

From Commitment to Implementation

Inclusive Education Work for Deaf Learners

Josh Josa | WFD Webinar | October 14, 2026



Morocco - 2016

- US Agency for International Development (USAID)
- Minister of Education
- Three questions about Deaf Education in Morocco



How governments operationalize commitments?

- Commitments are often carried out inside the Education Management Information Systems (EMIS)
- 4 main areas with sub-areas



How governments operationalize commitments?

Use the EMIS as a way to see where opportunities might be

Governance

Do policies count deaf learners and recognize sign language?

Management

Which ministry owns deaf education and its teachers?

Technical

Can the system record hearing status and language of instruction?

Data

Do we know enrollment, literacy, and age of sign language acquisition?

Three Lessons Learned from USAID

1. Build alliances from the inside
1. Use their language
1. Use data and storytelling together



1. Build alliances from the inside

Find one person in each part of the system



No single ally was enough. Progress came from many people, each working in their own part of the system.

2. Use their language

Ministries start from

- Enrollment
- Teacher training
- Learning outcomes
- Budgets



In Morocco

The Ministry was already building a language policy and specialized teacher training for Amazigh populations.

Deaf education was framed in the same terms.

3. Use data and storytelling together

**Children's
comprehension in
Moroccan Sign
Language**



Literacy scores

Early Grade Reading Assessment, adapted to include Moroccan Sign Language by the All Children Reading Grand Challenge

The Global Deaf Research Institute is a deaf-led organization doing this kind of data work

Next week, do one small thing

Find one person in your ministry of education, EMIS team, national disability organization, or regional school office, and ask questions!

