

Overview of Deaf Education in Morocco

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Abstract: This paper provides a comprehensive overview of Deaf Education in Morocco documenting its historical evolution and systematically assessing current instructional methodologies. With a focus on learning and teaching environments, the study aims to offer a wide understanding of the educational opportunities, teaching methods, and teacher training programs within Moroccan schools serving the Deaf community. The research questions guide the inquiry addressing historical paths, the influence of teaching methods, and common challenges. By identifying challenges and evaluating practices, the research makes methodological and theoretical contributions to the fields of special education and Deaf education in Morocco. This foundational resource, which is lacking in Moroccan research, serves as a basis for future investigations into instructional approaches. The study navigates through Morocco's educational history from colonial impact to post-independence reforms emphasizing challenges like pedagogical strategies, infrastructure limitations, and social integration issues. The findings confirm the importance of shifting negative attitudes, fostering inclusivity, and reassessing policies to enhance the educational journey for Deaf learners in Morocco.

Index Terms: Deaf, communication, inclusion, sign language, special education, mainstreaming, disability

1. Introduction

In 1912, Morocco became part of the French protectorate, leading to significant changes in the country's education. This was a time of transformation influenced by colonial goals, reshaping various aspects of Moroccan society, including culture, education, politics, economy, and social aspects. Examining Morocco's educational history reveals a crucial change during this period, where foreign curricula and educational styles were imposed. The post-independence era in 1956 marked a phase of modernization, with a strong dedication to reform through formal committees and charters focused on improving education and training.

The path of education in Morocco features diverse tracks, including European education supported by French pedagogical paradigms, Jewish education, and civil-Islamic education denoted as public education. As Morocco embraced independence, comprehensive reforms sought to modernize curricula, integrate contemporary pedagogies, and ensure access to education for marginalized segments. The global acknowledgment of inclusive education further influenced educational dynamics, prompting the enrollment of children with special needs worldwide. The main aim was to make sure everyone has the same chance to learn, based on the ideas of fairness and accepting differences between people.

Decades later with the global recognition of inclusive education, there was a rise in the enrollment of children with special educational needs in regular schools worldwide and there was a growing emphasis on the inclusion of students with disabilities in mainstream education systems. The optimal goals were to provide these students with equal educational opportunities in schools located in close proximity to their residences enabling them to learn alongside their non-disabled peers. This comprehensive approach is grounded in principles of human rights, social justice, equality, entitlement, and respect for diversity, which was an integral part of every educational reform in Morocco (2004-2009-2015-2019). The declared outcomes are to eliminate any form of discrimination, marginalization, and barriers to accessing essential services and rights. Consequently, small but increasing numbers of children with varying degrees of

disabilities, ranging from mild to profound, have been admitted to mainstream schools but without the necessary adjustments and adaptations in the school environment, classroom settings, curricula, and teaching methods.

Despite these efforts, the education of Deaf children in Morocco remains a significant challenge, reflecting broader disparities in the care of individuals with disabilities. Ambitious political intentions and advocacy efforts coexist with practical delays, organizational challenges, and a thorough understanding of Deafness and disabilities. A report [1] indicates that 95% of Deaf children in Morocco come from hearing parents, further complicating their educational journey. Current pedagogical approaches exhibit varied ideologies, yet progress has varied over the past decades.

Although there are currently various pedagogical approaches in Moroccan schools that correspond to different ideologies regarding Deaf education, significant variances can be observed when examining the progress, or lack thereof, in the care of Deaf children, adolescents, children, and adolescents with disabilities more broadly over the past twenty-five years or so. On the one hand, there are ambitious political intentions promoting societal perceptions, new conceptual frameworks, and the advocacy efforts of individuals with disabilities themselves. On the other hand, there is a noticeable delay, if not a stoppage, in practical implementations, organizational practices, and the understanding of Deafness, Deaf individuals, and disabilities as a whole. It is worth noting that these patterns of progress and immobility are not unique to the Deaf population but can be observed, sometimes even more pronouncedly, across other disability categories.

Today, an estimated 33,000 children in Morocco experience varying degrees of hearing loss, as suggested by global estimates from the World Health Organization (WHO), which indicates that 1 in every 10 newborns may face some form of hearing impairment [2]. This reflects a substantial gap between global estimates and practical access to education. The mentioned statistic, falling below expectations, confirms the pressing need for inclusive education for Deaf students. Despite political intentions and advocacy, the practical implementation faces persistent obstacles within the socio-educational system, continuing exclusion.

These challenges are not unique to the Deaf population; they resonate across other disability categories. This study seeks to untie the historical development, current state, and challenges faced by the Deaf community in Morocco, offering perceptions into educational opportunities, teaching methodologies, and teacher training programs. By exploring historical paths, the impact of teaching methods, and current challenges, the research aims to contribute methodological and theoretical understandings to the fields of special education and Deaf education in Morocco.

Morocco's unique Deaf education aspect demands a closer look, and our study pioneers this exploration by delving into the historical roots, current state, and challenges experienced by the Deaf community. Unlike prior studies, our focus on Morocco's specific context, from changes in educational opportunities to the impact of teaching methods, distinguishes our work. We reveal complexities that make our study a pioneering effort in understanding Deaf education in this North African nation.

Our thorough literature review adds valuable perspectives to the conversation, addressing the lack of in-depth analyses specific to Morocco in global discussions on Deaf education. While previous studies offer valuable perspectives into inclusive education and challenges faced by Deaf communities worldwide, our study focuses on Morocco's socio-cultural and educational aspect. This specific perspective contributes detailed information tailored to the Moroccan context, filling a crucial gap in understanding the complexities of Deaf education in the region.

Moreover, our study goes beyond acknowledging global recognition of inclusive education; it precisely analyzes the practical implementation and challenges within Morocco. By offering a detailed examination of the differences between political intentions, organizational practices, and the actual experiences of Deaf individuals, our research positions itself as a major endeavor. In synthesizing existing knowledge, our study provides a comprehensive understanding of the unique challenges and opportunities within Moroccan Deaf education, contributing significantly to the broader field of inclusive education.

In the following sections, we delve into the specific objectives, research questions, and contributions that will guide our analysis, providing readers with a clear roadmap for the ensuing discussion. For that reason, and in order to ensure clarity and guide readers smoothly through the discussion, this paper adopts a structured framework. The following provides a brief overview of the paper's organization:

- *Historical Development of Deaf Education in Morocco*: This section delves into the historical evolution of Deaf education in Morocco, tracing key indicators and shifts in educational patterns during crucial periods.
- *Teaching Methods and Learning Environments*: Focusing on the impact of teaching methodologies and learning environments, this section explores the complexities influencing the educational experiences of Deaf students in Morocco.
- *Challenges and Barriers*: The study uncovers the main challenges and barriers faced by Deaf students, teachers, and institutions within the context of Moroccan Deaf education, shedding light on the detailed scene.
- *Results and Discussion*: Presenting the outcomes of the research analysis, this section synthesizes key findings, discusses their implications, and provides understandings into the current state of Deaf education in Morocco.
- *Historical Institutions Contributing to Deaf Education*: A dedicated exploration of historical institutions, including Lalla Asmaa Foundation Rabat (1968), Association Hanane Tetouan (1969), Effetah Center for the Deaf, Tangiers (1970), and Mona Center of Casablanca (1975). Each institution's role in shaping Deaf education is examined.

