schools for the blind throughout Morocco. While some organizations such as OAPAM receive financial support from the government (including from the Ministries of Health, Interior, Education, Social Affairs, and Sport), others operate entirely independently (Semmar & Johri, personal communication, July 21, 2016). The certification process to operate and manage schools is unclear. While some schools, such as OAPAM-supported schools and a few schools for the deaf, are certified by the MNEVT, others are operating without formal government certification. Children who attend uncertified schools are not allowed to participate in the formal exam process conducted by the government.
4.3 Stakeholder Analysis

The number and range of stakeholders engaged in the education of children with disabilities in Morocco is encouraging, as it shows great commitment to such education. However, having too many stakeholders, without a clearly responsible government entity, can result in confusion and yield a less effective system. Clear delineations of responsibility should be established in order to ensure that all future education reforms are streamlined and effectively implemented. According to the recommendations of the World Report on Disability, the MNEVT should be responsible for the education of children with disabilities instead of dividing the responsibility across multiple ministries within a country. Furthermore, ensuring a clearly defined system of coordination between the various stakeholders is necessary for education reform to be effectively implemented. Improved standards for the oversight of education of the associations also need to take places in the future. Furthermore, DPOs and other organizations for persons with disabilities, and not just organizations that are service providers, must have a role moving forward as key advisors of any inclusive education reform that might take place within the country. Additionally, DPOs should play a major role in monitoring policy implementation and highlight merging weakness and gaps.

5. Legislation and Policy Framework

5.1 International Standards for Legislation and Policy Frameworks

The CRPD serves as the primary international standard for legislation related to special and inclusive education. Article 24 on education of the CRPD mandates that children with disabilities have the right to education and that State Parties ensure inclusive educational systems at all levels. The article also states that State Parties must ensure the following:

- “Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- Persons with disabilities can access an inclusive, quality, and free primary education and secondary education on an equal basis with others in the communities in which they live;
- Reasonable accommodation of the individual’s requirements is provided;
- Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion” (United Nations, 2006, art. 24).

The CRPD also states that State Parties should take appropriate measures to preserve these rights, including:

- “Facilitating the learning of [b]raille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
• Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

• Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development” (United Nations, 2006, art. 24).

The Committee of the CRPD\(^2\) has clarified its interpretation of Article 24 in the recently released “Draft General Comment no. 4: Article 24-the right to inclusive education.” In this document, the Committee provides guidance on what elements should be incorporated into domestic legislation to ensure full compliance with the CRPD. The Committee also provides other guidance to help develop or strengthen inclusive educational systems. Guidance in this document includes the following:

• **Exclusion from the general education system:** The Committee states that to deny a child access to inclusive education based upon the type of disability or the severity of disability is in direct contradiction to paragraph 2(a) of Article 24. All children, regardless of disability type, have the right to inclusive education.

• **Testing or certification process:** Using testing or examinations as a condition to receive inclusive education would represent non-direct exclusion and thus would be in violation of Article 24. The requirement of a medical certification in order to receive services would also be considered as an exclusionary practice under the Committee’s interpretation.

• **Common curricula:** The Committee stresses the need to adapt the national curriculum and suggests that countries apply Universal Design for Learning within the classroom. Consistent with international best practices, it is important to note that the Committee does not mention developing separate curricula based upon disability but rather recommends ensuring that existing common curricula are flexible and adaptable.

• **Comprehensive legislative framework:** The CRPD Committee recommends that governments develop a comprehensive inclusive education policy with a clear timeframe for implementation. **Annex I** provides a checklist of what should be included within an inclusive education system and within domestic policy as mandated by the CRPD and advised by the CRPD Committee.

• **Education Sector Plan detailing implementation of an inclusive education system:** To support national legislation, a complementary Education Sector Plan should be developed that includes a timeframe and measurable goals for implementing an inclusive educational system. The plan should also include a “baseline from which to progress, current budgetary allocations, quality of data collection, numbers of children with disabilities out of school, challenges and barriers, existing laws and policies, key concerns of both persons with disabilities, families and the State Party” (Office of the High Commissioner for Human Rights, 2015, pg. 17).

\(^2\) The Committee is a body of 18 independent experts on disability who were voted and approved by State Parties during the Conference of State Parties that takes place annually in New York. This body is responsible for monitoring the implementation of the CRPD and reviews the State Party reports on the CRPD implementation. The members of the Committee serve in their individual capacity, not as government representatives.
• **Consultation with DPOs:** Consistent with Article 4 of the CRPD, governments must consult with DPOs, and individuals with disabilities should be seen as partners and not merely recipients of education. DPO representation should be an essential component of the development of inclusive education policies.

### 5.2 Current Legislation and Legal Framework Situation in Morocco

Morocco signed the CRPD on March 30, 2007, and ratified it and its Optional Protocol on April 8, 2009 (Office of the High Commissioner for Human Rights, 2016a). As a country that has ratified the CRPD, Morocco is bound to develop internal procedures and practices that are aligned with the various articles of the treaty. In addition according to the World Intellectual Property Organization (WIPO), as of 2016, Morocco has not ratified the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled (World Intellectual Property Organization, 2016). This treaty would allow for “exceptions to the copyright rules in order to permit reproduction, distribution and making available published work in formats designed to [persons with visual impairment] and to permit the exchange of these works across borders by organizations that serve those beneficiaries” (World Intellectual Property Organization, 2013). Though OAPAM wrote a declaration to the government of Morocco urging the Government of Morocco to ratify the document due to its importance for the blind community, official ratification has yet to take place (OAPAM, n.d).

Morocco has several laws and official memoranda related to the education of children with disabilities. Disability is mentioned in the preamble of the Constitution of Morocco stating that the Kingdom is committed “to fight[ing] all forms of discrimination based on sex, color or belief, culture or social allegiance or regional language or disability or any personal status.” (Morocco Const. Preamble) In addition, Article 34 of the Constitution of Morocco states that the government will “rehabilitate and integrate into social and civil life the physically, sensorimotor and mentally handicapped and … facilitate their enjoyment of the rights and freedoms recognized to all” (Morocco Const. art. 34). Other significant legislation or public announcements provided by the government include the following:

- **Compulsory Basic Education Act of 13 November 1963** states that education is compulsory for all children, including boys and girls, from 7 to 13 years old. This document, however, does not specifically address the rights to education for children with disabilities (Dahir No. 1-63-071 of 25 Jumada II 1382, 1963).³

- **Ministerial Memorandum No. 179 of 19 October 1978** makes provisions to meet the administrative, educational, and economic needs of institutions for the blind in the same way as those of other official institutions (Kingdom of Morocco, 2015).

- **Law No. 5-81 on the welfare of the blind and visually impaired** addresses the general support needs of individuals who are blind or have low vision. Article 4.1 of the law states that “institutions will be assigned the task to educate them and train them in order to prepare them to have jobs that suit their condition” (law No.5-81).

- **Ministerial Memorandum No. 98/104**, concerning the integration of children with disabilities in the first grade of basic education, grants all children with mild or moderate disabilities the right to enroll in integrated and regular classes in public schools (Kingdom of Morocco, 2015).
• Memorandum No. 10 of 16 February 1998 concerns measures taken pursuant to the implementing regulations of the Social Care of Persons with Disabilities Act (Kingdom of Morocco, 2015).

• Law No. 14-05 of November 2006 establishes institutions for children with disabilities and states that they must receive education as defined by the Compulsory Basic Education Act. These social care institutions, or social homes, are cited to be temporary, permanent, total, or partial (Dahir No 06-154 Dahir No. 1-06-154 of 30 Shawwal 1427, 2006).

• Ministerial Memorandum No. 2000/008, concerning the schooling of children with disabilities, urges all directors of central departments to take into consideration the requirements of students with disabilities and special needs in regard to accessibility, equipment, teaching staff, and curricula, etc., when preparing their sectoral programs (Kingdom of Morocco, 2015).

• Framework Memorandum No. 2005/89 encourages the schooling of children with special needs and children living in nomadic and mountainous areas (Kingdom of Morocco, 2015).

• Joint Circular No. 130 concerns the following measures to be taken in the school year 2004–2005: (Kingdom of Morocco, 2015)
  - A review of student enrollment procedures through the establishment of a parliamentary committee to examine the enrollment files referred to it, and a review of the educational road map for integrated classes
  - Organization of awareness-raising campaigns to encourage the enrollment of children with special needs
  - Formulation of criteria for the selection of staff to teach integrated classes
  - Establishment of specifications for integrated classes

• Ministry of Social Affairs National Action Plan for Children 2006–2015 includes guidance for parents to build awareness on possible risks to children with disabilities as well as the penalties for abandoning children with a disability. The document also provides guidance for implementing measures to ensure standards for integrated classrooms (Ministry of Social Affairs, 2006).

• Ministerial Communication No. 07/212 of 14 March 2007 concerns the establishment of committees to coordinate with the various stakeholders involved in school integration programs at the central, regional, provincial, and local levels (Kingdom of Morocco, 2015).

• Ministerial Memorandum No. 143 of 13 October 2009 concerns schooling for persons with special needs and was designed to ensure equal opportunities for children of school age and, in particular, to improve educational, social, and health services in such a way as to enable children and adolescents with disabilities to enjoy their right to schooling in educational institutions at all levels with a view to achieving the objectives of education for all (Kingdom of Morocco, 2015).

• Ministerial Memorandum of 19 May 2010 concerns the conclusion of partnership agreements with associations caring for persons with special needs Kingdom of Morocco, 2015).
Ministerial Memorandum No. 3-2274 of 30 April 2013 concerns organizational procedures to adapt ongoing supervision and qualifying examinations to the needs of students with disabilities who are facing writing and speech difficulties (Kingdom of Morocco, 2015).

In addition to the laws and memoranda established by the Government of Morocco, the National Charter, which is seen as the “founding and rallying institutional framework for the contemporary reform of Morocco’s education system,” also addresses disability, by including it as one of its catalysts (United Nations Children’s Fund, 2014). For example, Catalyst 14 states “improving learners’ social and living conditions, promoting the welfare of people with disabilities.” (United Nations Children’s Fund, 2014). The Emergency Programme of 2009–2012, which provides the plan to achieve the goals of the National Charter, includes 10 distinct projects. Project 7 is focused on “creating equity of access for children with special needs” and has the goal of opening 800 “integrated” classrooms for children with special needs targeting 9,600 students (United Nations Children’s Fund, 2014). However, as of 2012 only 2,099 children with disabilities were enrolled in these classrooms, meeting a little more than 20 percent of the government’s goal for this time period (Economic and Social Council, 2012).

After more than a year of debates between the government and civil society and within parliament, Morocco adopted its new Disability Law 97 13 on May 19, 2016, often referred to as ITAR. This law was developed as a result of ratifying the CRPD and to move domestic legislation toward international standards (Boukili, personal communication, September 23, 2016). The purpose of this law was to address various legal issues and barriers confronted by persons with disabilities within the country. It includes issues related to non-discrimination, social protection, access to health care, employment, participation in cultural and sports activities, civil and political engagement, and accessibility. Section 3 of the law addresses issues related to education and training. Specifically, Morocco’s Disability Law framework from 2016 states the following:

- **Article 11**: Persons with disabilities have the right to education, instruction and training in all cycles, including the right to freely choose the appropriate options they wish to take in pursuing their studies. Their disability cannot be cause to hinder their enjoyment of this right or restrain its exercise. To that end, they benefit from:
  - The right to register in educational and learning institutions and in institutions of vocational training, particularly those closest to their place of residence; and
  - The use of didactic methods adapted to their needs and the nature of their disability.

Furthermore, the State undertakes to make reasonable accommodation according to the needs of each student.

- **Article 12**: On a contractual basis, the State takes appropriate incentivizing measures to encourage the formation of institutions specialized in the education, instruction and training of persons with disabilities who choose to attend them, or are unable to pursue their studies and training in other institutions. These specialized institutions constitute an integral part of the national education and training system.
The State takes the aforementioned measures in order to enable persons with disabilities to benefit from non-formal and adult education programs that are developed and implemented by associations operating in this sector.

**Article 13:** In the regional academies of education and training created by law no. 07-00, regional commissions are established with the task of examining the records of school-age children with disabilities within institutions of education and training, orienting them, reorienting them when necessary, and monitoring their academic curriculum or course of training.

The composition and operating methods of these commissions are determined by regulations.

While it is commendable that Morocco has developed a new law related to disability and non-discrimination, DPOs and nongovernmental organizations (NGOs) have expressed concern related to the content of the May 2016 law. In a 2015 letter from Human Rights Watch to the Moroccan Parliament on the draft version of the law, they stated their concerns that the law continues to take a medical approach, or to follow a disability versus social or human rights model, potentially reinforcing negative stereotypes and limiting equitable participation in society. In addition, Human Rights Watch raised concerns that special education is predominantly provided by NGOs with little to no support from the government for these services. The draft law also mandated separate classes or schools for children who are “unable to pursue their education and training at other institutions,” which is in violation of Article 24 of the CRPD (Human Rights Watch, 2015). Though Human Rights Watch provided these comments in the draft form of the legislation, it does not appear that these recommendations were addressed into the final version of the law. Additional recommended changes to the draft law by Human Rights Watch in 2015 include the following bullet points:

- Include in the Draft Disability Framework Law a definition of reasonable accommodation in line with Art. 2 of the CRPD, noting that denial of reasonable

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**Different models of approaching disability:**

**Charity Model:** Depicts persons with disability as unfortunate or deserving pity or charity. This model reinforces negative stereotypes as it does not address the strengths of individuals or their ability to be active and participating members of society.

**Medical Model:** Focuses on a person’s limitations and the need to “fix” the person rather than looking at possible societal barriers. This model reinforces stereotypes as it emphasizes deficiencies and not strengths of an individual.

**Social Model:** Focuses on the barriers that exist in society and how to reduce those barriers to ensure full and equitable participation in society. This is the preferred model for disability as it addresses disability as a human right.

**Rights-Based Model:** The human rights model positions disability as an important dimension of human culture, and it affirms that all human beings irrespective of their disabilities have certain rights that are inalienable. This model builds upon the spirit of the Universal Declaration of Human Rights, 1948, according to which, “all human beings are born free and equal in rights and dignity.”
accommodation, including in access to education, is a form of disability discrimination.

- Include in the Draft Framework Law a clause that specifically requires the state—rather than NGOs or parents—to provide reasonable accommodation for children with disabilities in schools, including by funding this reasonable accommodation and setting up programs to ensure access.

- Remove clauses in the Draft Framework Law that imply limits to the education that persons with disabilities can receive or require segregation, such as the reference to persons with disabilities ‘unable’ to receive education in mainstream schools. Instead, replace this language to ensure that ‘Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion,’ as required by CRPD Article 24 (2e).

- Call for greater investment of resources towards integrating persons with disabilities into mainstream schools and classrooms.

- Insert an additional paragraph in the Draft Framework Law that establishes an accessible reporting mechanism for parents and children with disabilities who are denied access to education or reasonable accommodation.

Additional concerns with the law include the limited consultations with DPOs and other civil society members during the drafting of the law. Though civil society was initially consulted in 2008, communication lapsed and DPO input was not included in the final version (The Guardian, 2015).

The Ministry of Solidarity stated in 2014 that one of its goals for creating public policy on social integration was to “[d]esign and implement a public policy on disability in an integrated, concerted and convergent manner with all relevant sectors,” including ‘Education and Teaching’ (Ministry of Solidarity, Women, Family and Social Development, 2016). With the support of UNICEF, the Ministry launched a consultation process in 2013 with all stakeholders to prepare the integrated public policy for child protection. This policy targets all children less than 18 years old requiring protection including:

- Children at high risk: children without families (orphaned, abandoned), children living in poor families in remote/rural areas; children living in dysfunctional families, children out of school, children who work, children who had not been registered at birth, street children, children with disabilities, children using drugs, children placed in institutions, children in detention, separated migrant children

Despite these laws and memoranda, there is a lack of specific legislation outlining the goals and requirements of inclusive education. In addition, most stakeholders, including the representatives of the disability community, stated that in general they did not feel there was an adequate process in place for civil society to consult on issues related to laws and legislation. Many disability advocates cited that they did not feel current laws or practices are aligned with the CRPD (Makni, & Amrani, personal communication, July 21, 2016). For example, the definition of disability used in the new law is not aligned and is more restrictive than the definition for disability used within the CRPD.

