Progress Report of PEN-Philippines

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11 schools in Luzon, Jaime Hilario Integrated School-La Salle, De La Salle Araneta University, La Salle College Antipolo, La Salle Green Hills, De La Salle University, De La Salle-College of Saint Benilde, De La Salle Santiago Zobel School, De La Salle University-Dasmariñas, De La Salle Health Sciences Institute, De La Salle Canlubang, and De La Salle Lipa;

3 schools in Visayas, University of St. La Salle, St. Joseph School-La Salle, and De La Salle Andres Soriano Memorial College;

3 schools in Mindanao, La Salle University, La Salle Academy, and De La Salle John Bosco College
De La Salle-College of Saint Benilde

Population: 11,000 students
Deaf - College: 160+
Deaf – Pre-college: 60
Graduates since 1991: 300+
Employed: 60%

Faculty/Administration: 60+
Deaf Faculty/Administrators: 30+
De La Salle-College of Saint Benilde

School of Deaf Education and Applied Studies (SDEAS)
Program:
1. Bachelor Degree in Applied Deaf Studies Major: Multimedia Arts or Entrepreneurship
2. Deaf Learners’ Preparatory Program

Education: Self-Contained since 1991
Student Development Opportunities: Self-contained under SDEAS and Mainstreamed in the bigger college
DLS – CSB

School of Hotel, Restaurant & Institution Management

School of Design and Arts

School of Deaf Education and Applied Studies

School of Professional and Continuing Education

School of Management and Information Technology

School of Multidisciplinary Studies
History of Deaf Program in DLS-CSB

- **1991** – Started as a vocation program
  - offering certificate course in accounting

- **1996**- evolved in the School for Special Studies
  - Offered Bachelors Degree in Applied Deaf Studies with an education track

- **2001**- became the School for Deaf Education and Applied Deaf Studies
  - Offered Bachelors Degree in Applied Deaf Studies with specialization in Multimedia Arts and Business Entrepreneurship

- **2002**- became a member of PEN- International
Impact of Partnership

*DLS-CSB SDEAS strengthened its capability, identity and in providing quality education, and

*Its position as advocate and partner in advancing the rights of Deaf People in and outside of DLS-CSB
As PEN-International marks its 9th year of operation, DLS-CSB PEN Philippines celebrates its 8th year into the partnership.
Issues Faced

- Socio-cultural identity of Filipino Deaf persons
- Language and Culture
- What is the role of these in
  - strategies in learning, teaching and access of Deaf college students
  - Advocacy for partnerships for Deaf Rights in
    - Educational Services and Advancement
    - Employment
  - teacher training and interpreter training
March 2002 – DLS-CSB SDEAS became an official partner of Pen –International
IMPORT-CAPABILITY BUILDING-EXPORT

• **IMPORT** - shared Knowledge and Skills from PEN with localized/custom fit import initiatives from SDEAS

• **CAPABILITY BUILDING** is the actual development of SDEAS and key partners as a result of the Import initiatives.

• **EXPORT** initiatives are the transformation outcomes of the Capability Building done

• Primary growth – SDEAS → CSB community

» DLSP partner, or a partner outside of CSB where employment, advocacy and faculty training is the eventual outcome of the export initiative.
• **Professional Development in the following areas:**
  – Advocacy
  – Employment
  – Leadership & Governance
  – Interpreting

• **Faculty Development in the following areas:**
  – Learning and Teaching
  – Use of Technology for teaching
  – Use of technology in learning output expressed in the form of academic outputs (thesis), portfolio for students’ employment, and advocacy

• **Student Development in the following areas:**
  – Application of learning
  – Leadership
PROFESSIONAL DEVELOPMENT:
Employment, Advocacy, Interpreting and Governance

IMPORT
STRUCTURE

* Participation in conferences, Development workshops
* Mentoring from visiting professors
* Funding for new ideas and project staff
* Educational exposure in NTID
INTERNATIONAL CONFERENCES, WORKSHOPS, VIDEO CONFERENCES

MENTORING

TECHNOLOGY FOR TEACHING AND LEARNING

PRINTING POLICIES

1. The computer laboratory printer is intended only for class and official use.

2. All Students Assistants, Employees and Faculty members are expected not to use the computer laboratory printer for personal purposes.

3. Faculty/Staff may print SDEAS or PEN related materials with graphics upon the approval of the Dean provided they sign the appropriate form. Materials with the graphics must first be approved by the Dean.
STUDENT DEVELOPMENT:
Application of learning, leadership

IMPORT STRUCTURE
Cultural exchanges
Visits
PROFESSIONAL DEVELOPMENT:
Employment, Advocacy, Interpreting and Governance

EXPORT STRUCTURE

2 new Centers – Partnership & Development (SDEAS) and Center For Education Access and Development (CEAD)

Interpreter Policy for Professional Status and Deaf Access

Educational Interpreting Program

Inclusive Education in Collaboration with other schools
FACULTY DEVELOPMENT:
Teaching, Learning, Use of Technology

EXPORT STRUCTURE

Curriculum improvements via a pre-college program

Deaf Faculty pursued graduate education

Pool of experts that help in the inclusive Education preparation for CSB and DLSP
STUDENT DEVELOPMENT:
Application of learning, leadership

EXPORT STRUCTURE
Application of Learning – developing tools, creating opportunities

Deaf graduates return to teach the Deaf through various opportunities
Future Directions

CSB – partial to full inclusive education, HS expansion

SDEAS – to be a model school and resource center to help others institutions

DLSP schools to create and improve services to Deaf people

Strengthen partnerships with the other PEN partners. We know we have much to learn from you in your successes in inclusive education and influencing policies in government to be more responsive to Deaf people.