- *Deaf Children in Mainstreaming Settings:* This section examines the experiences of Deaf children in mainstream educational settings, offering a thorough perspective on their integration and the effectiveness of current pedagogical approaches.
- *Conclusion:* Summarizing the key visions gathered from the research, the conclusion provides a comprehensive overview and outlines potential avenues for future exploration in the field of Deaf education in Morocco.

This structured approach aims to facilitate a clear understanding of the paper's trajectory, ensuring that readers can navigate smoothly through the diverse dimensions of Deaf education in Morocco.

1.1. Research Questions

In the field of Deaf education, Morocco stands as a significant context that warrants a comprehensive examination of its historical development, current state, and challenges faced by the Deaf community. This overview paper aims to delve into the various aspects of Deaf education in Morocco offering perceptions into the evolution of educational opportunities, the impact of teaching methodologies and learning environments, and the complex challenges encountered by Deaf students, teachers, and institutions. As we go ahead on this exploration, we seek to sort out the historical paths that have shaped the educational scene for the Deaf community in Morocco, understanding how past developments have paved the way for the present educational environment. Additionally, our focus extends to the examination of teaching methods and learning environments, which are crucial components that influence the educational experiences of Deaf students. By addressing these aspects, we aim to shed light on the complexities existing in the Moroccan context and contribute to a more accurate understanding of Deaf education in this unique setting.

The following research questions will guide our analysis providing a structured framework to uncover valuable perceptions into the various dimensions of Deaf education in Morocco:

1. *What is the historical development of Deaf education in Morocco, and how have educational opportunities evolved over time for the Deaf community?*

This question is essential in explaining the historical paths that have shaped the present educational environment for the Deaf in Morocco. By tracing the development over time, we aim to provide context to the existing challenges and opportunities, contributing to a comprehensive understanding of the historical trajectory of Deaf education in Morocco.

2. *How do teaching methods and learning environments impact the educational experiences of Deaf students in Morocco?*

Addressing this question allows us to delve into the differences of pedagogical approaches and learning settings, offering a precise understanding of the challenges and opportunities faced by Deaf students. Moreover, uncovering the impact of teaching methods contributes to the discourse on effective educational practices for the Deaf in Morocco.

3. *What are the main challenges and barriers faced by Deaf students, teachers, and institutions in the context of Moroccan Deaf education?*

This question is central to identifying and addressing the pressing challenges within the Moroccan Deaf education system. By clarifying the barriers faced by students, teachers, and institutions, we aim to inform future interventions, policies, and practices, ultimately enhancing the educational experiences of the Deaf in Morocco.

To address this unexplored field, our research questions serve as a light, guiding us through dimensions of Deaf education in Morocco. These questions not only inquire into the historical development and current challenges, but also explore the impact of teaching methods and learning environments providing a systematic understanding. By framing these questions, we pave the way for a structured exploration that contributes to the existing body of knowledge, especially within the Moroccan context. Therefore, each research question is strategically crafted to fill existing gaps in the literature and offer an accurate exploration of the unique challenges and opportunities characterizing Deaf education in Morocco.

1.2. Scope of the study

The scope of the study is to provide a comprehensive overview of the historical development, current state, and challenges in Deaf education in Morocco. The study begins with an exploration of Morocco's educational scene during the French protectorate era identifying essential shifts in educational patterns and the quest for reform. Following independence, the focus shifted to comprehensive educational reform including efforts to modernize curricula, integrate contemporary pedagogies, and enhance access for marginalized populations. The paper acknowledges the global recognition of inclusive education and the rise in enrollment of students with special educational needs emphasizing the goals of equal educational opportunities and social inclusion.

Specifically, the study addresses the education of Deaf children in Morocco reflecting on the demand from parents and civil society organizations. It highlights the existing pedagogical approaches and identifies differences in the care of Deaf students. Despite ambitious political intentions, there is a noticeable gap between intentions and practical implementations. Overall, the study aims to reveal the complexities within the Moroccan context contributing to a more accurate understanding of Deaf education in this unique setting.

2. Methodology

This overview article draws upon a range of research methodologies to provide a total perspective on the state of Deaf education in Morocco. In line with the main goal of offering a comprehensive view, this study employs an approach incorporating elements of historical analysis, surveys, interviews, and comparative research.

The research begins with an extensive examination of existing literature including historical records, policy documents, and educational archives. This historical analysis detects the development of Deaf education in Morocco and highlights the evolution of educational opportunities over time. This approach serves as the foundational background for the study enabling readers to understand the historical context of Deaf education in the country. Furthermore, this paper incorporates classroom observations to gain firsthand perceptions into teaching methods and learning environments within Moroccan Deaf education. These observations are presented as illustrative examples, providing readers with a tangible sense of the educational practices in place.

Throughout the paper, a comparative analysis is provided allowing for the alignment of Moroccan practices with international best practices in the field of Deaf education. This approach facilitates the identification of areas where Moroccan practices are consistent with global standards and where cultural and contextual variations become apparent. By adopting this methodology, this overview article aims to offer readers a precise understanding of the current situation of Deaf education in Morocco, with historical context, qualitative perceptions, quantitative data, and international perspectives serving as essential elements of the comprehensive narrative.

In fact, our research methodology builds on a thoughtful framework tailored for an overview article. We focus on the historical narrative of Morocco's Deaf education, using a temporal lens to categorize different eras and compare them globally. This method enables a comprehensive understanding without relying on direct observations or questionnaires, fitting the nature of our overview approach.

Overall, our method integrates perspectives from various stakeholders, including parents, educators, and policymakers, offering a comprehensive view of challenges and opportunities in Moroccan Deaf education. Through targeted interviews with diverse contributors such as teachers, administrators, and civil society representatives, we gather precise experiences enriching our research. This strategic approach ensures a broad and inclusive picture of the complex challenges faced in Morocco's Deaf education aspect.

3. Results and Discussion

3.1. The history

Historically, Deaf education in Morocco has often been a private matter. The schooling of the Deaf was not mentioned in the literature before the 1940s. Children were uneducated and under the care of their families. The early formal education of the Deaf in Morocco was referred to in the archives of the *Hebraic School of Casablanca*, which indicate that the Jewish community in Morocco launched a class of the Deaf-mutes. Later, schools were then started in other cities like Rabat, Tetouan, and Fez. Table 1 traces a timeline of the development of Deaf education in the history of Morocco.

Deaf education has often been initiated in Morocco by voluntary and charitable organizations since the French protectorate in 1912 and continued after the independence of Morocco in 1956 [3]. Education for pupils with disabilities including the Deaf continued to be offered only in special schools until the 1990s when units and integrated/mainstream programs were introduced in public schools [3, 4]. In Morocco, education comprises six years of primary school, followed by three years of middle school, and then three years of secondary or high school. Elementary education is compulsory until the age of 16. The pupils are expected to acquire literacy, numeracy, creativity, and communication skills. Needless to say, the Moroccan constitution [5] ensures that all children have unconditioned access to free and compulsory primary education, and children with disabilities are given much importance in many other articles.