This lack of confidence in the legal framework is also supported by the survey results. Of individuals from the deaf associations, 87 percent stated that they do not feel that the
current address the needs or ensure that children with disabilities can receive a quality education. *Figure 1* shows the responses to this question from parents of children who are deaf. Sixty-one percent of parents of children who are blind did not feel that current laws address needs or ensure that children with disabilities receive a quality education. *Figure 2* shows the responses to this question from parents of children who are blind.

**Figure 1:** Parents of Deaf Children: Views of Current Policy

![Pie chart showing responses to the question: What are your views on current laws and policies within Morocco as they related to the education of children with disabilities?](chart1)

- **3%** Current laws are strong and do not need to be improved
- **11%** Current laws are adequate to ensure quality education of children with disabilities but they need to be strengthened
- **86%** Current laws do not address the needs or ensure that children with disabilities can access a quality education

**Figure 2:** Parents of Blind Children: Views of Current Policy

![Pie chart showing responses to the question: What are your views on current laws and policies within Morocco as they related to the education of children with disabilities?](chart2)

- **61%** Current laws do not address the needs or ensure that children with disabilities can access a quality education
- **39%** Current laws are adequate to ensure quality education of children with disabilities but they need to be strengthened
- **3%** Current laws are strong and do not need to be improved

### 5.3 Legislation and Policy Framework Analysis

Although Morocco has several laws that mention the right to *education* for children with disabilities, there is no legislation that states that individuals with disabilities have the
right to *inclusive education* as specified in the CRPD. Furthermore, the recent Disability Law 97.13 does not explicitly provide a path to inclusive education nor does it clearly state that segregated schools are not acceptable. This leaves a space for policy designers to maintain the existing system rather than adapt the system to be inclusive of all children. This is in direct violation of Article 24 of the CRPD. Many other current and recently reformed laws are not aligned with international legislation to which Morocco is a State Party. The Committee of the CRPD recommends developing specific policies on inclusive education that detail the country’s commitment to the education of children with disabilities. This process model could serve as an important opportunity for Morocco to align its policies with international law and establish a new legal framework that is consistent with international best practices. This should include the development of a specific strategic plan by Morocco to transition to an inclusive system and expand educational opportunities for all children with disabilities. It is important to highlight, however, that Morocco is already following international best practices by including disability as part of its general education strategies and plans.

The planning and review of all future legislations or education reform strategies should be fully inclusive of the DPOs in Morocco that represent parents and children with disabilities to ensure that any new initiatives appropriately respond to their needs.

### 6. Disability Prevalence Rates

#### 6.1 International Standards in Disability Prevalence Rates

Access to reliable data is crucial for governments as they develop programs and policies; however, obtaining reliable and comparable data on the prevalence on disability remains challenging. Due to different definitions of disability, data collection methods, and cultural understanding of disability, a large variance can exist among reported prevalence rates between countries, and even within the same country. Likewise, the causes for disability can vary significantly by country, causes that can range from diabetes to traffic accidents, poor access to prenatal vitamins or obstetric care, malnutrition, or premature birth.

Worldwide, surveys and census use very different approaches that impact the data results (Mont, 2007). Three primary approaches for generating disability data through censuses or surveys exist: the respondent self-identifies as having a disability, respondent selects from a list of disability categories, or the respondent answers questions based on functionality. Due to limited knowledge of disability or concerns related to stigmas or prejudice, typically only 1–7 percent of the population, especially in developing countries, is willing to self-identify if asked “do you have a disability” or “select the type of disability that you have.” Because of such challenges related to self-identification and disability selection approaches, the United Nations convened a group of experts, referred to as the Washington Group, to develop a set of questions to determine disability prevalence rates that are based on functionality or activities rather than directly asking the respondent if he or she has a disability (see below). These questions typically result in prevalence rates between 10–20 percent (Mont, 2007).

*Annex J* shows a comparison of international prevalence rates using the different approaches. Because of the difference of approach within the census collection, WHO
The United Nations Washington Group Questions on Functionality are considered to be the most effective questions currently available to capture disability prevalence and can be used in censuses, surveys, and in program monitoring and evaluation efforts. These questions are considered to be more effective than others, as they do not mention the word “disability” or terms related to disability conditions, which can result in lower reported prevalence rates. For example, a World Bank report states that “for the purposes of promoting inclusive economic development, it is more appropriate to view disability as a reduced ability to undertake ‘activities’ and ‘participation’ resulting from functional limitations, rather than as a diagnosis of a medical condition” (Mont, 2007, p.9). All individuals who respond to having “some difficulty”, “a lot of difficulty,” and “cannot do at all” are counted as having a disability for the purposes of data collection in censuses, surveys, and programming (Mont, 2007). This method is viewed as the most reliable for collecting data on disability. In addition, this method gives governments or organizations information related to the severity of a disability, which can also be helpful for planning related services or supports.

The United Nations Washington Group on Disability and Statistics and UNICEF are in the process of completing and piloting functionality questions specifically designed for children (which use different indicators to help determine the disability prevalence for children compared to adults). Once finalized, these questions will be available to determine the number of children with disabilities in a given context.

Although prevalence rates for people with disabilities vary by country, there are some general statistical trends consistent in most countries. Data from census and surveys typically show the following.

- Disability is present in all ethnicities, races, and socioeconomic classes and in urban/rural locations.

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5 As of September 2016, the WG and UNICEF have yet to publish the functionality questions and protocols for usage for surveying children.
• Rates of disability increase with age.
• Individuals with disabilities are more likely to be impoverished, showing a link between poverty and disability.
• Children with disabilities are less likely to have access to education.
• Disability statistics show typically equal splits between men and women, with a slightly higher percentage of women with disabilities compared to men.

Worldwide, the prevalence rate for children can vary significantly, from 0.4 percent to 12.7 percent, depending on the study and assessment tool that was used (Maulik & Darmstradt, 2007). In the United States it is estimated that 12.9 percent of school-aged children have a disability, with approximately 0.2 percent of the total number of children representing children who are deaf/hard of hearing and 0.1 percent children who are blind/have low vision (National Center for Education Statistics, 2016). The Organization for Economic Co-operation and Development (OECD) estimates that 15–20 percent of students in OECD countries will require some form of special education throughout their school career (Organization for Economic Co-operation and Development, 2009).

6.2 Situation of Disability Prevalence Rates in Morocco

Primary causes of disability within Morocco include malnutrition, inaccessible health services, and consanguinity (World Bank, 2005) and traffic accidents. It is estimated that there are more than 80,000 traffic accidents a year across the country, of which 9 percent result in disability (Boutayeb & Chetoani, 2003). However, an individual’s belief regarding why a disability occurs is often a religious one. For example, the 2004 Moroccan national survey showed that 49.5 percent of individuals interviewed believed that disability was caused by the will of God (FIRAH, n.d.)

Prevalence rates reported in Morocco vary significantly based on the assessment tools and approach used. Table 1 shows the difference in disability prevalence rates collected in Morocco from various studies from 2004 through 2014. The 2004 Morocco Census used the International Classification of Functioning or disability category-based questions to determine disability, while the 2014 Census used the Washington Group Functionality Questions (El Ouazzani Touahami, 2015). Given the large difference in data collection methods, the data resulting from the two censuses cannot be compared. In reference to the 2014 Census, Zineb El Ouazzani Touahami, the Statistician Engineer from the High Commission of Planning in Morocco, stated that individuals with disabilities include those “with complete disability or having a lot of difficulty in one of the six functional domains namely seeing, hearing, communication, walking, remembering/concentrating, and self-care” (El Ouazzani Touahami, 2015, p.5). Based on this information, the reported disability prevalence rate of 4.1 percent from the 2014 Census does not include individuals reported as having “some difficulty,” as is recommended by the United Nations Washington Group on Statistics. Thus it is quite possible that the current prevalence rate used by Morocco under-represents the total number of individuals with disabilities in the country by a large margin.

In addition to the National Census conducted in 2014, the Ministry of Solidarity, Women, Family, and Social Development also conducted a national survey using the Washington Group Questions on Functionality. The survey includes within the 6.8 percent of reported individuals with a disability those who report having “some difficulty,” “a lot of difficulty,” or being unable to perform a function at all (Ministry of Solidarity, Women’s Affairs and Social Development, 2015).
### Table 1: Comparison of Disability Prevalence Rates in Morocco by Total Numbers and Percentage

<table>
<thead>
<tr>
<th>Type of Survey or Tool</th>
<th>Number of Individuals with a Disability</th>
<th>Estimated Percentage of the Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 National Census*</td>
<td>680,537</td>
<td>2.3%</td>
</tr>
<tr>
<td>Moroccan National Survey of 2004**</td>
<td>1,530,000</td>
<td>5.12%</td>
</tr>
<tr>
<td>2014 National Census*</td>
<td>1,353,766</td>
<td>4.1%</td>
</tr>
<tr>
<td>2014 Survey conducted by the Ministry of Solidarity, Women, Family and Social Development</td>
<td>2,264,672</td>
<td>6.8%</td>
</tr>
<tr>
<td>World Health Organization estimate</td>
<td>5,077,236</td>
<td>15%</td>
</tr>
</tbody>
</table>


** Secrétariat d’État chargé de la Famille, de l’Enfance et des Personnes Handicapée (2004) Enquete Nationale sur le Handicap 2004 (Secretary in Charge of Family and Children with Disabilities)

As with the overall reported rate of disabilities within Morocco, there is also variance in the number of men versus women with disabilities, versus international trends. Most of the sources on disability prevalence in Morocco state that there are more men than women with disabilities—a trend that is not observed in other countries. This is not the case with the 2014 Census and Survey, which shows more women than men with disabilities in the country. The 2004 Moroccan National Survey stated that the reasons for more men than women with disabilities can be explained by:

- an increased number of accidents and traumas, and a higher consumption rate of alcohol, drugs, tobacco, and other toxic substances in the male population.
- The fact that men use less medical services than women and are therefore more susceptible to debilitating diseases that are chronic or benign also contribute to this phenomenon. We could even hypothesize that women’s disability rates are lower because of a lack of ‘cultural’ contact (Secrétariat d’État chargé de la Famille, de l’Enfance et des Personnes Handicapée (2004) Enquete Nationale sure le Handicap 2004, p. 14 (translated into English), p.14).

*Table 2* compares the different percentage estimate of persons with disabilities disaggregated by sex.
Table 2: Comparison of Percentages of Persons with Disabilities Disaggregated by Sex

<table>
<thead>
<tr>
<th>Type of Survey or Tool</th>
<th>Percentage of Persons with Disabilities Who Are Males</th>
<th>Percentage of Persons with Disabilities Who Are Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 National Census*</td>
<td>56.3%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Moroccan National Survey of 2004-2006**</td>
<td>53.4%</td>
<td>46.6%</td>
</tr>
<tr>
<td>2014 National Census*</td>
<td>47.5%</td>
<td>52.5%</td>
</tr>
<tr>
<td>2014 Survey conducted by the Ministry of Solidarity, Women, Family and Social Development</td>
<td>49.7%</td>
<td>50.3%</td>
</tr>
</tbody>
</table>


In the 2004 National Census, an estimated 14.3 percent of the total population of individuals with disabilities were under the age of 15. Interestingly, the reported proportion under age 15 decreased in the 2014 census, where only 10.9 percent of the total population of individuals with disabilities were under the age of 15 years old. (El Ouazzani Touahami, 2015). This decrease directly contradicts the estimated 1.04 percent annual growth rate in the country (World Population Review, 2016). According to the Secretary of State for Family, Childhood, Special Needs and Disability in 2014 there are around 231,000 children, aged 4 to 15, with special needs (United Nations Children's Fund, 2014.).

In addition to total percentage estimates, some resources disaggregate numbers of children with disabilities by type of disability. Table 3 summarizes data provided by the 2004 Survey on Disability conducted by the Secretariat of State for Family and Social Solidarity. In addition to the children whose status is captured by this survey, there may be other children who require additional supports but may not have an official disability-related diagnosis. Separately, in a study about the prevalence of communication disorders in Morocco, 68 speech-language therapists in 15 major cities responded to an online survey. Results show that an estimated 10.43 percent of the overall population had communication disorders, with speech disorder the most common. Of this group, 11.2 percent had additional disabilities (deafness, autism, mental disability, and other rare diseases) (Sabir, Bouzekri, Moussetad, 2015).
### Table 3; Children with Disabilities in Morocco Based upon 2004 Survey by the Secretariat of State for Family and Social Solidarity

<table>
<thead>
<tr>
<th>Number of School-Age Disabled Children by Disability Type*</th>
<th>Total Number of Children</th>
<th>Percentage of the Population of Children with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with psychological/mental disability</td>
<td>84,418</td>
<td>36.6%</td>
</tr>
<tr>
<td>Children with multiple disabilities</td>
<td>53,279</td>
<td>23.0%</td>
</tr>
<tr>
<td>Children with motor disabilities</td>
<td>31,829</td>
<td>13.8%</td>
</tr>
<tr>
<td>Children with auditory disabilities</td>
<td>21,450</td>
<td>9.3%</td>
</tr>
<tr>
<td>Children with gastrointestinal/metabolic disabilities</td>
<td>20,066</td>
<td>8.7%</td>
</tr>
<tr>
<td>Children with visual disabilities</td>
<td>11,763</td>
<td>5.1%</td>
</tr>
<tr>
<td>Children with speech and language disabilities</td>
<td>7,842</td>
<td>3.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230,647</strong></td>
<td></td>
</tr>
</tbody>
</table>

* Secrétariat d’État chargé de la Famille, de l’Enfance et des Personnes Handicapée (2004). Enquete Nationale sure le Handicap 2004 (translated into English)

Many civil society stakeholders when interviewed noted that the issues related to the discrepancies in data on disability prevalence are an issue in the country. Some stated that they felt there are actually many more people with disabilities in the country than the official numbers reflect.

### 6.3 Analysis of Disability Prevalence Rates

In Morocco, there are no consistent prevalence rates for the total or percentage of persons with disabilities. The numbers of persons with disabilities change significantly depending on the ministry conducting the data collection and the method that used to collect those data. These inconsistencies allow for the findings to be questioned, especially as some of the information seems to contradict international trends. Furthermore, it appears that the 2014 Census does not align with the protocols provided by the Washington Group on Statistics, which will undoubtedly result in lower and incorrect incidence of disability within the country. As a result of these issues, it is challenging to determine actual numbers of persons with disabilities within Morocco. Nonetheless, available statistics even from varying sources do show that the disabled population in Morocco (ranging from 2.3–15 percent as shown above) is large enough that the successful implementation of inclusive educational policy that abides by Article 24 of the CRPD would benefit the country greatly.

Data collection related to persons with disabilities is a challenge for many countries. Furthermore, the challenges and complexities related to ascertaining the number of persons with disabilities in an environment when individuals may be hesitant to self-identify poses additional obstacles for the government. While the government should continue to work on strengthening its processes for determining disability prevalence rates within the country, for immediate planning and programming purposes the MNEVT may want to use the WHO estimate of 15 percent prevalence rate of children within a country who have a disability and require special education services.
7. General Situation of the Education of Children with Disabilities

7.1 International Standards for the Education of Children with Disabilities

Inclusive education can be loosely defined as teaching children with disabilities, regardless of type of disability or severity, alongside their non-disabled peers within their local schools. Decades of research proves that inclusive education classrooms not only benefit children with disabilities but also result in better learning outcomes for all children in the classroom, including those without disabilities (Kalambouka, Farrel, & Dyson, 2007). One comparative study in the United States that reviewed academic studies and findings found that no study since the 1970s has shown an academic advantage for students with disabilities educated in separate settings (Falvey, 2004). In addition, several other studies show that children without disabilities also benefit from having children with disabilities in their classroom (Cole, Waldron, & Maid, 2004). Though there are initial costs to transition to an inclusive education system, more than 100 research studies have found that required financial resources decreased over time, and inclusive systems actually cost less than maintaining separate schools for children with disabilities (McGregor & Vogelsberg, 1998). The CRPD Committee Guidance on Inclusive Education adopted in August 2016 also states that State Parties of the CRPD should move towards an inclusive education system as “expeditiously and effectively as possible” and that maintaining both an inclusive and special/segregated education system is not compatible with the principles of the CRPD (Office of the High Commissioner for Human Rights, 2016b). The Committee also recommends that budgets previously allocated for segregated schools be transferred to supporting an inclusive education system.