Table 1. Timeline of Deaf Education Development in Morocco (Developed for the purpose of this study)

Year	Event
1755	Abbé de l'Épée started the First school for the Deaf in France and the world
1817	Thomas Gallaudet started the first American school for the Deaf
1880	Deaf Conference in Milan
1947	The 1 st Deaf school at the Jewish school in Casablanca
1949	The 2 nd Deaf school at the Jewish School in Marrakech
1956	The Independence of Morocco
1960	The First state-funded school for the blind
1967	The creation of Lalla Asmaa Foundation for the Deaf in Rabat by Lions Club
1968	The establishment of a Deaf school in Tetouan

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1969	The Deaf school in Casablanca was closed
1970	Jewish Schools in Morocco were closed
1970	The Effetah school for the Deaf started in Tangier by the Christian Church
1971	The School for the Deaf started in Khemisset by Save the Children
1976	The first legislation regarding disability rights for the blind was introduced
1978	Training of teachers of the Deaf by UNICEF in Casablanca
1978	The Creation of the fifth school for the Deaf in Immouzer by Lions Club
1984	The 1 st Moroccan Sign Language manual compiled by Peace Corps Volunteers in Tetouan
1991	The creation of the 1 st Deaf club school by the Moroccan Association of the Deaf in Fez
1991	Recognition of the Moroccan Deaf Association by the World Federation of the Deaf
1992	The creation of the Deaf school in Salé
1993	The creation of the association of Deaf children of the South in Safi
1994	The appointment of a Ministry in charge of disabled people
1994	The beginning of mainstreaming policy
1995	The creation of the Deaf school in Fez by professor Abdelaziz Arssi
1997	The compilation of the 2 nd Sign Language manual by the ministry in charge of disabled people
1997	The creation of the 10 th Center “Achorouk” for the Deaf in Ouarzazate
1998	The introduction of the Moroccan Sign Language interpreting on the national TV (the king’s activities, 5mn a week)
1998	The creation of the Center “Alfath” for the Deaf in Meknes by a French Missionary
1999	The creation of the school for the Deaf in Marrakech by parents
2000	A month Teacher Training conducted by the Ministry of Education in France
2002	The creation of the school for the Deaf in Oujda by parents
2002	The Creation of the school for the Deaf “Zohour” in Agadir
2005	The creation of the School for the Deaf “Sinwane” in Tangier
2006	The Creation of the Moroccan Forum of the Deaf Association in Fez by professor Abdelaziz Arssi
2006	The 1 st International Congress of the Deaf in Fez organized by the Deaf Forum Association
2007	Dutch NGO conducted an Inventory of the situation of Deaf people in Morocco
2008	The 2 nd International Congress of the Deaf in Fez by the Deaf Forum Association
2009	Sign Language training for Police and judges in Fez by the Deaf Forum Association
2009	The Faculty of Letters in Fez conducted a Sign Language training by professor Abdelaziz Arssi
2010	Dutch NGO conducted a 3-year Deaf empowerment Project called “Matra”
2010	Accessibility law was introduced regarding the use of Sign Language interpreting service in government administrations
2011	The compilation of an HIV Sign Language Toolkit in Fez by professor Abdelaziz Arssi
2012	The creation of the school for the Deaf in Tangier
2013	The Creation of the National Federation of the Deaf in Meknes
2013	Moroccan Sign Language Interpreting was introduced in the Parliament (every Wednesday)
2016	RTI (USAID) conducted a Survey on Deaf education
2017	IDRT (USA) conducted a project on improving reading skills for Deaf children
2018	The 2 nd International Congress on Deaf Education in Rabat
2019	The Ministry of Solidarity launched the project of Moroccan Sign Language documentation
2021	Sign Language Course was introduced at the Faculty of Education Sciences in Rabat
2023	Deaf Education Project was launched in Morocco by USAID, Devtech, and Mohammed V University

The first school for the Deaf in Morocco according to the registers of the *Hebraic School of Casablanca* was established as part of the Israelite School of Casablanca. In 1947, two classes opened to educate the Jewish Deaf children at the “Narcisse Leven” School where Deaf Muslims were also accepted. *Mme Desbarres*, a French teacher, was called upon from the city of Asnières to oversee educating a group of 18 kids. This school became famous and laid down the theoretical foundations of Deaf people’s education in Morocco. Table 2 displays the improvement in terms of

numbers of Deaf students throughout 10 years (1950-1960) at the Hebraic School of Casablanca. As demonstrated, the number of new enrolled students has been enhanced throughout time.

Similarly, another school in Marrakech started in 1949 following the Deaf class in Hebraic School. Laskier [6] mentioned the activities of the Alliance Israelite Universelle (AIU). As he mentioned and following this historical account, it is evident that the AIU, as early as 1947, established specialized health centers in conjunction with schools. Notably, in Casablanca and Marrakesh, specific schools were established to address *trachoma* patients, and an institution for Deaf-mute individuals was founded in Casablanca in the same year. The trachoma school in Casablanca, for instance, was structured with fourteen classes, evenly divided between boys and girls, each equipped with clinics. The institution focused on providing both general and Jewish education to its pupils for twenty-five hours per week. Furthermore, a notable feature was the allocation of five hours per week dedicated to medical care, facilitated by a qualified physician and a trained staff. This reflects the AIU's commitment not only to education but also to the health and well-being of its students.

Laskier [6] further explained that:

Furthermore, the combined efforts of the ORT and AIU resulted in the creation in 1953 of apprentice services, which by 1960 successfully placed 1,030 boys and 502 girls in apprenticeships. In 1957, the ORTAIU schools introduced manual training in a special school for the Deaf which had been created by the AIU, ORT, and the JDC; this school eventually became mixed, attended by both Jews and Muslims (p. 261)

Assessing the mission of the Jewish schools, Usuku [7] emphasized the role of the Ecole Normale Hebrique in Casablanca, highlighting its contribution to fulfilling the local demand for Jewish educators. He added that the Alliance, recognizing the significance of extending its impact to smaller communities, initiated the establishment of schools tailored to each Jewish community comprising 300 to 400 individuals. In 1952, within Casablanca, the Alliance expanded its outreach by founding a school for individuals affected by trachoma. Moreover, they established “an institute for the Deaf and dumb, in collaboration with ORT (the Russian Association for Spreading Artisan and Agricultural Manual Work among the Jews) and the American Jewish Joint Distribution Committee” (p. 134).

Table 2. Deaf children in the Hebraic School in Casablanca [6]

Jan. 1	Total enrollment			Vocational schools			Vocational courses			Pre-apprenticeship			Apprentices			Institute of the Deaf			Primary manual training		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1950	503	400	903	484	400	884	19	-	19												
1951	562	455	1017	543	455	998	19	-	19												
1952	406	378	784	362	378	740	44	-	44												
1953	358	392	750	358	248	606	-	-	-		144	144									
1954	470	412	882	397	313	710	-	-	-	-	40	40	73	59	132						
1955	742	558	1300	477	404	881	-	-	-	-			265	154	419						
1956	968	807	1775	470	338	808	-	24	24	45	-	45	453	445	898						
1957	1166	826	1992	470	266	736	106	18	124	63	-	63	527	542	1069						
1958	1632	982	2614	605	307	912	154	-	154	155	67	222	634	590	1224	24	18	42	60	-	60
1959	1826	1052	2878	757	334	1091	151	-	151	152	62	214	667	631	1298	39	25	64	60	-	60
1960	1945	1111	3056	831	306	1137	140	220	360	116	-	116	755	561	1316	53	24	77	50	-	50

* Source: ORT Union, Bureau Central, Geneva, Statistics on Morocco (Courtesy of D. Aberstein) [8].

The school of Casablanca set up the first oral school for the Deaf in Morocco where vocational training was also available for children. Rietveld-van Wingerden & Westerman [9] explained that:

Jewish teachers have played a dominant role in the special education of the Deaf. These teachers were also staunch defenders of what is known as “the oral method” of Deaf instruction. Why, we would like to ask, were so many Jews eager to take on the role of teaching the Deaf to speak and why in just this way? Moreover, what role, if any, does Jewish tradition have in this story? We believe that role exists (p.41).

In 1968, a second school was established in Rabat, marking the expansion of Deaf education in Morocco. During this time, there was a strong emphasis on oral communication methods, including the use of hearing aids, speech-reading, and auditory training. However, this approach blocked the natural acquisition of language through sign language for Deaf children. Between 1960 and 2023, around 22 schools and units were established for Deaf children, where oral methods were predominantly employed, while sign language was only allowed for communication among the students.

1) *Lalla Asmaa Foundation Rabat 1968*

Lalla Asmaa Foundation, initiated in 1968 by Lions Club International at the Catholic church of Rabat Hassan, has steadfastly dedicated itself to the education of Deaf children over the span of approximately five decades. Established with the principal aim of furnishing students with a comprehensive curriculum, the institution has persisted in its mission. At present, the institution comprises a total of ten teachers, with a full-time principal, appointed by the Ministry of Education, and an additional fourteen teachers employed by the association. The institution has traditionally adhered to oral teaching methodologies, which have been reinforced by periodic engagement of speech therapists and the services of oral educators from France who have received specialized training.

In the realm of vocational training, the institution offers a diverse band of workshops encompassing embroidery, weaving, hairdressing, plastic arts, and cooking skills. Supplementary to these offerings, the foundation collaborates with integrated vocational training centers to afford its students access to an array of specialized disciplines. Presently, the institution accommodates a student body of approximately two hundred individuals who receive primary education. Notably, cultural and sports endeavors occupy a central role in the institution's scope. The employed pedagogical methods mirror those determined by Gauthier in [10], as he accurately observed instructional sessions at the institution stating that:

The teaching is done in the Arabic dialect. The staff of instruction consists of a principal and six female teachers. The principal and three teachers are salaried by the Ministry of Education; the other three do not seem to have diplomas. None of the teachers received any special training. The quality of teaching, particularly regarding speech, lip reading, and auditory education, is deficient. Hearing remnants of students are not used, except for a few children with mild hearing loss, wearing a hearing aid bought by parents abroad. (p. 3).

2) *Association Hanane Tetouan 1969*

The Association Hanane Tetouan was established on April 12th, 1969 by parents of children with disabilities in the Northern region of Morocco. Initially founded with twelve children, some of whom were Deaf and others with various disabilities, the association relied on funding from Spanish missionaries and development funds. Over the years, it gathered attention through official visits by Spanish Prime Ministers and royal visits, including Queen Sofia of Spain accompanied by Princess Lalla Salma (Moroccan King's wife) in 2005. The association's first educational center began operating in 1970 serving 360 children with different disabilities in mixed classes.

Presently, the center consists of four classes with around 62 Deaf elementary students and approximately 15 students participating in vocational programs. However, none of the students have passed the final exam to progress to middle school. At the age of 14, Deaf students are shifted to vocational training in various fields. The facility boasts impressive infrastructure including a heated swimming pool and boarding house, along with a team of speech therapists, psychologists, social workers, and psychometricians. Some teachers from the Ministry of Education have been employed for over 25 years, though they lack proficiency in Sign Language and proper training in Deaf teaching pedagogy. Overall, while the Association Hanane Tetouan offers valuable resources and services, there are evident challenges in terms of the organization of classes, safety measures, and training for teachers in Deaf education methods and sign language proficiency.

3) *Effetah Center for the Deaf, Tangiers 1970*

The Effetah Center for the Deaf in Tangiers was established in 1970 and is under the management of the Franciscan Sisters of Cruz Blanca from Spain. The center provides permanent care for a number of disabled individuals who have been abandoned by their families for various reasons. The sisters who reside at the center attend to the needs of these individuals ensuring their daily care and well-being. The center primarily caters to children aged 1 to 15 years old with severe hearing loss. The center emphasizes comprehensive training to empower students for maximum autonomy and smooth integration into society. In terms of teaching methodologies, Spanish is initially used as the language of instruction. Once the students have grasped Spanish phonemes, the transition to learning Arabic takes place. Reading and writing are also taught following the same sequence of languages (Spanish followed by Arabic). Classrooms are decorated with posters in both languages. Within the classrooms, there are tools like a *Suvag* system with multiple headphones (for those with residual hearing) and a vibrator (for individuals with profound hearing loss). This setup allows hard of hearing students to listen and observe lip movements, while those with profound Deafness utilize vibrations to comprehend sounds.

4) *Mona Center of Casablanca 1975*

The Moroccan Association of Deaf Children of Casablanca (AMES) was established on December 8th, 1975, five years after the closure of the Jewish Schools in 1970. The Catholic Churches of Casablanca provided a building for the school, while the Ministry of Education appointed the school principal and two female teachers. Additional staff, including an artisan managing a leather workshop and a technician overseeing the speech therapy booth, were supported by the Ministry of Social Affairs.

At present, AMES continues to manage the school it founded. The governing board, comprised of parents of Deaf children, is elected every three years. The administrative and pedagogical aspects of both the school and the association, which holds public utility status, are supervised by a full-time director. Funding primarily originates from an annual subsidy from the Ministry of Solidarity¹, the National Mutual, and the Regional Council of Casablanca. The school served a total of 266 students in the 2018/2019 academic year. This included four kindergarten classes accommodating 64 children, 12 elementary classes, and four workshops providing training in sewing and hairdressing skills. The staff, totaling more than 30 individuals, encompasses twenty teachers. Notably, there are no deaf assistants employed to support the teaching staff except for two deaf individuals working as bus drivers. Over time, the institution has emerged as a prominent educational establishment in Morocco. Since its creation in 1975, over 1500 Deaf students have benefitted from its classes. The school has also served as a training center for aspiring teachers from across the country. Despite the limited subsidies provided by the relevant Ministry, the school persists in delivering its services.