In order to develop an effective inclusive education system, it is necessary that a clear national strategy articulate guidance for training teachers and administrators about inclusive education and disability awareness; training parents of children with and without disabilities on the benefits of inclusive education; providing appropriate classroom supports and modifications; ensuring that schools are accessible; and ensuring access to assistive technology among, other supports (Office of the High Commissioner for Human Rights, 2016).

The push towards an inclusive education system requires strong government support and involvement. Ideally, inclusive education systems provide individualized support based upon the child’s need (rather than category of diagnosis), access to trained and specialized teachers, instruction using the national curriculum or a modified or adapted version of the curriculum, access to assistive technologies and assistive communication devices, and training and implementation of bilingual educational approaches. “Integrated classrooms”, or the practice in which children with disabilities attend a general education school but receive instruction in specialized or segregated classrooms apart from other students, is not considered to be inclusive education and thus is not in compliance with Article 24 of the CRPD. This model of integrated classrooms perpetuates the practice of segregating children with disabilities, as they do not receive the opportunity to receive instruction in the same classroom with non-disabled peers. Inclusive education should apply to all children regardless of type or severity of disability; again, this results in improved learning outcomes, fewer negative behaviors, and improved social interaction.
Despite its being an identified best practice, implementing inclusive education remains a large challenge for many countries. For example, household data conducted by WHO in Malawi, Namibia, Zambia, and Zimbabwe state that 24–39 percent of children with disabilities have never attended school, compared to 9–18 percent of children without disabilities in the same countries. Once enrolled, children with disabilities are more likely to drop out of school compared to their non-disabled peers. Within 51 countries that participated in the WHO World Health Survey, only 50.6 percent of boys with disabilities and 41.7 percent of girls with disabilities completed primary school (World Health Organization, 2011). Other estimates state that only 5 percent of all children with disabilities have completed primary school in developing countries (Peter, 2003). Cited reasons for school dropout among children with disabilities include inaccessible transportation, inaccessible schools, lack of accessible learning materials, denial of entry by the school, unprepared teachers, parental concerns for a child’s wellbeing, and prejudicial views and discrimination toward disability among members of society.

However, many countries have found success transitioning from segregated towards inclusive education systems. As a result of the Individuals with Disabilities Education Act (IDEA), the United States moved from the highly segregated system that existed until the 1990s, towards a more inclusive system, with more than 96 percent of children with disabilities currently educated in inclusive schools (Bright Hub Education, 2016). Some lower and middle income countries have also successfully transitioned towards inclusion. In the late 1990s, Costa Rica has moved from a diagnostic-based model to a needs-based system that uses a child’s educational need to determine services (Stough, 2000). Today, Costa Rica is working to ensure all children with disabilities, regardless of the severity of the disability, can be educated in the inclusive system by modifying in-service and pre-service teacher training to focus on inclusion versus segregation, developing resource rooms, and providing teachers’ aids and therapy in the classroom as support (Madrigal Lizana, personal communication, August 24, 2016). In Brazil, the city of Rio de Janeiro has also made great strides towards inclusion. The city’s school system, which includes more than 1,500 schools and over 50,000 teachers, was once considered to be one of the more segregated systems globally, but following the country’s ratification of the CRPD, much progress has been made toward realizing inclusive education in classrooms. The approach to reach inclusion has been through teacher training, educating parent groups, and utilizing teachers who formerly worked at segregated schools as itinerant specialist teachers (Costin, 2016). In addition, South Africa developed a comprehensive Strategic Plan on Inclusive Education in 2001, which provides a step-by-step, 20-year plan to transition to inclusive education. The Plan includes training school management, staff, and teachers; identifying and reducing barriers to inclusion; mobilizing out-of-school youth to return to school; converting 500 primary schools to full-service schools; developing district-based support teams; and converting specialized segregated schools into resource centers to support district teams (Government of South Africa, 2001). Though implementation of the strategy still has challenges, there have also been several successes. For example, one of the accomplishments is that inclusive education is now part of the qualification framework for all general education teachers.

7.2 Current Situation of the Education of Children with Disabilities in Morocco

School Attendance Rates

Unfortunately, in Morocco, school attendance for students with disabilities is quite low. The 2004 Census estimates 73 percent of all of the individuals with disabilities have never attended school and only 15 percent have graduated from primary school (El...
Ouazzani Touahami, 2015). UNICEF estimates that less 12 percent of children with reported disabilities actually graduate from primary school (United Nations Children's Fund, 2014). Figure 3 shows the level of education achieved by individuals with disabilities in the country. According to the Morocco CRPD country report, 53.3 percent of children with disabilities aged 10–14 have never attended school (Kingdom of Morocco, 2015), although feedback from stakeholders within the country indicated that the attendance rate for children with disabilities is only 5–10 percent of school-age children with disabilities. This is, however, a significant increase from adults with disabilities, as 82.9 percent of individuals with disabilities aged 50 years and older reported never attending school.

Figure 3: Percentage of Persons with Disabilities Who Have Graduated by School Level According to the 2004 Census

Within the country, there is significant variation in school attendance rates between urban and rural areas. In rural areas, individuals with disabilities are two times more likely to have never attended school. This difference is particularly striking for women, as an estimated 10 percent of women with disabilities in rural areas reported ever attending school (Secretariat for Families and Children with Disabilities, 2004). As with the variation in prevalence rates, the reported attendance rate varies based on the source of the data collected. For example, the UNESCO 2014 Education for All Report on Morocco found that that only 11,006 of the 92,400 children (12 percent) with disabilities in the country were attending school, or that approximately 88 percent of children were currently not attending school. As a comparison, it is estimated that in Morocco only 0.5 percent of children without disabilities are currently out of school (United Nations Educational, Scientific and Cultural Organization, 2014). This finding is similar to the 2014 survey conducted by the Ministry of Solidarity, which showed that 60 percent of children with disabilities not enrolled in schools cited inappropriate schools as their reason for non-attendance (Ministry of Solidarity, 2015).

Table 4 demonstrates the various reasons children with disabilities may not be attending schools in Morocco, according to those interviewed for the DPO survey. These survey
findings correspond with other, national, surveys in Morocco. According to the 2004 National Survey on Disabilities, the primary reason children did not attend school was a lack of appropriate schools to accept the children.

Table 4: Why Children with Disabilities May Not Be Enrolled in Schools, According to Surveys

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition fees are too expensive or there is no reliable transportation</td>
<td>8%</td>
</tr>
<tr>
<td>School is too far away or there is no reliable transportation</td>
<td>8%</td>
</tr>
<tr>
<td>Teachers are not appropriately trained to support children with disabilities</td>
<td>8%</td>
</tr>
<tr>
<td>Schools deny access or enrollment to children with disabilities</td>
<td>23%</td>
</tr>
<tr>
<td>Child is still on a waiting list</td>
<td>3%</td>
</tr>
<tr>
<td>Issues related to certification</td>
<td>3%</td>
</tr>
<tr>
<td>Concerns for the child's safety and wellbeing</td>
<td>3%</td>
</tr>
<tr>
<td>Perception that it is not important for children with disabilities to learn</td>
<td>0%</td>
</tr>
<tr>
<td>The child is needed at home to help with chores or help earn an income</td>
<td>8%</td>
</tr>
<tr>
<td>The family is ashamed of having a child with a disability</td>
<td>8%</td>
</tr>
</tbody>
</table>

The 2004 National Survey on Disabilities also reported that children with the greatest access to education were those with a gastrointestinal/metabolic disability (36.4 percent), a psychosocial disability (35.5 percent), and those with physical disability (34.1 percent). Conversely, children who had the least access to school were those with auditory disability, including children who were non-verbal or may have challenges speaking (26.3 percent); children who were blind or have low vision (20.4 percent); and children with multiple disabilities (17.1 percent) (Secretariat for Families and Children with Disabilities, 2004). The 2012 Report from the Economic and Social Council states that in Morocco, “it appears that the enrollment rate strongly depends on the type of disability and not its severity” (Economic and Social Council, 2012).

This trend of enrollment being tied closely to the type of disability is not surprising as educational services provided in Morocco are dictated by a health professional’s diagnosis. Children with disabilities must receive a certification prior to being able to attend a special education school in Morocco. This diagnosis system does not account for the strong variance of functionality that can exist within the same diagnosis. For example, there can be a significant difference in intellectual capacity within autism spectrum disorder—one individual with autism may also have an intellectual disability and have challenges with basic scholastic tasks, while another might have an IQ measuring within the range of genius. Disability advocates argue that this system of providing education based on disability diagnosis and not by need is not supported by the parents of children with disabilities.

Of Moroccan children with physical disabilities or with chronic diseases, approximately 60,000 are educated in inclusive settings (Secretariat for Families and Children with Disabilities, 2004). However, a 2003 report from the Japanese International Cooperation
Agency (JICA) found that 87 percent of schools in Morocco are not accessible to individuals with physical disabilities. (Chenguiti, personal communication, July 22, 2016) While the National Collective estimates that 70 percent of schools in the country are not accessible (Makni & Amrani, personal communication, July 21, 2016). The National School of Architecture in Rabat does include accessible infrastructure in its curriculum in order to instruct future architects on how to build accessible buildings in the future or support schools looking to retrofit existing structures (Economic and Social Council, 2012).

Education Efforts to Educate Children with Disabilities

Efforts towards inclusive education are underway in Morocco. In the Souss-Massa Draa Region, Handicap International and UNICEF have been piloting an inclusive education program that has supported a working group on inclusive education, trained teachers and administrators on inclusive education, and established pilot schools where children with disabilities are educated in the same classroom as children without disabilities (Handicap International, 2015). This project resulted in an increase of children with disabilities being enrolled in schools by 31.7 percent (United Nations Children’s Fund, 2014). However, a study conducted in this pilot region shows that access for children with disabilities to the general education classroom “is always dependent on the availability of trained teachers, and a systematic lack of medical and social specialized staff is a major issue” (United Nations Children’s Fund, 2014, p. 3).

Although the pilot program is an exciting example for students with disabilities, unfortunately in Morocco, most children with disabilities continue to be educated in segregated centers. These centers may receive support from the government, but they are typically managed by private associations or non-profit organizations. UNESCO reports that these segregated centers are “continuously growing, from 19 centers in 2007 to 48 in 2014. However, the number of beneficiaries fluctuated every year to settle at 4,652 in 2014” (2014, p. 43). These schools often charge tuition fees as high as 2,500 dirhams (or approximately US$250) a month, which many families cannot pay (Economic and Social Council, 2012). Also, some schools have long waiting lists, which is the case of the Basma Association for Children with Intellectual Disabilities in Fez. The schools’ capacity is only 90 children, but the waiting list often exceeds 250 children (Basma, personal communication, July 21, 2016).

As noted previously, the MNEVT has also developed “integrated classes” or classrooms where children with mild to moderate disabilities are educated within segregated classes within a general education school. It was initially estimated that approximately 555 “integrated classes” exist within 383 schools. These classes serve 5,998 boys with disabilities and 2,226 girls with disabilities (Kingdom of Morocco, 2015). The MNEVT now reports having 700 integrated classrooms based in general education schools (Boukili, personal communication, September 23, 2016). These classrooms tend to be congregated in more urban areas, including Rabat, Marrakesh, and Casablanca. There must also be at least five children with the same type of disability within the region or

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6 This Council was established by the 1992 Constitution and has as its basic mission providing advice for the general direction of the national economy and sustainable development; analyzing the present situation; monitoring national, regional, and international economic and social policies; creating proposals among these various fields; and conducting studies and research relevant to these areas. The topic for this particular report on the rights of people with disabilities in Morocco was picked by the Council. It does not appear that the Council has a specific directive related to special education, but it has the opportunity to propose topics to research, and this was one of those topics.

Situation and Needs Assessment for Inclusion of Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco
neighborhood in order to open an integrated classroom (Boukili, personal communication, September 23, 2016). Integrated classrooms admit children with “mild” or “light” disabilities, and interviews with multiple stakeholders show concerns that teachers in these schools are not adequately trained in special needs education. Morocco reported in its CRPD County Report that there are guidelines issued “concerning the specification for integrated school classes in accordance with types of disability” (Kingdom of Morocco, 2015, p. 33). To be placed within these “inclusion units,” students with disabilities must be approved by the Inclusion Committee, which is composed of the school headmaster, the inspector in charge of inclusive education, the coordinator for inclusive education, and the teacher responsible for the inclusion unit. This committee also reviews requests to transfer into the general education classroom, transferring children from one school to another, and outreach to parents when there are “raised issues.” The criteria for a child to register and be accepted into the inclusion unit depends greatly on the type and severity of a child’s disability as well as past performance in previous school settings (Ministry of National Education and Vocational Training, 2009).

Integrated class schools are criticized by the disability community as they are not inclusive and because children in these classes have limited access to their non-disabled peers (Makni & Amrani, personal communication July 21, 2016). In advocating for inclusive education, UNICEF advises that integrated classrooms are only temporary and that having children with disabilities educated in segregated classes should not be a long-term commitment by the government. However, instead of phasing out these classes, it appears that the Moroccan government has established integrated classrooms as transitional where a child with a disability must first be educated prior to being transitioned into the general education classroom (Chenguiti, personal communication, July 22, 2016). After the three years, children who qualify may transition to the general education classroom but are placed in first grade regardless of their age, and those who do not qualify are either sent home or are sent to segregated schools managed by associations. Many disability advocates are concerned that the transitional nature of the integrated classrooms rooms may serve as an additional barrier to education, particularly as students with disabilities who do not qualify to be transitioned after three years will most likely not return to school, given the low number of available segregated schools (Makni & Amrani, personal communication July 21, 2016). In fact, UNICEF stated in its 2014 Annual Report that very few individuals with disabilities transition into general education system (United Nations Children’s Fund, 2014). Furthermore, there are no system controls or inspections of these integrated classrooms currently in place (Economic and Social Council, 2012).

Availability of Support Professionals and Teacher Preparation

Though there are many professionals—such as speech therapists, occupational therapists, and physical therapists—who provide support and are integral to the education of students with disabilities, these services are generally not provided through school systems in Morocco. Instead, these services are typically paid for by families, limiting their availability to families with reduced financial means. In addition, most therapists have received training in France and approach therapy within the medical model, focusing only on a child’s weaknesses with little attempt to build upon their strengths (Makni & Amrani, personal communication July 21, 2016).

Within Morocco, no certified degrees are currently offered in special education, blind education, or deaf education. While a master’s degree in special education was offered, the master program ended in 2007 or 2008; it is estimated that 17 students graduated
from this program (Boukili, personal communication, September 23, 2016). A training module or approximately 30 hours on special education is apparently mandatory for teacher training certification; however, this module is considered to be outdated, does not address inclusive education practices, and does not prepare teachers to modify classroom instruction to include students with disabilities (Boudar, personal communication, September 22, 2016). Furthermore, concern has been expressed by those working in inclusive education that the regional centers where individuals were trained on issues related to special education, and which were responsible for inclusive education oversight, have been deactivated by the government. The reasons given by the MNEVT for the closing of these centers is that learners with disabilities should be mainstreamed in all levels (Chafaqi, personal communication, August 9, 2016).

There has, however been some training of general education teachers by the government. For example, the Ministry of Solidarity, Women, Family and Social Development is reported to be developing a training on special education for teachers in charge of integrated classrooms and for centers of children with disabilities (United Nations Educational, Scientific and Cultural Organization, 2014). Furthermore, there is indication of peer-to-peer teacher training on techniques related to deaf education: teachers for the deaf in Meknes trained the teacher at a school in Tangier (Josa, 2016).