3.2. *Deaf Children in Mainstreaming Settings*

Since the independence in 1956, teaching children with special educational needs in Morocco has predominantly been shaped by voluntary and charitable organizations. In the initial stages, educational provisions for individuals with disabilities were confined to specialized institutions. However, a significant paradigm shift took place in the 1990s, marked by the introduction of integrated and mainstream programs within public schools. This shift was in line with the principles outlined in the Salamanca Declaration of 1994.

In the context of Morocco, the concept of special units pertains to designated classrooms within regular educational institutions that are tailored to accommodate the specific requirements of Deaf students. The Ministry of Education defines a special unit as a classroom within a mainstream school, ideally hosting a minimum of 15 students with disabilities. It is important to note that this minimum enrollment criterion is not consistently adhered to. The structure and functioning of these special units can exhibit variation across different educational institutions. In most instances, Deaf students, regardless of age or grade, are co-located within the same classroom. In some cases, all learners, regardless of age, grade level, and disability, learn together in a classroom. However, in other cases, classrooms are subdivided, and learners are grouped according to their grades, either learning together or separately. A distinctive feature of these special units is that students attending them move to and from school on a daily basis, given their affiliation with day schools.

The available statistics of units attached to regular schools, and integrated/mainstream settings show that there are 90 classes although enrolment rates of Deaf learners in public schools are not up-to-date and no reliable information are officially provided regularly. According to the Ministry of Education, the latest figures from 2019 indicate that there are approximately 4,000 Deaf pupils enrolled in primary schools. It is worth noting that most Deaf children enter school late and often enroll in private schools. Due to late entry and repeating classes, many Deaf learners spend more years in elementary school than their hearing counterparts resulting in older age at the end of primary education.

Besides, most Deaf learners in Morocco are enrolled in special schools, which are not residential. These schools provide learners with varying degrees of hearing loss, including those with additional disabilities such as autism or intellectual impairments. Some hearing learners with speech difficulties or post-lingual hearing impairments also attend these schools. After completing primary schooling, there is an additional year available for vocational training for students in private centers.

Additionally, due to the fact that the maximum number of learners enrolled in a unit is not specified, special units operate differently in different schools. The operations of the units can be influenced by factors such as the number of learners, the available facilities, and the perspective of the school's head teacher. Furthermore, while special units in Morocco aim to promote social inclusion, the majority of Deaf learners still receive instructions in separate classrooms. Limited research has focused on the education of Deaf learners in these units with most studies primarily examining the medical aspects of Deafness, which were conducted at the faculties of medicine. The learning environments for the Deaf vary across the country influenced by factors specific to each school and unit. It is also important to address the challenges in Deaf education such as late entry to school, limited enrollment in mainstream settings, and the need for appropriate teaching methods and resources. Ongoing research, training, and support are crucial to improve the educational experiences and outcomes of Deaf learners in Morocco.

Figure 1 demonstrates schools of Deaf learners in Morocco based on the statistics and publications of the Moroccan Ministry of Education [11]. The map shows that although there are different centers, the needs of all Deaf children are partially met. The schools still lack adjustment of teaching methods and also lack essential working facilities [12].

Mainstreaming classes for the Deaf (School Integration Classes - CLIS) in Morocco lack a standardized teaching system. In addition, no schools are willing to claim the adoption of any specific teaching or learning method. The majority of teachers in these integration (mainstreaming) classes cannot use sign language as there is no unified

¹ The Ministry of Solidarity in Morocco is the government department responsible for coordinating and implementing policies related to social welfare, solidarity, and inclusive development. This ministry plays a crucial role in addressing the needs of vulnerable populations promoting social cohesion, and overseeing initiatives aimed at improving the overall well-being of Moroccan citizens. Its responsibilities include managing social assistance programs, supporting individuals with disabilities, and implementing policies to reduce poverty and enhance the quality of life for all citizens. The specific functions and initiatives undertaken by the Ministry of Solidarity in Morocco align with the Kingdom's commitment to fostering a more inclusive and supportive society.

Moroccan sign language. As a matter of fact, several Arab nations, including Morocco, have started standardization efforts by creating a national sign language dictionary, but its usage remains limited [13]. According to the RTI International survey [12], nearly all public teachers in these classes rely on writing and reading, which undermines comprehension for students who do not understand the signs (sounds) that the letters represent. Furthermore, teachers have received inadequate training in the field of special education exacerbating the situation. In addition, many students are unable to attend classes and end up dropping out early because they have been forced to adapt to a school system that is unfamiliar to them. As a result, over 78% of the Deaf population in Morocco is illiterate [14], and very few Deaf individuals have had access to middle school education [12].

Within mainstreaming classes (CLIS) for Deaf learners in Morocco, teachers encounter significant challenges, particularly related to the absence of a standardized teaching system. The reliance on writing and reading as primary instructional methods asserts the limitations imposed by the lack of a comprehensive Moroccan Sign Language (MSL) and the inadequate proficiency of educators in sign language. This situation places a substantial implication on teachers who must adapt their teaching strategies to accommodate diverse learning needs among Deaf students. The challenges are diverse including not only the absence of standardized methodologies but also the insufficient training in the field of special education. Teachers often struggle to effectively communicate with students who may face difficulties in comprehending written signs, contributing to elevated dropout rates within CLIS. The need for tailored pedagogical approaches that address these challenges and foster inclusive learning environments becomes increasingly evident in the investigation to enhance the educational experiences of Deaf students in Morocco.

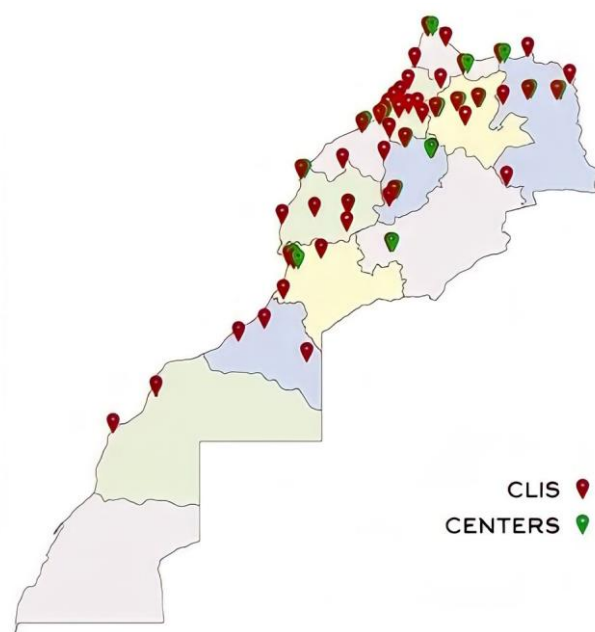


Fig. 1. Schools for the Deaf in Morocco (School Integration Classes = CLIS) (Note: this map was specially developed for this study)

3.3. Challenges and Barriers

According to a recent report published by the Ministry of Education [11], the enrollment rate of Deaf children in regular integration classes is still insufficient and does not cover all regions, types of disabilities, and age groups. The report highlights that there are 90 integration classes attached to public elementary schools, but their capacity is limited, and they are primarily concentrated in major cities. The statistics provided in the report indicate that approximately 1069 Deaf children are registered in mainstreaming classes at the primary and middle school levels. Additionally, 1500 students with hearing impairments are receiving education in regular streams nationwide spanning primary, preparatory, high school, and university levels. Moreover, it is important to note that these centers and schools do not provide residential services and only offer daily care from 9:00 to 16:00 [11].

In the Moroccan educational system, Deaf and hard-of-hearing students follow the same schooling period as their hearing peers, which begins at the age of six and continues until the age of 16. However, Deaf students often face challenges in developing consolidated language abilities as a result of their varied educational experiences because they often emerge from various educational settings with inadequate language skills. Many of these students are taught in institutions where teachers employ mixed and degraded forms of language. These include inconsistent and simplified signing, exaggerated spoken language that learners are expected to lip-read, or arbitrary manually coded systems based on spoken languages (usually Arabic or French).

In the educational context, teachers in Morocco predominantly employ Arabic or French or a combination of both as instructional languages, which are not fully functional for Deaf students since they lack a comprehensive sign language system. However, there are reports indicating that some schools for the Deaf in Morocco have started adopting

Moroccan Sign Language as the language of instruction. Additionally, some schools for Deaf children in Morocco have adopted sign language as the primary language of instruction, despite having very few teachers proficient in MSL. Most of these teachers lack specialized training in teaching through signed language and scaffolding text literacy skills in additional languages [12].

Later on, Handicap International [15] released a report examining the state of school inclusion in the Agadir region. The findings revealed that the participation of various decision-makers in the inclusion process was inadequate in terms of effectiveness, consistency, and continuity. This hindered the progress of inclusion efforts due to discrimination, fears, unwillingness, and outright refusal. Moreover, there were differences in school enrollment requirements for children with disabilities including the Deaf, both across different regions and even within the same area. The report also highlighted the uneven commitment of stakeholders and the increasing vulnerability of preschools, primary schools, and middle schools involved in the inclusion process.

In this region, the implementation of inclusive education was inconsistent, primarily limited to elementary schools, while the lack of suitable middle schools presented challenges in accommodating the growing population of disabled teenagers. Furthermore, the educational system lacks inter-institutional bridges that would facilitate the social integration of all children with special educational needs. The report further noted that the investment in training educational professionals fell short, leading to significant issues in the quality of education, supervision, and teaching practices. The number of teachers was insufficient, and the educational methods did not adequately align with the specific socio-cultural context of disabled children in Morocco. Additionally, there was often a disconnection between theory and practice resulting in inadequate transfer of knowledge to learners. Alarming rates of illiteracy persisted, as indicated by reports from the High Commission for Planning² (HCP) [16].

Table 3 presents data on illiteracy rates indicating that about 78% of individuals among the Deaf population across all age groups are illiterate. This is in contrast to the hearing population where the rate is approximately 30%, according to the latest statistics provided by the HCP [16]. Regardless of the age group considered, persons with disabilities consistently exhibit higher illiteracy rates compared to non-disabled individuals. The variations range from 10 percent among individuals aged 50 and above over 40 percent in the 10-14 age group [14].

Table 3. Ratio of school enrolment

Education level	Deaf	Blind	Urban	Rural
Uneducated	77.4 %	64.9%	86.2	69.9%
Pre-school (Normal)	1.4 %	0.6%	4.4%	4.6%
Pre-school Fundamental (Koranic Schools)	3.6%	5.5%	6.1%	23.5%
Primary	10.3%	13.6%	-----	-----
Middle	2.6%	6.1%	-----	-----
High school	1.7%	4.3%	-----	-----
Non-Formal education	0.7%	1.3%	-----	-----
Higher education	1.3%	2.3%	1.1%	2.0%
Non-declared	1%	1.3%	-----	-----

* Source: The Higher Council of Education and Training³ [14]

The differences in literacy rates are indicative of the significant challenges faced by Deaf individuals in accessing quality education and consolidating language abilities. These challenges come from varied educational experiences characterized by inconsistent and simplified signing, reliance on lip-reading, and the use of arbitrary manually coded systems based on spoken languages. The contrast in literacy rates emphasizes the consequences of inadequate language development and the impact of diverse teaching methods in fostering or hindering literacy skills among the Deaf. The need for targeted interventions and educational reforms to address these differences becomes evident, with a focus on fostering inclusive educational practices that meet the specific needs of the Deaf population in Morocco.

1) Inclusive Education Implementation

In the field of inclusive education implementation, a focused examination of findings from the report by Handicap International [15] illustrates significant differences in school enrollment requirements and challenges faced by different regions in Morocco. The report asserts the insufficiencies in the participation of various decision-makers in the inclusion process, displaying in terms of effectiveness, consistency, and continuity. Discrimination, fears, hesitancy, and complete refusal create barriers to the progress of inclusion efforts. Moreover, there are notable variations in school enrollment requirements for children with disabilities, including the Deaf, both across different regions and within the same area. The mixed commitment of stakeholders and the increasing sensitivity of preschools, primary schools, and middle schools involved in the inclusion process further compound the challenges. Particularly in the Agadir region,

² The High Commission for Planning (Haut-Commissariat au Plan) is the national statistical institute of Morocco responsible for collecting, processing, and publishing official statistics. It plays a crucial role in providing accurate and up-to-date data for various sectors, including demographics, economics, and social indicators.

³ The Higher Council of Education and Training (Conseil Supérieur de l'Enseignement et de la Formation or CSEF) is an educational institution in Morocco. It plays a significant role in shaping and overseeing the educational policies and practices in the country. The council is involved in formulating strategies, developing educational programs, and ensuring the quality of education at various levels. It contributes to the advancement and improvement of the education system in Morocco, addressing challenges, and promoting inclusivity and access to education. The CSEF is a key entity in the Moroccan educational field, influencing decision-making and reforms to enhance the overall educational experience for students.

inclusive education implementation tends to be inconsistent, primarily limited to elementary schools, with a lack of suitable middle schools creating challenges in accommodating the growing population of disabled teenagers. The absence of inter-institutional bridges worsens the situation, preventing the social integration of all children with special educational needs. The findings assert the critical need for coordinated efforts, awareness campaigns, and policy initiatives to bridge these regional differences and enhance the inclusivity of education for the Deaf and other individuals with disabilities across Morocco.

The existing organizational framework for educational processes fails to adequately address parental expectations and uphold the rights of all Deaf children in terms of education. The implementation of decrees and ministerial memos (104, 08, 130) faces resistance from various parts involved in local decision-making. This resistance primarily stems from aversion to innovation, prejudices, and a lack of awareness. The fragility of local civil society operating in the field of inclusive education worsens this situation. National Disabled People's Organizations (DPOs) do not possess significant influence in the decision-making processes at various levels. In an interview with the web magazine "Hespress.com", on January 6th, 2019, the former head of the Disability Directorate at the Ministry of Solidarity, *Mr. Rachid Guennouni* highlighted the challenges related to this issue. He emphasized that ensuring unconditional access for children with disabilities to integrated classrooms is an essential aspect protected in the Moroccan Constitution and international conventions. Since educating all children should be an integral part of the overall educational system, it is the responsibility of the Ministry of Education to provide qualified human resources, accessible infrastructure, and appropriate curricula.