In addition, the government mentioned in its report to the CRPD Committee additional achievements related to teacher training:

- “A plan was drawn up, in collaboration with the regional education and training academies, to train teaching staff;
- Intensive training courses focusing on specific types of disability were held during the period from June 2011 to February 2012 for the benefit of all the 500 primary school teachers supervising classes in which children with disabilities had been integrated;
- Special education has been included in the curriculum of the regional centres for the training of teachers and trainers;
- Training has been provided for the 16 regional coordinators responsible for the education of children with disabilities;
- Sixteen physicians working in the regional academies have received training;
- Thirty-eight district inspectors of integrated school classes have received training; and,
- Training courses have been held, in collaboration with the Mohammed VI Centre for the Disabled, for all teaching, administrative and medical staff” (Kingdom of Morocco, 2015).

Despite these efforts, there is a strong need to improve teacher training in support of inclusive education.

Most parents of children who are deaf, who participated in the survey, did not feel that general education teachers are prepared to have children who are deaf or blind in their classrooms, but are more prepared to have children who are hard of hearing or have low vision. Figure 4 shows the response to survey question from this population.
Curricular Focus

Concerns also exist within DPOs in Morocco regarding the quality and appropriateness of the curriculum used to teach students with disabilities. The MNEVT is in the process of developing specific curricula, each tailored to six different categories of disability (blind, deaf, autism, down syndrome, physical disabilities, intellectual disabilities). These curricula would be unique for each type of disability and would not necessarily align with the national curriculum. There is great concern about this new approach in curriculum reform, as it does not address the large range of functionality within each type of disability diagnosis (for example, there can be large differences between the academic capabilities of children with autism, and a curriculum that attempts to educate all in the same way would not take into consideration their unique skills or abilities).

Several vocational training opportunities for individuals with disabilities exist in the country. For example, according to UNESCO (2014), the Department of Vocational Training reported conducting the following training activities in 2014:

- The creation of a pre-qualification center for the blind and visually impaired at Temara;
- The creation of a training center within the Mohammed VI National Centre for the Disabled at Sala El Jadida;
- The organization of training sessions in the field of handicap for the trainers and guidance counsellors; and
- The creation of a roster of the most accessible jobs for the population of the blind and visually impaired.

The CRPD is very clear, however, in its guidance that children with disabilities not be limited to vocational or “life skill” training, but that they have access to the national curriculum that is used to teach students without disabilities.
7.3 Analysis of the Morocco Current Education System for Children with Disabilities

The vast majority of children with disabilities in Morocco are not receiving any form of education due to barriers that include the lack of access to education in local schools, inaccessible facilities, and persistent discriminatory views about children’s ability to learn. Furthermore, many of those children who are receiving an education attend schools operated by private associations that may have little to no support from the government. There is also a strong need to provide training on special education and inclusive education not only for specialists but for all teachers so they are better prepared to provide instruction to all children in their classroom. This would include training teachers on methods to adopt classroom instruction to include all children with disabilities as well as to modify the national curriculum to meet a child’s educational needs. Vocational training opportunities should also be expanded for individuals with disabilities. This might include promoting inclusion of persons with disabilities in general vocation training centers in the country rather than developing separate institutions for vocational training that only serve individuals with disabilities.

One of the most concerning developments, however, is the shift from integrated classrooms towards becoming transitional where the majority of children only attend school in these classrooms for three years. The transitional system/requirement currently poses as a significant barrier to education and is resulting in high dropout rates and increasing frustration among parents and the disability community in the country. Requiring a child with a disability to attend an integrated room before transitioning to the general classroom or removing them from the school if they don’t “pass” is in direct contradiction to Article 24 of the CRPD and international best practices. As Morocco considers education reform, the MNEVT should consider ending this practice of transitional integrated classrooms and instead work to develop a system where children with disabilities can attend their local schools and be educated alongside their neighbors and peers.

8. Education Practices for Children Who Are Blind or Have Low Vision

8.1 International Standards for the Education of Children Who Are Blind or Have Low Vision

Worldwide, it is estimated that approximately only 10 percent of children who are blind attend school (Vision 2020, 2016). Consistent with Article 24 of the CPRD, children who are blind or have low vision have the right to be educated in inclusive settings alongside their non-disabled peers within the general education setting. However, in order for children who are blind or who have significantly low vision to be successful in the classroom, appropriate technology must be made available and teaching methods must be adapted to ensure their full and meaningful participation.

Children who are blind must be taught to read and write braille and have access to braille instruction and braille literacy tools. According to the World Blind Union, “Braille represents competency, independence, and equality. It must be presented not as a code to be deciphered, not as something that sets people apart, but as a method of reading and writing equal in value to print for the sighted” (World Blind Union, 2011). Although having access to audio books is an excellent additional resource for reading
Situation and Needs Assessment for Inclusion of Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco

Comprehension, these supports do not replace the need to learn braille, as braille allows learners to spell, understand punctuation, and understand how text is formatted on a page (Royal Blind, 2016). Research has shown that those individuals who are blind that learn and use braille in their daily lives are more independent and more likely to be employed. For example, a study within the United States found that of those individuals who are blind who are employed, 90 percent are braille readers (Braille Works, 2015).

There are multiple technologies used to produce braille. The two most prominent ways used within low-income countries include the slate and stylus and the braille typewriter or Perkins Brailler. Slate and stylus writing requires hand-creating each dot from the back of the page in a mirror image so that it can be turned around and read by a student. This technology can be mass produced and cheaply purchased, at approximately US$10 per device. However, it can be challenging for children to use, as it requires learning to spell backwards in order to be able to write a word; because of this, it is not preferred by many teachers and students. The Perkins Brailler is more expensive, costing approximately US$750 per device (Braille Book Store, 2016); however, it offers the relative advantage of functioning more like a typewriter for braille text which is considerably easier for children who are blind to use compared to the slate and stylus. Other technologies include refreshable braillers and braille printers that are considerably more expensive, costing approximately US$5,000 and US$10,000 each, respectively, and are thus not as frequently used in low-income contexts.

In addition to devices for children who are fully blind are assistive technologies that support children who have low vision. These can include large print text, accessible reader software on computers, and magnifying glasses. All such technologies should be made available to students who have need.

In addition to providing access to appropriate assistive devices, it is important for teachers to modify their classrooms to allow children with disabilities to equally participate. Modifications to the classroom instruction can include using students’ names when addressing them so a child who is blind can know who is speaking, verbally explaining information as it is written on the chalkboard, and using tactile materials and other manipulative as part of instruction (Bulat, Hayes, Macon, Ticha, & Abrey, 2015). These modifications can easily be applied to general education classrooms in order to help facilitate inclusive education. In addition, children who are blind should have access to the full range of curricula implemented at a national level. This includes access to secondary education as well as access to topics such as chemistry, science, math, technology, and other related topics. Annex K of this document provides a checklist for good practices related to education of children who are blind.

8.2 Current Situation of Education for Children Who Are Blind or Have Low Vision

According to the 2004 Survey, the vast majority, or approximately 80 percent, of children who are blind do not attend school in Morocco. It is estimated that only 6,476 children who are blind or have low vision attend school (Secretariat for Families and Children with Disabilities, 2004). There have been some attempts made in Morocco to include children who are blind in mainstream classrooms. At one point in Morocco, secondary-level children who were blind were included in general education classrooms. Unfortunately, this inclusion was not successful, in part because general education teachers were not appropriately trained in how to modify instruction to include children who are blind. Though there was initial hesitancy concerning the concept of inclusive education, there has been enough interest and initial support for the concept of turning
schools for the blind into regional resource centers to support children who are attending mainstream schools. There remains a desire to see a system in Morocco that educates all children who are blind.

In addition, parents of children who are blind had mixed feelings related to inclusive education. While all individuals surveyed felt that inclusive education provides different student opportunities for mutual communication and thus helps students understand and accept individual diversity, many felt that children with severe disabilities or children who are deaf should be educated in segregated settings. Figure 5 shows the responses to this question of the parents of children who are blind.

Figure 5: Parents of Blind Learners: Responses Regarding Inclusive Education

Most schools for the blind in Morocco are operated by OAPAM. This organization was created in 1967 with the support of Princess Lamia El Solh, who now also serves as the organization’s chairperson. OAPAM currently operates 13 schools for children who are blind, serving between 1,200 and 1,300 children throughout the country. This number has remained approximately the same since OAPAM initially began work in the country (Guenouni, personal communication, September 21, 2016) The organization indicated that it would welcome the opportunity to educate more children who are blind in the country and has indicated that a lack of transportation or having the schools too far away from a child’s home are major reasons for its schools to operate at less than full capacity (Semmar & Johri, personal communication, July 21 2016). However, even at full capacity, it is estimated that OAPAM can serve only approximately 1 percent of the blind population in the country. As OAPAM does not accept children above the age of 11 for initial enrollment, other groups such as the Association of Louis Braille are also working to educate youth. (Idrisi, personal communication, September 2, 2016). OAPAM, however, reports working with adults with disabilities, even those without high school
degrees, in certain areas of the country (Johri, personal communication, September 20, 2016)

At least three of OAPAM’s branches, such as the one in Rabat, do not accommodate girls with disabilities, thereby further limiting opportunities for girls who are blind (Aidani, personal communication September 2, 2016). For example, of the 631 children that OAPAM reports are attending primary school, only 142 or 22 percent are girls (OAPAM, n.d.)

The organization receives support from several different ministries including Health, Education, Interior, Social Affairs, and Sport, and the leaders of the organization are actually employees of different ministries. For example, OAPAM schools receive teachers from MNEVT, but these individuals are not trained in braille literacy or special needs education. OAPAM receives donations and support from other groups to cover all school-related fees for children attending the school. Though there are individuals who are blind who work or support the organization, the majority of the leaders of OAPAM are not themselves blind.

The OAPAM schools follow the national curriculum, and educate children at the primary and secondary levels. There are also limited instances where individuals who are blind also attend a university. Students who are blind do receive education in literacy and other topics, but do not have the opportunity to study sciences. The reasons for not teaching certain sciences is that they do not have the appropriate adapted materials. This is an area OAPAM leadership would like to see improved in the future (Semmar & Johri, personal communication, July 21 2016).

OAPAM also provides vocational training support for youth who are blind. One of the latest programs provides training in physical therapy. In addition, OAPAM provides training for adults in computer science. Yet even with these efforts, there are few opportunities for blind students to receive vocational training. Schools for the blind that are not recognized by OAPAM are not accredited, and their students who proceed through the system do not receive official diplomas or certification. In addition, only one school for the blind is allowed per city.

Although some braille books are available for children who are blind, most children use the stylus tablets rather than the brailler, even though it is a less effective way for children to learn to read and write. In most cases, students do not have access to individual braillels. The braille institute in Tamera adapted national curriculum materials into braille that can then be used by OAPAM students. Because materials wear down after a year of use, there is a need to continuously update and distribute materials to students. Often visual aids and illustrations are not adapted by the organization for student use. It is also important to note that there is no capacity to develop technologies within the country; instead, Morocco relies on obtaining technologies, such as braille devices, from other countries. Schools also have limited numbers of computers with screen readers for students to use. Schools mostly use recording devices and have lessons recorded for students to listen to them after classes. Some schools for the blind have a braille library and a recording library, but this is not true for all schools.

Within the schools, 58 percent of parents surveyed felt that mobility and orientation instruction was not available. While only 18 percent felt that there was no availability of braille books, only 12 percent stated that there was no access to braille instruction. Furthermore, 90 percent of parents felt that their child’s current school was the best place for their child.
As reported by several teachers during the school observations, no early identification or early intervention services are provided for preschool-aged children. As a result, many children arrive at school with limited mobility orientation skills or independent living skills. Many children have psychological or emotional challenges that can interfere with the learning process.

8.3 Analysis of Education of Children Who Are Blind or Have Low Vision

There are limited opportunities for children who are blind, especially girls, to receive an education in Morocco. Most educational opportunities within the country are provided by OAPAM, which only has 13 schools throughout the country and as a result cannot adequately cover all of the education needs for this population. Most children do not have access to appropriate assistive technologies, and access to the science curriculum is limited. For children with low vision, teachers are not prepared nor have they been provided training on how to adapt the classroom or modify the curriculum to ensure they can participate equitably in the classroom. In order for Morocco to be in a position to provide education for all children who are blind, children must be educated in an inclusive education setting. Expanding a segregated system would not only be too costly and effectively, it would also be contradictory to the principals of the CRPD. Morocco should consider education reform that would transform the current institutions for the blind into resource centers that would support general education schools that enroll children who are blind/ have low vision.

9. Education Practices for Children Who Are Deaf or Hard of Hearing

9.1 International Standards for the Education of Children Who Are Deaf or Hard of Hearing

Children who are deaf/ have low hearing have the same right to quality education as other children. This includes having access to sign language, as obligated in the UN CRPD, as well as to other visual strategies to enhance learning. However, too often, children who are deaf do not have access to appropriate learning environments. According to the World Federation of the Deaf (2007), these include:

“Deaf learner’s right to visual access to education, professionals fluent in the sign language used by the Deaf community, and supportive, enriching and appropriate environments. Such programmes fail to meet the Deaf child’s needs and goals, and are detrimental to the Deaf child’s educational development, self-esteem and overall well-being” (World Federation of the Deaf, 2007).

Globally, it is estimated that approximately 80 percent of the world’s 70 million people who are deaf do not have any access to education. Only about 1–2 percent of people who are deaf receive education in sign language (World Federation of the Deaf, n.d).

The World Federation of the Deaf promotes the use of bilingual education, which educates children in both the local, indigenous sign language and the national written language. Sign language should be seen a part of a country’s linguistic diversity and should be recognized as a national minority language by each country’s government. Children who are deaf should have the opportunity to learn sign language in sign language immersion schools that provide bilingual education but follows the national
curriculum. These schools would be open to any individuals, regardless of their hearing abilities, as long as they were willing to be fully immersed in the use of sign language in the classroom (Jokinen, 2015). In addition, children who are deaf would be able to enroll and graduate from primary, secondary, vocational, and higher education schools.

It is important that interpreters within the schools are trained and certified in sign language interpretation. The CRPD specifically states that “State Parties shall take appropriate measures to employ teachers, including teachers with disabilities who are qualified in sign language and/or Braille.” (United Nations Convention on the Rights of Persons with Disabilities, 2006). Simply knowing sign language does not qualify an individual to serve as an interpreter (US Registry for Interpreters Who Are Deaf, n.d.) As stated by the US Registry for Interpreters Who Are Deaf (RID):

“Interpreting in the educational setting requires additional knowledge and skills relevant to children. In the classroom, the instructional content varies significantly according to grade level. In the primary grades, the interpreter needs a broad basic knowledge of the subject areas such as mathematics, social studies and language arts, and should have an understanding of child development. At the secondary level, the interpreter needs sufficient knowledge and understanding of the content areas to be able to interpret highly technical concepts and terminology accurately, as well as, be prepared to support the educational team in educational transitioning.” (US Registry for Interpreters who are Deaf, 2016, p. 1)

Schools working with interpreters should be sure that they have the appropriate training and skill set to provide educational support to the school system.

In addition to having teachers who are fluent in sign language and have a background in deaf education, it is also important to recruit and hire teachers who are fluent in the local sign language. In addition, the World Federation of the Deaf recommends that “to sustain cultural identities and heritage of these students, it is equally important to engage diverse teachers, including teachers with disabilities such as deaf teachers, teachers with indigenous background and of other intersecting identities, who can serve as role models” (Jokinen, 2015, p. 1). The decision to attend either a sign language immersion school or a local neighborhood school should be made by the child who is deaf or hard of hearing and their family and should not be determined by teachers, doctors, or government representatives.

In cases where a family or a child who is deaf or is hard of hearing selects the local neighborhood school, accommodations should be made to ensure that the child can learn and participate in the classroom. Modifications should be made to classroom instruction to ensure that children in inclusive classrooms can participate equitably. These accommodations can include allowing children who are deaf or hard of hearing to sit in the front of the class near the teacher, providing face-to-face instructions and writing instructions on the chalk board, and getting the child’s visual attention before giving lessons (Bulat, et al., 2015).

Sign language used in a country may vary significantly as deaf local communities develop their own preferred way of communicating. Sign language dictionaries should reflect this diversity within the country rather than trying to unify and only use one sign language. For example, the World Federation of the Deaf states that sign language dictionaries within a country should “document all the different signs and their variations
that deaf people in a community or area use. It is not advisable to pick only one sign for one word when documenting sign languages” (World Federation of the Deaf, 2014).

Annex L of this document provides a checklist for good practices related to education of children who are deaf.

9.2 Current Situation of Education for Children Who Are Deaf or Hard of Hearing

In Morocco, it is estimated that more than 75 percent of children who are deaf have never attended school (Secretariat for Families and Children with Disabilities, 2004). Other estimates of the percentage of children who are deaf who have never received an education are as high as 85 percent (Vinopol, 2015). Approximately 3,961 Moroccan children who are deaf attend school (Secretariat for Families and Children with Disabilities, 2004). Of these, 2,093 attend 53 schools with classrooms for children who are deaf (Secretariat for Families and Children with Disabilities, 2004) and the rest attend the 8 to 13 schools for the deaf in the country run by private associations. While schools for the blind and other centers for children with disabilities receive some financial support or in-kind support such as the provision of teachers, there is no such support currently provided for schools for the deaf (Morocco Association of the Deaf, personal communication July 22, 2016). For example, the Morocco CRPD Country Report mentions the government support by providing teachers to OAPAM and the Mohammed VI Centre for the Disabled, but makes no mention of support provided to schools for the deaf (Kingdom of Morocco, 2015). There are some instances in which a school for the deaf leases a classroom from a mainstream school, but it could be asked to relocate at any time (Taleb, personal communication, September 20, 2016).

Parent survey results suggest that most parents of children who are deaf (67 percent) reported that their child attends a private school for the deaf, while only 19 percent attend a government supported school. Figure 6 shows the breakdown of student attendance by type of school.
Private schools for the deaf typically do not follow the national curriculum, and children who are deaf are only allowed to attend school until the 6th grade. While the MNEVT has stated that individuals who are deaf have access to secondary education, this assertion does not correspond with the reports from individuals who are deaf, parents of children who are deaf, the disability community, and civil society members. In some cases, individuals interviewed indicated that children who were deaf have attended school until they were 16 or 18, but even they only had access to the primary education curriculum, which was then just taught over a longer period of time.

Of the individuals surveyed who participate in deaf associations, 83 percent reported that the current schools for the deaf are not providing the same quality of education as schools for children without disabilities; 14 percent were unsure; and only 3 percent felt that the schools for the deaf provide the same level of quality as other schools in the country. However, 42 percent of the same respondents reported that teachers within the schools for the blind or schools for the deaf have the required skills and knowledge to communicate and teach children with disabilities. Of the group, 45 percent were unsure of teachers’ skill level, while 12 percent felt that teachers had the appropriate skills to communicate and teach children with disabilities. Of parents of children who are deaf, while 61 percent felt their child was accepted and part of the school, 40 percent, felt that their child’s current school was not of good quality.

Some schools for the deaf provide vocational training in areas such as tailoring, cooking, and crafts. In addition, Al Fath Association for the Deaf in Meknes has a separate educational building focused on vocational training (Josa, 2016). Often the teachers for these programs are individuals who are deaf, but there is a limited number of graduates. For example, there are approximately 50 deaf graduates of the hairdressing and sewing program at Sale working in the community (Bouchiaki, personal communication, September, 23, 2016).
Most teachers within private schools have no formal teacher training in special education, focus on providing oral instruction, and have little to no fluency in Moroccan Sign Language (MSL) (Josa, 2016). Typically, sign language is not consistently used within the schools for the deaf, and there are few instances of using the best practice of bilingual education, within which teachers introduce local sign language along with written text. As a result of these issues, it is estimated that 90–95 percent of individuals who are deaf are illiterate (Morocco Association of the Deaf, personal communication July 22, 2016).

Many organizations demand the national adoption of MSL as the favored method of communication. MSL is not yet recognized as an official language by the Government of Morocco; however, in 1996, a guide for MSL was developed by the Morocco High Commissioner on Disability (Secretariat for Families and Children with Disabilities, 2004). It is estimated that there are very few sign language interpreters in the country. Currently, there is no formal training or certification process for interpreters (Morocco Association of the Deaf, personal communication July 22, 2016).

Most parents of children who are deaf reported that their children do not have access to many of the supports that are provided in other countries. Table 5 provides a summary of the thoughts of parents of children who are deaf regarding access to materials and other services available in Morocco.

### Table 5: Access to Materials

<table>
<thead>
<tr>
<th>Service</th>
<th>Both</th>
<th>Government school only</th>
<th>Private school only</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular hearing and vision testing in the classroom</td>
<td>78%</td>
<td>90%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Teacher assistants</td>
<td>83%</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Augmentative Communication Devices</td>
<td>78%</td>
<td>8%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Cochlear implants</td>
<td>83%</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Hearing aids</td>
<td>80%</td>
<td>10%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Physical therapy</td>
<td>83%</td>
<td>8%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>83%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Speech therapy</td>
<td>65%</td>
<td>13%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td>Sign language instruction</td>
<td>65%</td>
<td>18%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Orientation and mobility instruction</td>
<td>88%</td>
<td>10%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Glasses</td>
<td>93%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Large print books or magnifying glasses</td>
<td>90%</td>
<td>3%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Braille books and materials</td>
<td>88%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Braille instruction</td>
<td>88%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
</tr>
</tbody>
</table>

In order to improve literacy opportunities for children who are deaf, USAID through the All Children Reading (ACR) activity is supporting The Institute of Disabilities Research and Training (IDRT) and the Center for Communication and Languages at the Ecole Nationale Superieure de Mines de Rabat (ENSMR) to improve the literacy rates specifically among deaf and hard-of-hearing students in grades 1 and 2. Specifically the
project seeks to develop technology to assist children with disabilities in improving their reading. Together, IDRT and ENSMR developed a deaf education software whose code, sign language graphics, and models have been provided to the Morocco ACR team. The software now being developed under the ACR IDRT project will assist parents and teachers in creating and publishing MSL material. The project also expects to train stakeholder in how to employ the software and develop an Early Grade Reading Assessment (EGRA) based on sign language (Josa, 2016).

Teachers at the school for the deaf in Sale stated that there are cases in which individuals who are deaf are educated in a segregated classroom in a general education school and have almost no contact with their peers without disabilities. This appears to be intentional as the children's schedules do not allow for overlap at recess or school, though it is unclear what the motives were for designing the schedule in this manner.

While children who are hard of hearing are allowed to attend their local general education schools, teachers are not trained in appropriate classroom or instructional modifications in order to a child to participate and learn. Children who are deaf are not allowed to enroll in mainstream classrooms in the general education schools. The Association of the Deaf in Morocco reported wanting to see an education system that educates all children who are deaf or hard of hearing with the same level and quality of instruction of children who do not have a disability. The use of MSL in these schools by trained deaf teachers and trained hearing teachers, as well as trained certified interpreters, is essential. The Association supports the World Federation of the Deaf's approach to consider sign language a minority language and to teach children in schools using sign language.

9.3 Analysis of Education for Children Who Are Deaf or Hard of Hearing

There is a strong need to reform the educational system currently in place for children who are deaf or are hard of hearing. The majority of their education is offered by associations with little to no support from the Moroccan Government. Furthermore, education that is provided does not follow the national curriculum, does not provide instruction in sign language, and allows children who are deaf to obtain only a primary school education. The current system does not allow children who are deaf to receive equal educational opportunities, which limits their ability to reach their full potential and become engaged and productive citizens. Most individuals surveyed did not express strong faith or confidence in teachers' ability to support children who are deaf in the classroom and felt that schools for the deaf are weaker compared to the general education schools in the country. Several changes and reforms, such as providing secondary and higher education opportunities for children who are deaf and providing bilingual instruction using trained interpreters, must take place in order for the Moroccan education system to meet the minimum standards for education of children who are deaf.

10. RECOMMENDATIONS

The recommendations below are based upon the findings of this study. These recommendations are intended to help Morocco build upon the country's current programming while developing a special education system that is aligned with international best practices.
10.1 Recommendations for Stakeholder Engagement and Coordination

- **Establish special education as the responsibility of the MNEVT.** In addition, coordination and collaboration among government ministries and non-governmental agencies should be improved. The MNEVT should develop a transition plan for how to move forward with taking on full responsibility for all issues related to the education of children with disabilities. Jordan is in the process of implementing a similar plan to transition the education of all children with disabilities under the MNEVT and could be a useful resource.

- **Establish a unit of inclusive education within the MNEVT that includes individuals who have expertise in the field of inclusive and special education.** As the MNEVT does more in the field of inclusive education, it will need to broaden the technical capacity that exists within the ministry to support national efforts.

- **Establish a budget for inclusive education within the MNEVT’s budget.** In order to support the education of children with disabilities, it is important to have a dedicated budget for inclusive and special education. In most countries with budgets on special education, that budget more or less represents the total number of children with disabilities in the country and thus is typically 12–20 percent of the national education budget.

- **Support the participation and active engagement of DPOs and parent organizations in existing national monitoring mechanisms.** This includes involving them in decisions about future evaluations and policy formulations related to inclusive education. The Collective, as the disability umbrella organization in Morocco, should be a part of these consultation discussions as should other disability specific groups.

10.2 Recommendations for Legislation and Policy Framework Reform

- **Develop specific inclusion education policies based on international best practices established by the CRPD and a supporting comprehensive strategic plan to move toward an inclusive system.** Morocco has established several of policies and legislation to guide the education of students with disabilities. However, these existing policies do not comprehensively mandate inclusive education. A comprehensive legislative framework should be considered that consolidates existing policies and legislation and that is based upon the guidance and best practices developed by the CRPD. It should address the following elements of inclusion:

  - Prohibiting exclusion from the general education system. Incentives and accountability should be built into the education system to ensure that students with disabilities are welcomed into and supported by mainstream education. Develop a plan, within the proposed inclusive education strategic plan, to de-activate the “integration” classrooms and develop an inclusive system wherein children are educated along with their non-disabled peers.

  - An Education Sector Plan detailing implementation of an inclusive education system should be developed, again with input from DPOs and disabilities experts. This Plan should be rolled out to each region in a systematic way that promotes buy-in from all levels of the education system. Existing
strategic plans from other countries, such as South Africa, could be referenced as models.

- Establish testing and/or certification processes for using current best practices in teaching students with disabilities. Work with universities to develop, as part of the strategic plan, a comprehensive in-service training methodology for all general education teachers and administrators on inclusive education and modify the curriculum and classroom instruction as needed to educate children with disabilities. Also work with universities to establish a degree in special education focusing on inclusive education. Develop rigorous teacher training programs specifically for teaching students who are blind and/or deaf.

- Common curricula should be used in all schools and classrooms, regardless of presence of students with disabilities. Curricula should be adapted as needed to meet the needs of students, in consultation with DPOs and disabilities experts, students, and their families.

- Establish a process to regularly consult with disability organizations in the development and the implementation of education policies and strategic planning. Consistent with article 4 of the CRPD, DPOs should be used as a resource in establishing new laws or plans related to disability rights. Morocco should also establish systems for communicating to DPOs and persons with disabilities their rights on regular basis.

10.3 Recommendations for Establishing Disability Prevalence Rates

- Expand the use of the Washington Group Questions or the UNICEF questions on functionality to assess the prevalence rates of disability. Include those who report having “some difficulty,” “a lot of difficulty,” and “cannot do at all” as individuals with disabilities.

- Explore options for implementing vision and hearing screening within schools. These could be tools that teachers could use within classrooms, or tools that reside within resource centers. Screening should follow international protocols and be conducted on a regular basis in collaboration with the Ministry of Health, which can provide medical follow-up if needed.

- For planning, given the variance of data, consider using the WHO percentage of 15 percent of the total population of school-aged children with a disability. Until the system to collect data on persons with disabilities can be strengthened, Morocco should assume that 15 percent of children have some form of disability. Morocco should use the WHO estimate in its planning and policy documents.

- Develop a system to track data related to children receiving special education services in the country. In order to better understand the educational needs of children with disabilities, Morocco should look to establish a system to track children throughout school to ensure they are progressing on tests and moving forward through the various school levels.
10.4 Recommendations for Improving Educational Opportunities for Children with Disabilities

- **Work with local officials, communities, and school committees to ensure that all schools in Morocco are physically accessible to children with disabilities.** As part of its strategic plan, Morocco should begin to retrofit schools so they are fully accessible. In addition, Morocco should establish accessibility standards that all new construction should follow.

- **Remove the requirement to receive a medical certificate as a precondition to receiving special education.** Instead, develop functional assessment tools for teachers to use to determine additional needs a child may have related to education, regardless of diagnosis. This shift would help teachers learn more about a child’s educational needs and could potentially inform individualized education plans and required areas of support.

- **Transition current segregated schools to serve as regional resource centers for schools.** Following the process conducted by several other countries worldwide, this transition would allow for Morocco to continue to use its internal capacities and expertise while moving toward a more inclusive system. These resource centers could assist schools in mainstreaming children with disabilities and supporting and mentoring general education teachers.

- **Work with the National Collective of People with Disabilities, other DPOs, the National Council for Human Rights, and associations to engage parents to build sensitivity about the value of inclusive education and the need to ensure that all children are educated, including children with disabilities.** An awareness campaign should highlight the MNEVT’s new approach to inclusive education, underscore that all children can learn and should have the opportunity to reach their full potential, and promote the benefits for inclusive education for children both with and without disabilities. It is important that awareness raising efforts focus on both parents with and without children with disabilities. Existing mechanisms for engaging with communities can be used to monitor student enrollment to ensure that children with disabilities are in school. Morocco should also conduct a community awareness campaign to better educate teachers and community on disability and the benefits of inclusive education.

**Expand vocational training opportunities and assess general vocational opportunities to ensure that they are accessible for persons with disabilities to participate in their services.** To ensure that students with disabilities can be employed upon graduation, vocational training opportunities should be expanded. Rather than developing segregated systems for vocational training, which can sometimes inadvertently lead to limited choices for future employment, Morocco should look to ensure that current job training opportunities are open to the full participation of children with disabilities.

10.5 Recommendations for Improving Educational Opportunities for Children Who Are Blind/Have Low Vision

- **Conduct an inventory of current assistive devices and evaluate needs for assistive technologies; explore opportunities to expand purchase of braille or other assistive devices that better aid the education of children**
who are blind/have low vision. Having updated technologies and assistive devices will no doubt benefit the education of children who are blind/low vision.

- **Ensure that students who are blind/have low vision have the opportunity to access the full national curriculum. This includes the opportunity for children who are blind/have low vision to learn science.** Morocco should work with countries and experts that have successfully adapted this curriculum to be fully inclusive.

- **Develop in-service training and tools for teachers to modify curricula and/or adapt classroom instruction to teach children who are blind/have low vision.** There are several good practices available on how to modify classroom instruction to be more inclusive of individuals with disabilities. Current special education training could be expanded to ensure it provides helpful tools and supports in this areas. Training could be conducted with OAPAM and the DPOs of individuals who are blind/have low vision, which can provide useful lived experience and examples of classroom experience.

### 10.6 Recommendations for Improving Educational Opportunities for Children Who Are Deaf/Have Low Hearing

- **Ensure that children who are deaf/have low hearing have access to not just primary school but also early childhood, secondary, vocational, and higher education opportunities.** It is important that children who are deaf/have low hearing have the same opportunities as other students within Morocco. This includes having access to the same curriculum and levels of education.

- **Establish schools for the deaf that follow the World Federation of the Deaf guidance and teach children in bilingual instruction using sign language rather than through oral instruction.** Schools should be viewed as language immersion schools and be open to any individual who is willing to communicate using only sign language. These schools should follow the national curriculum.

- **Strengthen sign language services within the country.** Morocco should look to research and document MSL that is officially recognized by the government as an official language. The country should also develop a system that create standards for sign language interpretation and certifies sign language interpreters.