2) *Coordination Between Ministries:*

The lack of coordination between the Ministry of Solidarity and the Ministry of Education hinders further progress. The former head of the Disability Directorate explained that efforts were being made to coordinate with the Ministry of Education. Nonetheless, the advancement of special education should be part of a comprehensive inclusive public policy that involves different departments such as health and vocational training. He further mentioned that the government's strategy for disability in this regard would be presented to the ministerial committee responsible for disability issues. Furthermore, he clarified that the role of the Department of Solidarity is to coordinate between public sectors to ensure that all individuals with disabilities can access their rights. Consequently, civil society organizations attempt to fill the gaps and assume the responsibility of operating specialized centers due to the lack of coordination between different departments. While the Ministry of Education only provides teachers for classes under its control, associations must bear the salaries of other special educators and seek funding for operational costs.

The examination of coordination between ministries, specifically the Ministry of Solidarity and the Ministry of Education, reveals a challenging perspective in the implementation of inclusive education policies for the Deaf in Morocco. Efforts are being made to foster collaboration and coordination between these crucial entities. However, the lack of effective coordination hinders further progress in the advancement of special education as part of a comprehensive inclusive public policy. The former director of the Disability Directorate at the Ministry of Solidarity emphasized the importance of ensuring unconditional access for children with disabilities to integrated classrooms, aligning with the Moroccan Constitution and international conventions. He highlighted that it is the responsibility of the Ministry of Education to provide qualified human resources, accessible infrastructure, and appropriate curricula to facilitate inclusive education. Despite these efforts, challenges persist, deriving from avoidance of innovation, biases, and a lack of awareness among various parts involved in local decision-making. The weakness of local civil society operating in the field of inclusive education makes this situation worse. The national DPOs struggle to apply significant influence in decision-making processes, further complicating the coordination between ministries. Bridging this coordination gap is crucial for realizing the rights of all Deaf children in terms of education and ensuring the effective implementation of inclusive education policies.

Figure 2, for instance, shows the increase in terms of the number of children with disabilities, in contrast, a slow increase in the number of special centers. Accordingly, the director of the Deaf school in Casablanca, *Mr. Kamal Mejoul* stated in 2020 that assistance is still needed for centers serving the Deaf. He added that they cannot afford to cover staff salaries and operational costs since they are essentially substituting the state and providing a service that the state itself should be offering for the benefit of its citizens.

Conferring to the National Disability Survey conducted by the ministry of solidarity (ENH) [17], Morocco currently does not have high schools or public universities for the Deaf. Public teachers are assigned to address the needs of these children, but there are very few training sessions offered to empower them in the field of Deaf education. There are no established mechanisms to ensure that children receive quality education that certifies their admission into school. In addition, there is no tutoring system in place to meet their special needs. On the other hand, Deaf children are not encouraged by their families or institutions to access educational institutions. The statistics highlight significant differences in the schooling of children with disabilities with variations depending on the type of disability. Children with physical disabilities are relatively more integrated into regular classes, while children with mental or sensory impairments, such as the Deaf, tend to attend special schools. One striking component in this issue, as illustrated in

figure 3, is that very few children are recorded officially in the official school registry and the electronic platform “Massar”⁴.

The absence of high schools or public universities specifically tailored for the Deaf in Morocco creates significant challenges to their educational journey. Children with physical disabilities relatively integrate more into regular classes, while children with sensory impairments, such as the Deaf, tend to attend special schools. The lack of specialized high schools or public universities further worsens the challenges faced by Deaf students in pursuing higher education. This limitation in educational infrastructure impacts their access to quality education and hinders their potential for academic advancement. The existing organizational framework for educational processes falls short in adequately addressing parental expectations and upholding the rights of all Deaf children in terms of education. The implementation of decrees and ministerial memos faces resistance, primarily coming from avoidance of innovation, biases, and a lack of awareness. Bridging these gaps is essential to ensure that Deaf students have equitable opportunities for higher education, aligning with constitutional and international commitments to inclusive education.

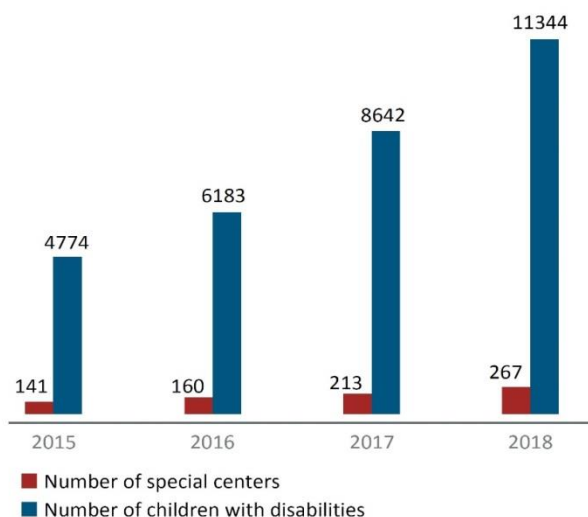


Fig. 2. The evolution of public funding to special schools - Source: Ministry of Solidarity [11]

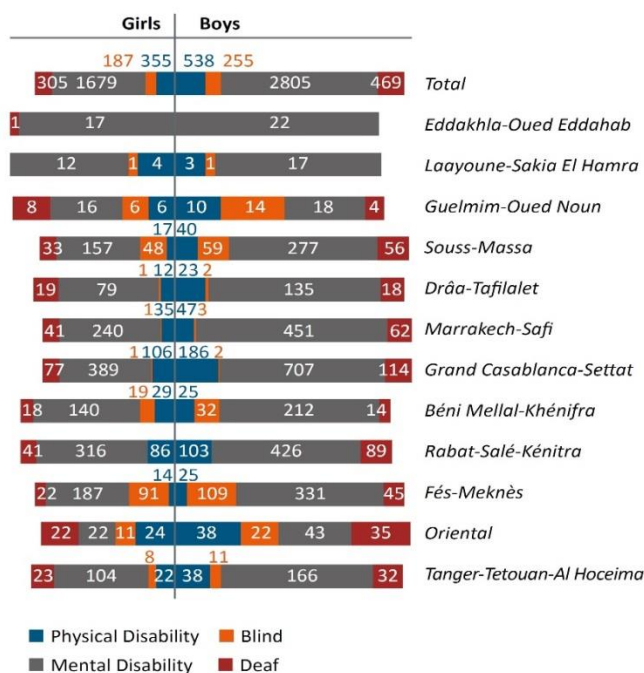


Fig. 3. Number of disabled children recorded in the National Portal “Massar” - Source: Ministry of Education [11]

⁴ “Massar” is an integrated digital platform in the Moroccan education system that serves as a comprehensive student information system. It was introduced to modernize and streamline various educational processes, including student enrollment, attendance tracking, grading, and academic performance monitoring. “Massar” allows educational institutions, teachers, students, and parents to access and manage relevant information online. It aims to enhance communication and transparency within the education system by providing a centralized platform for educational data and administrative tasks.