- **Develop in-service training and tools for teachers to modify curricula or adapt classroom instruction to teach children who are deaf or hard of hearing in schools for the deaf and in mainstream general education settings.** In addition to ensuring that teachers are prepared to have children who are blind/have low vision in their classroom, teachers should also be prepared to have children who are deaf or hard of hearing who choose to not attend a school for the deaf/sign language immersion school. The association currently providing education for children who are deaf/hard of hearing and associations for the deaf should be a part of these trainings and serve as additional resources to teachers.

### 11. Conclusions

Morocco has had great success in initiatives that have helped to reform and strengthen its general education system. Building upon these initiatives, Morocco has the
opportunity to also reform its special education system to better respond to the needs of all students in the country. This includes providing quality educational opportunities for all children regardless of type or severity of disability. In order for Morocco to be aligned with international best practices and to be in compliance with the CRPD, the country must move from a segregated system toward a fully inclusive system. Furthermore, a fully inclusive system will be less costly for the government, results in improved learning outcomes for children with and without disabilities, and allows for a more inclusive society. Though this transition may be challenging, the challenges are not insurmountable and will result in a more cost-effective system that will lead to better learning outcomes for all children, with and without disabilities. Though other low and middle income countries have had success in moving towards an inclusive education system, this has yet to happen within most of the Arab states. As a result, Morocco is positioned to be a leader within the region if it were to choose to work towards the goal of inclusion.
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Annex A


Situation and Needs Assessment for Inclusion of Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco


Situation and Needs Assessment for Inclusion of Students
Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco


Survey for Disabled Persons Organizations
Annex B

1) What disabled person’s organization (DPO) are you affiliated with?
   □ Association of the Blind
   □ Association of the Deaf
   □ Parents of children with disabilities
   □ Federation of people with disabilities
   □ None, I do not participate in DPO activities
   □ Others: _______________________

2) What are your views on current laws and policies within Morocco as they related to the education of children with disabilities?
   □ Current laws are strong and do not need to be improved
   □ Current laws are adequate to ensure quality education of children with disabilities but they need to be strengthened
   □ Current laws do not address the needs or ensure that children with disabilities can access a quality education
   Explain:

3) Are you currently or have you in the past been involved in the drafting of legislation or laws related to the education of children with disabilities?
   □ Yes, very active in the drafting of policy and laws
   □ Somewhat active in the drafting of policies and laws
   □ No, there was not a consultation process
   Explain:

4) Please respond to the below questions related to inclusive education:

4.1 All children should be educated in regular class.      Agree    Don’t agree

4.2 Both students with and without disabilities can get academic improvement because of inclusive education.

4.3 Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities.

4.4 The needs of students with disabilities can be best served in special, separate settings.

4.5 Inclusive education programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.

4.6 Children with severe disabilities should be educated in special, separate settings.

4.7 Children who communicate in special ways (e.g., sign language) should be educated is special, separate settings.
4.8 Inclusion sounds good in theory but does not work well in practice.

5) Do children who are blind or children who are deaf have regular and free access to the following services

<table>
<thead>
<tr>
<th>Private School</th>
<th>Government School</th>
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</thead>
</table>

- Braille instruction
- Braille books and materials
- Large print books or magnifying glasses
- Glasses
- Orientation and mobility instruction
- Sign language instruction
- Speech Therapy
- Occupational Therapy
- Physical Therapy
- Hearing aids
- Cochlear implants
- Augmentative Communication Devices
- Teacher assistants
- Regular hearing and vision testing in the classroom
- Other: __________________________

6) Do you feel the current schools for children who are blind or for children who are deaf are providing the same quality of education as schools for children without disabilities?

- Yes
- No
- Unsure
  Why?

7) Do you feel that teachers within the schools for the blind or schools for the deaf have the required skills and knowledge to communicate and teach children with disabilities?

- Yes
- No
- Unsure
  Why?

8) Do you feel that teachers in inclusive schools (schools where children with and without disabilities are taught in the same classroom) have the required skills and knowledge to communicate and teach children with disabilities?

- Yes
9) Do you think general education teachers (non-special education teachers working in a mainstreamed classroom) support:
   a. having children who are deaf in their classroom?
      □ Yes
      □ No
      □ Unsure
      Why?
   b. having children who have low hearing in their classroom?
      □ Yes
      □ No
      □ Unsure
      Why?
   c. having children who are blind in their classroom?
      □ Yes
      □ No
      □ Unsure
      Why?
   d. having children with low vision in their classroom?
      □ Yes
      □ No
      □ Unsure
      Why?

10) Do you think parents of non-disabled children and the general community support the concept of inclusive education?
    □ Yes
    □ No
    □ Unsure
11) In the case where children who are blind or deaf are not attending school, what do you think might be the cause? (check all that apply)

- □ Tuition fees are too expensive
- □ School is too far away and there is no reliable transportation
- □ School is not physically accessible
- □ Teachers are not appropriately trained to support children with disabilities education needs
- □ Schools deny access or enrollment to children with disabilities
- □ Child is on still a waiting list
- □ Issues related to certification
- □ Concerns for the child’s safety and well-being
- □ Perception that it is not important for children with disabilities to learn
- □ The child is needed at home to help with chores or help earn an income
- □ The family is ashamed of having a child with a disability
- □ Other: _________________
Annex C: Survey Responses  
Survey Responses for Disabled Persons Organizations

1) What disabled person’s organization (DPO) are you affiliated with?  
   - Association of the Deaf: 95%  
   - None: 5%

2) What are your views on current laws and policies within Morocco as they related to the education of children with disabilities?  
   - Current laws are strong and do not need to be improved: 2.86%  
   - Current laws are adequate to ensure quality education of children with disabilities but they need to be strengthened: 11.43%  
   - Current laws do not address the needs or ensure that children with disabilities can access a quality education: 82.86%  
   - Explain: 2.86%

3) Are you currently or have you in the past been involved in the drafting of legislation or laws related to the education of children with disabilities?  
   - Yes, very active in the drafting of policy and laws: 0%  
   - Somewhat active in the drafting of policies and laws: 2.5%  
   - No, there was not a consultation process: 97.5%  
   - Explain:

4) Please respond to the below questions related to inclusive education:

---

*Situation and Needs Assessment for Inclusion of Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco*
4.1 All children should be educated in regular class.  
Agree: 69.23%  Don’t agree: 30.77%

4.2 Both students with and without disabilities can get academic improvement because of inclusive education.  
Agree: 71.05%  Don’t agree: 28.95%

4.3 Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities.  
Agree: 71.79%  Don’t agree: 28.21%

4.4 The needs of students with disabilities can be best served in special, separate settings.  
Agree: 56.76%  Don’t agree: 43.24%

4.5 Inclusive education programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.  
Agree: 82.05%  Don’t agree: 17.95%

4.6 Children with severe disabilities should be educated in special, separate settings.  
Agree: 61.54%  Don’t agree: 38.46%

4.7 Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings.  
Agree: 65.79%  Don’t agree: 34.21%

4.8 Inclusion sounds good in theory but does not work well in practice.  
Agree: 63.16%  Don’t agree: 36.84%

5) Do children who are blind or children who are deaf have regular and free access to the following services

<table>
<thead>
<tr>
<th>Service</th>
<th>Private School</th>
<th>Government School</th>
<th>Neither selected</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille instruction</td>
<td>7.5%</td>
<td>7.5%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>Braille books and materials</td>
<td>7.5%</td>
<td>5%</td>
<td>87.5%</td>
<td></td>
</tr>
<tr>
<td>Large print books or magnifying glasses</td>
<td>7.5%</td>
<td>5%</td>
<td>87.5%</td>
<td></td>
</tr>
<tr>
<td>Glasses</td>
<td>10%</td>
<td>7.5%</td>
<td>82.5%</td>
<td></td>
</tr>
<tr>
<td>Orientation and mobility instruction</td>
<td>17.5%</td>
<td>10%</td>
<td>72.5%</td>
<td></td>
</tr>
<tr>
<td>Sign language instruction</td>
<td>22.5%</td>
<td>40%</td>
<td>27.5%</td>
<td>10%</td>
</tr>
<tr>
<td>Service</td>
<td>15%</td>
<td>37.5%</td>
<td>35%</td>
<td>12.5%</td>
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<td>----------------------------------</td>
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</tr>
<tr>
<td>Speech therapy</td>
<td>15%</td>
<td>37.5%</td>
<td>35%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>15%</td>
<td>10%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Physical therapy</td>
<td>10%</td>
<td>15%</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>Hearing aids</td>
<td>17.5%</td>
<td>17.5%</td>
<td>55%</td>
<td>10%</td>
</tr>
<tr>
<td>Cochlear implants</td>
<td>12.5%</td>
<td>7.5%</td>
<td>72.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Augmentative communication devices</td>
<td>15%</td>
<td>10%</td>
<td>70%</td>
<td>5%</td>
</tr>
<tr>
<td>Teacher assistants</td>
<td>15%</td>
<td>22.5%</td>
<td>60%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Regular hearing and vision testing in the classroom</td>
<td>10%</td>
<td>7.5%</td>
<td>72.5%</td>
<td>10%</td>
</tr>
<tr>
<td>Other: ___________________________</td>
<td>10%</td>
<td>90%</td>
<td></td>
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</tbody>
</table>

6) Do you feel the current schools for children who are blind or for children who are deaf are providing the same quality of education as schools for children without disabilities?
   - Yes: 2.86%
   - No: 82.86%
   - Unsure: 14.29%
   Why?

7) Do you feel that teachers within the schools for the blind or schools for the deaf have the required skills and knowledge to communicate and teach children with disabilities?
   - Yes: 12.5%
   - No: 42.5%
   - Unsure: 45%
   Why?

8) Do you feel that teachers in inclusive schools (schools where children with and without disabilities are taught in the same classroom) have the required skills and knowledge to communicate and teach children with disabilities?
   - Yes: 10.26%
   - No: 69.23%
   - Unsure: 20.51%
   Why?

9) Do you think general education teachers (non-special education teachers working in a mainstreamed classroom) support:
   a. having children who are deaf in their classroom?
      - Yes: 13.16%
      - No: 57.89%
      - Unsure: 28.95%
      Why?

   b. having children who have low hearing in their classroom?
      - Yes: 36.84%
      - No: 23.68%
c. having children who are blind in their classroom?
   - Yes: 15.63%
   - No: 43.73%
   - Unsure: 40.63%
   Why?

d. having children with low vision in their classroom?
   - Yes: 33.33%
   - No: 16.67%
   - Unsure: 50%
   Why?

10) Do you think parents of non-disabled children and the general community support the concept of inclusive education?
   - Yes: 24%
   - No: 48%
   - Unsure: 28%
   Why?

11) In the case where children who are blind or deaf are not attending school, what do you think might be the cause? (check all that apply)
In the case where children who are blind or deaf are not attending school, what do you think might be the cause?

- Tuition fees are too expensive: 8%
- School is too far away and there is no reliable transportation: 8%
- School is not physically accessible: 8%
- Teachers are not appropriately trained to support children with disabilities education needs: 34%
- Schools deny access or enrolment to children with disabilities: 24%
- Child is still on a waiting list: 2%
- Issues related to certification: 2%
- Concerns for the child’s safety and wellbeing: 3%
- Perception that it is not important for children with disabilities to learn: 3%
- The family is ashamed of having a child with a disability: 8%
- Schools deny access or enrolment to children with disabilities: 24%
- Issues related to certification: 2%
- Concerns for the child’s safety and wellbeing: 3%
- Perception that it is not important for children with disabilities to learn: 3%
- The family is ashamed of having a child with a disability: 8%
- Tuition fees are too expensive: 8%
- School is too far away and there is no reliable transportation: 8%
- School is not physically accessible: 8%
- Teachers are not appropriately trained to support children with disabilities education needs: 34%
- Schools deny access or enrolment to children with disabilities: 24%
- Child is still on a waiting list: 2%
- Issues related to certification: 2%
- Concerns for the child’s safety and wellbeing: 3%
- Perception that it is not important for children with disabilities to learn: 3%
- The family is ashamed of having a child with a disability: 8%
Survey for Parents of Children who are Blind or Deaf
Annex D

1) How old is your child? ______________

2) What is your child’s sex?
   ☐ Male
   ☐ Female

3) What best describes where the child lives?
   ☐ With their family in a rural area
   ☐ With their family in an urban area
   ☐ At the school for the blind or school for the deaf
   ☐ Other: ________________

4) What organizations are you affiliated with?
   ☐

5) What is your relationship to the child?
   ☐ Mother
   ☐ Father
   ☐ Grandparent
   ☐ Other: ________________

6) Functionality Questions
   a. Does your child have difficulty seeing, even if wearing glasses?
      ☐ No, No difficulty
      ☐ Yes, some difficulty
      ☐ Yes, a lot of difficulty
      ☐ Yes, cannot do it at all

   b. Does your child have difficulty hearing or need to use a hearing aid?
      ☐ No, No difficulty
      ☐ Yes, some difficulty
      ☐ Yes, a lot of difficulty
      ☐ Yes, cannot do it at all

   c. Does your child have difficulty walking or climbing steps on his/her own?
      ☐ No, No difficulty
      ☐ Yes, some difficulty
      ☐ Yes, a lot of difficulty
      ☐ Yes, cannot do it at all
d. Does your child have difficulty remembering or concentrating?
   - No, No difficulty
   - Yes, some difficulty
   - Yes, a lot of difficulty
   - Yes, cannot do it at all

e. Does your child have difficulty communicating or being understood by others?
   - No, No difficulty
   - Yes, some difficulty
   - Yes, a lot of difficulty
   - Yes, cannot do it at all

7) What are your views on current laws and policies within Morocco as they related to the 
education of children with disabilities?
   - Current laws are strong and do not need to be improved
   - Current laws are adequate to ensure quality education of children with disabilities but they need to be strengthened
   - Current laws do not address the needs or ensure that children with disabilities can access a quality education
   Why?

8) Are you currently or have you in the past been involved in the drafting of legislation or laws related to the education of children with disabilities?
   - Yes, very active in the drafting of policy and laws
   - Somewhat active in the drafting of policies and laws
   - No, there was not a consultation process
   Please explain:

9) Is your child currently enrolled or attend school at school?
   - Yes (go to questions 10, 11 & 12)
   - No (go to question 11& 12)

10) If you answered yes to question 9 and your child is attending school:
    
    10.a) What type of school are they attending
    - Private school for the blind
Situation and Needs Assessment for Inclusion of Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco

- Government run school for the blind
- Private school for the deaf
- Government run school for the deaf
- Private general education school
- Public general education school
- NGO general education school
- NGO special education school
- Other____________________

10. b) What grade is your child at school?
   - Kindergarten/Pre School
   - 1st grade
   - 2nd grade
   - 3rd grade
   - 4th grade
   - 5th grade
   - 6th grade
   - Secondary school
   - Vocational school
   - University

10.c) Do you feel your child’s current school is the best place for your child?
   - Yes
   - No
   - Unsure
     Why?

10.d) Do you feel your child’s current school is of good quality?
   - Yes, agree
   - No, disagree
   - Unsure
     Why?

10.e) Do you feel your child’s teacher has the skills and knowledge needed to educate your child?
   - Yes
   - No
   - Unsure
     Why?
10.f) Is your child accepted as part of the school?

- Yes
- No
- Unsure

Why?

11) If your child is not attending school, why are they not currently enrolled in school? (check all that apply)

- Tuition fees are too expensive
- School is too far away and there is no reliable transportation
- School is not physically accessible
- Teachers are not appropriately trained to support my child’s education needs
- My child’s school will not let him attend and has denied enrolment
- Concerns for my child’s safety
- Child is on still a waiting list
- Issues related to certification
- It is not important for my child to learn
- My child is needed at home to help with chores or help earn an income
- Concerns about prejudicial treatment that my child or my family may experience due to disability
- Other: __________________

12) Please respond to the below questions related to inclusive education:

12.1 All children should be educated in regular class.  

Agree  Don’t agree

12.2 Both students with and without disabilities can get academic improvement because of inclusive education.

12.3 Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities.

12.4 The needs of students with disabilities can be best served in special, separate settings.

Agree  Don’t agree
12.5 Inclusive education programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.

12.6 Children with severe disabilities should be educated in special, separate settings.

12.7 Children who communicate in special ways (e.g., sign language) should be educated in special, separate settings.

12.8 Inclusion sounds good in theory but does not work well in practice.

13) Does your child have access to any of the following supports that provided through school or through the government? (check all that apply)

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Braille instruction
Braille books and materials
Large print books or magnifying glasses
Glasses
Orientation and mobility instruction
Sign language instruction
Speech Therapy
Occupational Therapy
Physical Therapy
Teachers assistants
Hearing aids
Cochlear implants
Augmentative Communication Devices
Regular hearing and vision testing in the classroom
Other: ____________________________
Survey Results for Parents of Children Who Are Deaf of Hard-of-Hearing
Annex E

1) How old is your child? _____________

2) What is your child’s sex?
   □ Male: 77.78%
   □ Female: 22.22%

3) What best describes where the child lives?
   □ With their family in a rural area: 3.23%
   □ With their family in an urban area: 93.55%
   □ At the school for the blind or school for the deaf: 3.23%
   □ Other: ____________________

4) What organizations are you affiliated with?
   □

5) What is your relationship to the child?
   □ Mother: 65.52%
   □ Father: 20.69%
   □ Grandparent: 3.45%
   □ Other: 10.34%

6) Functionality Questions
   f. Does your child have difficulty seeing, even if wearing glasses?
      □ No, No difficulty: 76.67%
      □ Yes, some difficulty: 10%
      □ Yes, a lot of difficulty: 13.33%
      □ Yes, cannot do it at all
   g. Does your child have difficulty hearing or need to use a hearing aid?
      □ No, No difficulty
      □ Yes, some difficulty: 23.08%
      □ Yes, a lot of difficulty: 61.54%
      □ Yes, cannot do it at all: 15.38%
   h. Does your child have difficulty walking or climbing steps on his/her own?
      □ No, No difficulty
      □ Yes, some difficulty: 5.41%
      □ Yes, a lot of difficulty
      □ Yes, cannot do it at all: 2.7%
i. Does your child have difficulty remembering or concentrating?
   - No, No difficulty: 86.84%
   - Yes, some difficulty: 13.16%
   - Yes, a lot of difficulty
   - Yes, cannot do it at all

j. Does your child have difficulty communicating or being understood by others?
   - No, No difficulty: 28.21%
   - Yes, some difficulty: 43.59%
   - Yes, a lot of difficulty: 28.21%
   - Yes, cannot do it at all

7) What are your views on current laws and policies within Morocco as they related to the education of children with disabilities?
   - Current laws are strong and do not need to be improved
   - Current laws are adequate to ensure quality education of children with disabilities but they need to be strengthened: 10.53%
   - Current laws do not address the needs or ensure that children with disabilities can access a quality education: 89.47%
   Why?

8) Are you currently or have you in the past been involved in the drafting of legislation or laws related to the education of children with disabilities?
   - Yes, very active in the drafting of policy and laws: 94.59%
   - Somewhat active in the drafting of policies and laws: 5.41%
   - No, there was not a consultation process
Please explain:

9) Is your child currently enrolled or attend school at school?

10) If you answered yes to question 9 and your child is attending school:

10.a) What type of school are they attending
10. b) What grade is your child at school?

10.c) Do you feel your child’s current school is the best place for your child?
10.d) Do you feel your child’s current school is of good quality?
- Yes, agree: 12%
- No, disagree: 40%
- Unsure: 48%
  Why?

10.e) Do you feel your child’s teacher has the skills and knowledge needed to educate your child?
- Yes: 7.69%
- No: 30.77%
- Unsure: 61.54%
  Why?

10.f) Is your child accepted as part of the school?
- Yes: 61.11%
- No: 11.11%
- Unsure: 27.78%
  Why?

11) If your child is not attending school, why are they not currently enrolled in school? (check all that apply)
14) Please respond to the below questions related to inclusive education:

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Don’t agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>All children should be educated in regular class.</td>
<td>47.5%</td>
</tr>
<tr>
<td>12.2</td>
<td>Both students with and without disabilities can get academic improvement because of inclusive education.</td>
<td>64.1%</td>
</tr>
<tr>
<td>12.3</td>
<td>Inclusive education is likely to have a positive effect on the social and emotional development of students with disabilities.</td>
<td>56.76%</td>
</tr>
<tr>
<td>12.4</td>
<td>The needs of students with disabilities can be best served in special, separate settings.</td>
<td>62.07%</td>
</tr>
<tr>
<td>12.5</td>
<td>Inclusive education programs provide different students with opportunities for mutual communication, thus promote students to understand and accept individual diversity.</td>
<td>75.86%</td>
</tr>
<tr>
<td>12.6</td>
<td>Children with severe disabilities should be educated in special, separate settings.</td>
<td>65.79%</td>
</tr>
<tr>
<td>12.7</td>
<td>Children who communicate in special ways (e.g., sign language) should be educated is special, separate settings.</td>
<td>69.23%</td>
</tr>
<tr>
<td>12.8</td>
<td>Inclusion sounds good in theory but does not work well in practice.</td>
<td>75.76%</td>
</tr>
</tbody>
</table>

15) Does your child have access to any of the following supports that provided through school or through the government? (check all that apply)

<table>
<thead>
<tr>
<th>Private School</th>
<th>Government School</th>
<th>Neither</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Distribution</td>
<td>Services Provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td>Braille instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td>Braille books and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5%</td>
<td>Large print books or magnifying glasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5%</td>
<td>Glasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Orientation and mobility instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.5%</td>
<td>Sign language instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.5%</td>
<td>Speech Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Occupational Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5%</td>
<td>Physical Therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5%</td>
<td>Teachers assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Hearing aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.5%</td>
<td>Cochlear implants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Augmentative Communication Devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td>Regular hearing and vision testing in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5%</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Survey Responses for Parents of Children Who Are Blind or of Low-Vision (distributed via OAPAM)
Annex F

1) How old is your child?___________

2) What is your child’s sex?
   □ Male: 53%
   □ Female: 47%

3) What best describes where the child lives?
   □ With their family in a rural area: 6.9%
   □ With their family in an urban area: 82.76%
   □ At the school for the blind or school for the deaf: 10.34%
   □ Other:_________________

4) What organizations are you affiliated with?
   □

5) What is your relationship to the child?
   □ Mother: 62.07%
   □ Father: 37.93%
   □ Grandparent
   □ Other:_______________

6) Functionality Questions

   ![Functionality Questions Diagram]

   - Does your child have difficulty communicating or being understood by others? 79% 21%
   - Does your child have difficulty remembering or concentrating? 79% 17% 3%
   - Does your child have difficulty waking or climbing steps on his/her own? 76% 24%
   - Does your child have difficulty hearing or need to use a hearing aid? 3%
   - Does your child have difficulty seeing, even if wearing glasses? 14% 21% 25% 39%
7) What are your views on current laws and policies within Morocco as they related to the education of children with disabilities?

![Bar Chart]

8) Are you currently or have you in the past been involved in the drafting of legislation or laws related to the education of children with disabilities?

- Yes, very active in the drafting of policy and laws
- Somewhat active in the drafting of policies and laws
- No, there was not a consultation process: 100%
  Please explain:

9) Is your child currently enrolled or attend school at school?

- Yes (go to questions 10, 11 & 12): 100%
- No (go to question 11& 12)

10) If you answered yes to question 9 and your child is attending school:

10.a) What type of school are they attending
10. b) What grade is your child at school?

10.c) Do you feel your child’s current school is the best place for your child?
10.d) Do you feel your child’s current school is of good quality?
- Yes, agree: 65.52%
- No, disagree: 6.9%
- Unsure: 27.59%
  Why?

10.e) Do you feel your child’s teacher has the skills and knowledge needed to educate your child?
10.f) Is your child accepted as part of the school?
- Yes: 100%
- No
- Unsure
  Why?

11) If your child is not attending school, why are they not currently enrolled in school? (check all that apply)
- Tuition fees are too expensive
- School is too far away and there is no reliable transportation: 100%
- School is not physically accessible
- Teachers are not appropriately trained to support my child’s education needs
- My child’s school will not let him attend and has denied enrolment
- Concerns for my child’s safety
- Child is on still a waiting list
- Issues related to certification
- It is not important for my child to learn
- My child is needed at home to help with chores or help earn an income
- Concerns about prejudicial treatment that my child or my family may experience due to disability
- Other: _______________

12) Please respond to the below questions related to inclusive education:
13) Does your child have access to any of the following supports that provided through school or through the government? (check all that apply)
Stakeholders Interviewed
Annex G

Amrani, Soumia, President, Collective for the Rights of Persons with Disability
Amroaui, Bouchra, Disability Focal Point, National Council for Human Rights
Arssi, Abdelaziz, PhD Student, Facility of Sciences and Education, Rabat
Basma, Ismail, Director, Basma Association for Children with Intellectual Disabilities, Fez
Benhassane, Dr Khalid, (Salé centre director), Mohamed V Centre for the Disabled in Salé
Mr. Zesli Abdesselam, Director, Teacher training school in Rabat.
Boudar, Hamid, Responsible for Curricula re-engineering, Teacher Training Institute
Boukili, Dr. Anouar, Principal Administrator, Responsible for education of students with disabilities, Ministry of National Education and Vocational Training
Chafaqui, Rkia, (Project Director) Handicap International
Chenguiti, Khalid, Education Specialist, United Nations Children’s Fund (UNICEF)
El Guennouni Rachid, Director of the Department of Promotion of the Rights of Persons with Disabilities. Ministry of Solidarity. Ministry of Solidarity, Women, Family and Social Development
Hanfioui, Khalid, Director, National Council for Human Rights
Idrissi, Azzel Arab, (President, Founder and pedagogical director, trainer of the blind to the use of adapted computer tools and braille) Organization of Louis Braille

Makni, Abdelmajid, Secretary General, Collective for the Rights of Persons with Disability

Abderrazzak, Johri, National Director of Education Services, Organization for the Promotion of the Blind in Morocco (OAPAM)

Semmar, Salahediine, Central Services Director, Acting General Secretary, OAPAM

Rebbani, Driss Treasurer, Temara Section, OAPAM
Chenhih, Haddou, Headmaster, Temara Section, OAPAM
Bilali, Latifa, President, Marrakech Section. OAPAM, Aboualabbass assabti School for the blind, Marrakech.

Abdelfadel Aït-Taleb, Headmaster, Aboualabbass assabti School for the blind, Marrakech.

Ghabri, Mahjoub, French teacher, Aboualabbass assabti School for the blind, Marrakech.
Lahroufa, Said, President, Association of Parents of Blind Students, Aboualabbass assabti School for the blind, Marrakech.

Takif, Souad, Treasurer OAPAM Marrakech

Asmae, Tarib, General Secretary, Chorouk Association for the Deaf, Marrakech.

Mouahid, Jamal, President, Chorouk Association for the Deaf, Marrakech.

Aitsidi, Hafsa Alaoui, French/Arabic Teacher, Chorouk Association for the Deaf, Marrakech

El Azhari, Youssef, Director of the Management training Program at the Ministry of National Education

Belarbi, Dalila, Department Head in charge of management training at MNEVT

Zeghari, Leyla, President and Counselor to Her Highness, Casablanca Section, OAPAM

Rabit, Hamid, Deputy Treasurer, Board Member Representing Casablanca, OAPAM.

Bilal, Houcine, Headmaster, Casablanca OAPAM school.

Bouchikhi, Mohammed, Teacher and Coordinator, “Yad fi Lyad” (hand in hand) Association for the Deaf, Salé.

Terkhami, Youssef, President, “Yad fi Lyad” (hand in hand) Association for the Deaf, Salé. (Deaf)

BenAouda, Oumayma, Sewing trainer, “Yad fi Lyad” (hand in hand) Association for the Deaf, Salé. (Deaf)

Elouati, Amine, hairstyle Trainer, “Yad fi Lyad” (hand in hand) Association for the Deaf, Salé. (Deaf).

Charafi, Mohammed, Sewing trainer, “Yad fi Lyad” (hand in hand) Association for the Deaf, Salé. (Deaf)

Mseffer, Zoubida, (Med Net Youth Maroc coordinator) United Nations Educational, Scientific and Cultural Organization (UNESCO)

Mourd, Fatima, Development Department Head, Social Development Agency

Semmar, Eddine, Director of Central Services, Organization for the Promotion of the Blind in Morocco (OAPAM)

Soudi, Abdelhadi, Director, National School of Engineering

Mr. Nizar Kasmi, President of the National Federation of the Deaf in Morocco
Stakeholder Interview Questions
Annex H

Ministry or other government officials

- What laws are currently in place related to the education of children with disabilities? Do you think these laws are being effectively implemented? Are any additional laws needed?
- How would you describe the current educational system for children with disabilities? What are the strengths of the current system? What are the challenges?
- What could be done to improve the education of children with disabilities in the future? What could be done in the short-term (2-5 years)? What could be done in the longer term (5-10 years)?
- What supports, resources and services are currently available to children who are deaf/low hearing and blind/low vision (e.g. braille instruction, sign language instruction, assistive technology, etc.)?
- How are these services provided to the populations (e.g. government funded and/or privately supported)?
- What is the current process to identify children who are blind or deaf? Are there routine vision and hearing screenings that take place within the classroom in the general education schools?
- How is the government addressing the children with disabilities who are not attending school? What are the challenges to getting children with disabilities enrolled in school?
- What educational resources (curriculum, textbooks, etc.) are available and accessible to children who are blind or children who are deaf? How does this differ by region? By rural or urban populations?
- What is the current status of teacher training for inclusion or special education training in the country? What needs to be done to strengthen these efforts?
- What is the attitude of the general population towards children with disabilities? What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?
- What type of support does the ministry need moving forward in order to improve educational opportunities for children with disabilities?

International NGOs, NGOs and others

- What is your current role related to the education of children with disabilities in the country? Please describe current programs or initiatives.
- How would you describe the current educational system for children with disabilities? What are the strengths of the current system? What are the challenges?
- What could be done in the future to improve the education of children with disabilities in the future?
- What projects are taking place to address children with disabilities who are out of school? What is the largest challenges related to this issues? What do you feel should be done in the future to address this issue?
• What is the current process to identify children who are blind or deaf? Are there routine vision and hearing screenings that take place within the classroom in the general education schools?
• What services are currently available to children who are deaf/low hearing and blind/low vision (e.g. braille instruction, sign language instruction, assistive technology, etc.)?
• How are these services provided to the populations (e.g. government funded or privately supported)? How does this differ by region? By rural or urban populations?
• What educational resources (curriculum, textbooks, etc.) are available and accessible to children who are blind or children who are deaf?
• What is the current status of teacher training for inclusion or special education training in the country? What needs to be done to strengthen these efforts?
• What is the attitude of the general population towards children with disabilities? What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?
• What types of programs would you like for the MNEVT to conduct in the future? What role should schools for the blind or schools for the deaf have in the future? What role should parents have in the future? What role should DPOs have in the future?

**Disabled Persons Organizations**

• What is your current role related to the education of children with disabilities in the country? Please describe current programs or initiatives.
• What laws are currently in place related to the education of children with disabilities? Do you think these laws are being effectively implemented? What was the consultation process with people with disabilities for these laws? How could the laws be strengthened in the future?
• How would you describe the current educational system for children with disabilities? What are the strengths of the current system? What are the challenges?
• What could be done in the future to improve the education of children with disabilities in the future?
• What is the current process to identify children who are blind or deaf? Are there routine vision and hearing screenings that take place within the classroom in the general education schools?
• What services are currently available to children who are deaf/low hearing and blind/low vision (e.g. braille instruction, sign language instruction, assistive technology, etc.)?
• How are these services provided to the populations (e.g. government funded or privately supported)? How does this differ by region? By rural or urban populations?
• What projects are taking place to address children with disabilities who are out of school? What is the largest challenges related to this issues? What do you feel should be done in the future to address this issue?
• What is the attitude of the general population towards children with disabilities?
• What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?
• What types of programs would you like for the MNEVT to conduct in the future? What role should schools for the blind or schools for the deaf have in the future? What role should DPOs have in the future?