Lastly, an evaluation report conducted by School to School International (STS) in 2017 shows that despite a long experience in Deaf education, children remain facing significant challenges, including low learning achievements, deficient reading and writing skills, lack of motivation, and overall difficulties in acquiring essential schooling skills [18]. The provision of services primarily relies on specialized centers that have been operated by non-governmental organizations, predominantly consisting of parents. These schools depend on funding from the Ministry of Solidarity, donations, or international development agencies to sustain their operational needs without receiving any educational support from the Ministry of Education. Moreover, regarding young Deaf children that are older than 16 and have completed their education at these schools, some are admitted to vocational training centers affiliated with specialized centers [12]. However, they are not eligible for admission to state vocational institutes such as ISTA (High Institute of Applied Technology), which offer degree programs to students from various academic backgrounds. This is because young Deaf individuals lack the necessary academic qualifications that would allow them to fully benefit from the training sessions offered at these institutions.

The vocational training aspect for young Deaf individuals in Morocco is marked by different challenges contributing to differences in educational opportunities. Young Deaf individuals face barriers due to the lack of necessary academic qualifications preventing them from accessing state vocational institutes such as ISTA. This exclusion limits their potential for skill development and further reinforces educational inequalities. The admission criteria for vocational training centers remain a critical aspect influencing the educational trajectories of young Deaf individuals. Addressing these challenges is important to fostering inclusivity ensuring equitable access to vocational training opportunities, and empowering Deaf students with the skills necessary for meaningful participation in the workforce. Efforts are needed to bridge the existing gaps and create a more inclusive educational scene that supplies the diverse needs of young Deaf learners in Morocco.

In fact, our exploration of Deaf education in Morocco is enriched by a reflective look at historical literature. By aligning our contemporary findings with the ideas provided by earlier studies, we present an accurate understanding of the evolution of educational practices for the Deaf community. Identifying commonalities and departures, our study reveals a dynamic perspective shaped by persistent challenges and transformative solutions. In tracing frequent patterns across eras, we contribute to an informed discussion on the permanent impact of historical factors on present-day Deaf education.

The implications of our study extend beyond the current situation, shedding light on the path of Deaf education practices in Morocco. Our findings resonate with or inform historical accounts, emphasizing the importance of recognizing continuity and change. By contextualizing our research within the broader evolution of Deaf education, we offer valuable visions into the enduring challenges faced by the Deaf community and the adaptive strategies employed by educational institutions. This approach not only synthesizes our current findings but also contributes to the ongoing discourse on the dynamic nature of Deaf education practices over time in Morocco.

As we conclude our exploration into Deaf education in Morocco, it is important to transfer our conversation into actionable visions. Our discussion is not just a verification of facts; it is a blueprint for positive change. It is important to consider it as a practical guide for those who shape educational settings – leaders, teachers, and anyone invested in the well-being of students. In general, we should clarify that we are not just presenting information, but we are paving the way for improvements.

Overall, our analysis of teaching methods, literacy rates, and institutional challenges is a foundation for practical steps. It is not restricted to theory; it is a pragmatic call to enhance the educational experience for Deaf students in Morocco. The discussion serves as a compass pointing toward tangible solutions and urging stakeholders to contribute in the journey toward a more inclusive and effective Deaf education system.

4. Conclusion

This exploration into Deaf education in Morocco uncovers various challenges preventing the educational progress of Deaf students. These include pedagogical strategies such as lecture-based instructions and the formulation of examination questions, the educational attainment of sign language interpreters, their grasp of the subject matter, and proficiency in sign language. Moreover, infrastructural limitations encompassed inadequate classroom space and furnishings, absence of overhead projectors during lectures, insufficient signs - particularly in workshops- suboptimal lighting, and acoustically disruptive classroom environments. Additionally, social challenges relating to the integration with hearing peers were identified contributing to experiences of loneliness and isolation.

In fact, this paper emphasizes that Deaf students represent a different subset within the primary school community necessitating tailored accommodations within the classroom environment. Such accommodations encompass the integration of technology like overhead projectors and visual aids, modifications in teaching practices including reducing excessive movements and fast-paced speech during lectures, prioritizing seating for Deaf students at the front, and fostering inclusive classroom participation. The paper further emphasizes the imperative to shift negative attitudes and perceptions from viewing Deaf students as deficient or incapable to acknowledging them as a minority group with equal potential. In other words, there is a need to shift negative attitudes toward Deaf students emphasizing their potential rather than viewing them as deficient.

In light of this investigation, we draw the conclusion that while Deaf students might not experience complete rejection in mainstream schools, they might struggle with feelings of isolation. Schools could play an instrumental role in fostering positive attitudes among regular students toward their peers with hearing loss. Therefore, it is vital to critically assess the existing policy of integrating students with special educational needs into mainstream educational environments considering both their academic performance and social adaptation outcomes. Overall, it is taken for granted that the challenges of communication, cultural differences, and limited interactions between Deaf and hearing children persist in mainstream classrooms indicating the need for more comprehensive approaches to inclusive education for Deaf learners.

In conclusion, this overview article provides a comprehensive exploration of Deaf education in Morocco encompassing historical evolution, current challenges, and potential pathways for improvement. As we reflect on the findings, it is crucial to consider the potential implications that arise from this study, which are as follows:

- *Historical Foundation for Informed Decision-Making:* The historical analysis offers policymakers a valuable foundation for decision-making. Perceptions into the evolution of Deaf education in Morocco provide a roadmap for targeted interventions drawing from successful historical practices and addressing persistent challenges.
- *Alignment with Global Standards:* The comparative analysis positions Moroccan Deaf education within the global discourse on inclusive education. By identifying areas of convergence and divergence with international standards, policymakers gain valuable understandings and visions for adapting successful models from diverse contexts.
- *Tangible Recommendations for Practice:* Classroom observations yield practical recommendations for improving teaching methods and learning environments. Educators and administrators can use these perceptions to implement targeted interventions; thus, enhancing the overall quality of Deaf education in Morocco.
- *Stakeholder Engagement and Policy Development:* Survey and interview findings, representing diverse stakeholder perspectives, provide a foundation for stakeholder engagement. Recommendations derived from these perceptions can inform the development of inclusive policies that respond to the needs of parents, educators, and advocacy groups.
- *Contributions to Theory and Future Research:* The theoretical contributions of this study fill the gaps in existing literature offering a foundation for future research in the field of Deaf education. Scholars and researchers can build upon these findings, delving deeper into specific aspects and contributing to the continuous improvement of Deaf education.

In acknowledging these implications, stakeholders can collaboratively work toward fostering an inclusive and equitable educational scene for Deaf learners in Morocco.

All in all, this study stands as a significant contribution to the field of Deaf education offering a full view that spans historical legacies, current challenges, and potential avenues for progress. By advancing our understanding of the complexities inherent in Moroccan Deaf education, we hope to inspire further research, dialogue, and action toward creating an inclusive and equitable educational site for all.

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