Parent Organizations
• What is your current role related to the education of children with disabilities in the country? Please describe current programs or initiatives.
• How would you describe the current educational system for children with disabilities? What are the strengths of the current system? What are the challenges?
• What could be done in the future to improve the education of children with disabilities in the future?
• What services are currently available to children who are deaf/low hearing and blind/low vision (e.g. braille instruction, sign language instruction, assistive technology, etc.)?
• How are these services provided to the populations (e.g. government funded or privately supported)?
• What educational resources (curriculum, textbooks, etc.) are available and accessible to children who are blind or children who are deaf?
• What is the current status of teacher training for inclusion or special education training in the country? What needs to be done to strengthen these efforts?
• What is the attitude of the general population towards children with disabilities? What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?
• What types of programs would you like for the MNEVT to conduct in the future? What role should schools for the blind or schools for the deaf have in the future? What role should parents have in the future? What role should DPOs have in the future?

Schools
• Please describe your school. How many children attend your school? What is the teacher/student ratio? Where do you receive funding? Do you feel you receive adequate support from the government in terms of resources and services? Do you receive any supplemental resources from other groups (e.g. NGOs, etc.)?
• What is the current status of teacher training for inclusion or special education training in the country? Do you feel the current training adequately prepared teachers to educate children with disabilities? What needs to be done to strengthen these efforts?
• What services are currently available to children who are deaf/low hearing and blind/low vision (e.g. braille instruction, sign language instruction, assistive technology, etc.)?
• How are these services provided to the populations (e.g. government funded or privately supported)?
• What educational resources (curriculum, textbooks, etc.) are available and accessible to children who are blind or children who are deaf?
• What is the attitude of the general population towards children with disabilities? What actions or laws are in place to build awareness and improve the acceptance of children with disabilities?
• What types of programs would you like for the MNEVT to conduct in the future? What role should schools for the blind or schools for the deaf have in the future? What role should parents have in the future? What role should DPOs have in the future?
Inclusive Education Systems and Policy Checklist
Annex I

This checklist is based upon the various articles of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and CRPD Committee’s draft General Comments on the right to inclusive education.

**Government Education Systems should:**

- Include all children with disabilities under responsibility of the Ministry of National Education and Vocational Training.
- Establish an intersectoral commitment to inclusive education across government ministries including:
  - Ministry of finance,
  - Ministry of health,
  - Ministry of transport,
  - Ministry of planning,
  - Ministry of social welfare and child protection.
- Require inclusive education as a component of pre-service teacher training.
- Require inclusive education as a component of in-service teacher training.
- Actively recruit teachers with disabilities.
- Provide accommodations to teachers with disabilities.
- Ensure that general education sector plans and/or strategic plans address the needs of children with disabilities and inclusive education.
- Develop an Education Sector Plan to support disability specific legislation detailing the process for implementing an inclusive education system including the allocation of sufficient, committed financial and human resources for both rural and urban areas.
- Ensuring that teaching and learning materials are inclusive of individuals with disabilities and present disability in a positive and empowering manner that reduces stigmatization and supports inclusive education.
- Consult with parents of children with disabilities and individuals with disabilities on proposed laws and educational plans.
- Establish an outreach mechanism to build awareness of parents and the community on issues related to disability and inclusive education.
Collects data on children with disabilities using the UN functionality questions to inform policies and programs.

Capture disability data within the Education Management and Information System (EMIS).

Develop monitoring frameworks with structural, process and outcome indicators.

**Specific Inclusive Education Legal Framework Should:**

- Prohibit discrimination on grounds of disability.
- Provide a clear definition of inclusion and the specific objectives the law is seeking to achieve at all educational levels.
- All legislation that potentially impacts inclusive education within a country should clearly state inclusion as a goal.
- Reinforce that all children with disabilities, regardless of diagnosis or severity, have the right to free primary and access to secondary education within their public neighborhood school.
- Guarantee that students with and without disabilities have the same access inclusive learning opportunities.
- Provide reasonable accommodation to all children with disabilities.
- Reaffirm that children with disabilities have the right to live in the community and should not be placed in long-term institutional care. If children with disabilities are currently institutionalized, develop and establish, with a plan for sustainability and monitoring, a strong de-institutionalization plan.
- Require all new schools to be designed and built to acceptable standard of accessibility.
- Provide a time frame for adaptation of existing schools to ensure they meet an acceptable standard of accessibility, along with a monitoring plan for ensuring the work is completed in a timely manner.
- Develop a consistent framework for the identification, assessment and support of individuals with disabilities.
Ensure that all children, including children with disabilities, have the right to be heard within the school system, including through school councils, governing bodies, local and national government, as well as mechanisms through which to appeal decisions concerning education.

Require that national curriculum is available to all students and support a system to adapt curricula as needed for students with disabilities.

Provide students with the opportunity to access assistive technology including have the opportunity to utilize materials in braille, alternative script, augmentative and alternative modes, means and formats of communication as well as orientation and mobility skills if needed.

Provide students who are deaf or hard of hearing the opportunity to learn local sign language.

Develop an effective, accessible, safe and enforceable complaints mechanism to challenge any violations of the right to education.
## International Comparison of Disability Prevalence Rates
### Annex J

<table>
<thead>
<tr>
<th>Country</th>
<th>Source</th>
<th>Year</th>
<th>% of disability</th>
<th>approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>census</td>
<td>2010</td>
<td>23.90%</td>
<td>functionality</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>survey</td>
<td>2014/15</td>
<td>20%</td>
<td>functionality</td>
</tr>
<tr>
<td>United States</td>
<td>census</td>
<td>2000</td>
<td>19.40%</td>
<td>functionality</td>
</tr>
<tr>
<td>United States</td>
<td>census</td>
<td>2010</td>
<td>19%</td>
<td>functionality</td>
</tr>
<tr>
<td>Canada</td>
<td>census</td>
<td>2001</td>
<td>18.50%</td>
<td>functionality</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>survey</td>
<td>2007</td>
<td>18%</td>
<td>functionality</td>
</tr>
<tr>
<td>Norway</td>
<td>unknown</td>
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<td>12.15%</td>
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</tr>
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<td>Brazil</td>
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<td>2000</td>
<td>14.50%</td>
<td>functionality</td>
</tr>
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<td>1991</td>
<td>12.20%</td>
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</tr>
<tr>
<td>Poland</td>
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<td>12.20%</td>
<td>functionality</td>
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<td>1988</td>
<td>10%</td>
<td>functionality</td>
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<td>6.30%</td>
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<td>5.70%</td>
<td>conditions</td>
</tr>
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<td>5.20%</td>
<td>conditions</td>
</tr>
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<td>Nigeria</td>
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<td>5%</td>
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</tr>
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<td>3.80%</td>
<td>disability</td>
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<td>Uganda</td>
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<td>3.50%</td>
<td>conditions</td>
</tr>
<tr>
<td>Mexico</td>
<td>unknown</td>
<td>2000</td>
<td>2.30%</td>
<td>conditions</td>
</tr>
<tr>
<td>Chile</td>
<td>unknown</td>
<td>1992</td>
<td>2.20%</td>
<td>conditions</td>
</tr>
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<td>Colombia</td>
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Blind Education Standards Checklist
Annex K

Educational setting
What would best describe the education setting of the school?

☐ Residential school for blind and low vision students
☐ Day school for blind and low vision students
☐ Inclusive school/program/classroom with both blind and non-blind students
☐ Self-contained classroom for blind and low vision students in a school
☐ Self-contained classroom for all students with disabilities in a school
☐ Resource room or itinerant teacher services in a school
☐ Mainstreaming setting with no services or support

Classroom
Environment

☐ Low teacher/staff ratio to students in classes
☐ Lighting in the classroom is bright enough for low vision students to see the teacher and the black board (no glare; choice of overhead or sun light)
☐ Low vision students have direct sight lines to the teacher and the blackboard
☐ Seating in the classroom arranged so that each student’s specific vision and hearing needs are met
☐ Organization system and daily calendar set up for each student
☐ Classroom is accessible and set up in a way that all students can move around freely
☐ Students who are blind or have low vision are given a physical orientation to their class and school environment

Classroom instruction

☐ The national curriculum is taught in the classroom
☐ Curriculum is adapted or modified for students who may need additional support
☐ Textbooks and materials are the same used in the general education classes but available in alternative formats such as large print, braille/tactile graphics and/or recordings are used in classes
☐ Positive and empowering images and stories of individuals with disabilities are included in textbooks and instructional examples
☐ Students given instructions and explanations of concepts on paper in large print or braille/tactile graphics to help them better understand the material
☐ Testing accommodations are provided to children as needed (keyboard, no time limit, etc.)
☐ Students are allowed to interact and work together
☐ Students have the ability to participate in sports and recreational activities
Assistive technology is provided to students who may need it including:

- Slate and Stylus
- Optical devices
- Braillers
- Synthesized speech program for computers
- Electronic notetaker (e.g. tape recorders or other devices)
- Refreshable braille displays
- Screen enlarging program
- Closed circuit television
- Large print calculator
- Other:________________

**Teachers background and training**
- Teachers, resource teachers or other specialists are able to read and understand braille.
- Teachers or specialists within the schools are qualified to provide instruction in braille reading and writing, and orientation and mobility training
- Teachers are skilled to operate learning media and technological devices for blind/low vision learners
- School employs teachers who are blind or have low vision
- All teachers have received training on special education or inclusive education with a focus on blind/low vision learners from an accredited, post-secondary school
- The school provides ongoing in-service professional development to continuously update teacher’s skills and knowledge
- Training is provided on issues related to children who may have additional disabilities as well as behavioral issues

**School system**
- School environment is accessible and set up in a way that all students can move around freely
- Administration staff is trained in special education or inclusive education for blind/low vision learners
- Administrators and teachers engage with families and their child’s education progress
- School staff conduct outreach services with the community
- Administrators collaborate with all stakeholders (teachers, specialists, students, families) while developing, revising and implementing policies, programs, services, etc.

**Additional services**
- Orientation and mobility equipment and other assistive devices available for students at no cost to families
- There a system in place to provide early identification and intervention for those children who are identified as being blind or having low vision
Vision testing and early intervention
Monitoring for progressive conditions and additional services if needed
Academic tutoring is available to students if needed
Orientation and Mobility training is available to be provided by a trained professional without any additional cost to the family if needed
Physical and occupational therapy is available to be provided by a trained professional without any additional cost to the family if needed
Transition services are available including vocational training (for after graduation) if of interest to the student
Independent living skills and adaptive skills training are provided
Additional services available for students with multiple disabilities, such as hearing loss, development delays, etc.
Awareness activities for non-blind and non-disabled students better understand disability and diversity
Accountability and stakeholder participation
  o Evaluation and data collection
  o Input from blind/low vision adults and students
  o Input from non-blind adults and students
  o Input from families
Parent and family involvement
  o Awareness training
  o Braille/learning media/assistive technology training
  o Support groups

Deaf-blind learners
Individualized assessment to determine appropriate placement and services for deaf-blind child
Teacher or specialist trained in deaf/inclusive education to provide assistance, training and consultation for school and classroom teachers/staff
Expanded support for families with deaf-blind and deaf-specific resources and training, including sign language and/or tactile sign language
Exposure of deaf-blind role models and events that have taken place within the deaf-blind community
Additional accommodations provided in the classroom
  o Intervenor/interpreter with training in sign language, tactile sign language and pro-tactile
  o Additional curriculum modification that includes more tactual techniques to assist in learning
  o Appropriate media learning equipment provided (that is not auditory based)
Def Education Standards Checklist
Annex L

Educational setting
What would best describe the education setting of the school?
☐ Residential school for deaf and hard of hearing students
☐ Day school for deaf and hard of hearing students
☐ Inclusive school/program/classroom with both deaf and hearing students implementing the bilingual approach
☐ Self-contained classroom for deaf and hard of hearing students within a hearing school
☐ Self-contained classroom for all students with disabilities within a hearing school
☐ Resource room or itinerant teacher services within a hearing school
☐ Mainstreaming setting with no services or support

Classroom Environment
☐ Low teacher/staff ratio to students in classes, and one-on-one instruction is provided as needed
☐ Lighting in the classroom is bright enough for all children to see the teacher and the blackboard
☐ All students have direct sight lines to the teacher and the blackboard
☐ Seating in the classroom arranged so that each student can see and hear, taking into consideration each student’s specific needs
☐ There are visual alarms in case of emergency
☐ Classroom is accessible and set up in a way that all students can move around freely

Classroom Instruction
☐ The national curriculum is taught in the classroom
☐ Curriculum is adapted or modified for visual learners
☐ Curriculum is adapted or modified for students who may need additional support
☐ Textbooks and materials are the same used in the general education classes
☐ Textbooks and materials modified to a visual format are used in classes
☐ Curriculum includes instruction on deaf history and culture
☐ Students are given instructions and explanations of concepts on paper or on a slate to help them better understand the material
☐ Daily calendars or visual schedules used to provide reminders to students as to what will occur during the school day
☐ Bilingualism is used in the classroom (national sign language is used as well as the national written language)
Situation and Needs Assessment for Inclusion of Students Who are Blind/Low Vision or Deaf/Hard of Hearing in Morocco

- Testing accommodations (additional time, responses given in alternative ways, etc.) are provided to children as needed
- Students are allowed to interact and work together
- Students have the ability to participate in sports and recreational activities
- Assistive technology is provided to students who may need it including
  - Hearing aids
  - FM System
  - Augmentative Communication Devices
  - Other:______________

Teachers background and training
- Teachers are fluent in sign language
- School employs teachers who are deaf and native sign language users
- Teachers have been trained in deaf/special education from an accredited, post-secondary school
- The school provides ongoing in-service professional development to continuously update teacher’s skills and knowledge
- Training is provided on issues related to children who may have additional disabilities as well as behavioral issues

School system
- School environment is accessible and set up in a way that all students can move around freely
- Sign language is used at all times
- Administration/clerical staff know sign language and can communicate with deaf and hard of hearing students/staff
- Administration staff is trained in deaf/special/inclusive education
- Administrators and teachers engage with families and their child’s education progress
- School staff conduct outreach services with the community
- Administrators collaborate with all stakeholders (teachers, specialists, students, families) while developing, revising and implementing policies, programs, services, etc.

Additional services
- Hearing testing services provided at no cost to families
- Is there a system in place to provide early identification and intervention for those children who are identified as being deaf or hard of hearing
- A professional sign language interpreter is provided at no cost to student if needed
- Academic tutoring is available to students if needed
- Speech therapy is available to be provided by a trained professional without any additional cost to the family if needed
Physical and occupational therapy is available to be provided by a trained professional without any additional cost to the family if needed

Transition services including vocational training (for after graduation) if of interest to the student

Additional services available for students with multiple disabilities

Deaf and Disability awareness activities for hearing and non-disabled students to learn and accept their deaf peers

Accountability and stakeholder participation
  - Evaluation and data collection
  - Input from deaf and hard of hearing adults and students
  - Input from hearing adults and students
  - Input from families

Parent and family involvement
  - Awareness training
  - Sign language classes
  - Support groups

Deaf-blind learners

Individualized assessment to determine appropriate placement and services for deaf-blind child

Teacher or specialist trained in blind/inclusive education to provide assistance, training and consultation for school and classroom teachers/staff

Expanded support for families with deaf-blind and blind-specific resources and training, including orientation and mobility, learning media and equipment use

Exposure of deaf-blind role models and events that have taken place within the deaf-blind community

Additional accommodations provided in the classroom
  - Intervenor/interpreter with training in sign language, tactile sign language and pro-tactile
  - Additional curriculum/material modification that includes alternative formats such as large print, braille/tactile graphics and/or recordings; more tactual techniques to assist in learning
  - Appropriate media learning equipment provided (Slate & Stylus, optical devices, closed circuit television, etc.)
  - Training in braille reading and writing, and orientation and mobility