Philippine Deaf Education

A Brief History
Philippine Deaf Education

- When did it start? 1907
- How did it start? establishment of the Philippine School for the Deaf
- Who started it? Ms. Delight Rice
Establishment of other Deaf Schools

- P.S.D. remain the only school for the Deaf in the Philippines for at least 50 years
- Later, private individuals and organizations established other Deaf schools
Government Intervention

March 7, 1997
The Department of Education, Culture and Sports passed Order No. 26

Institutionalization of Special Education Program
Institutionalization of SPED Program

- All divisions must organize at least one SPED Center for children with special needs
- Order No. 26 helped increase the number of self-contained classes for the Deaf
## School Accepting Deaf Students

<table>
<thead>
<tr>
<th>No. of Schools</th>
<th>Private / Public</th>
<th>City (MM)/ Province</th>
<th>Type of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool (4)</td>
<td>4 Private</td>
<td>4 Metro Manila</td>
<td>Mainstreamed W/ other special children</td>
</tr>
<tr>
<td>Elem.Only(0)</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>H.S (6) n</td>
<td>6 public</td>
<td>4 MM 2 Province</td>
<td>Mainstreamed w/ hearing students</td>
</tr>
<tr>
<td>College only (4)</td>
<td>4 Private</td>
<td>3 MM 1 Province</td>
<td>3 Mainstreamed 1 Self-contained classes</td>
</tr>
<tr>
<td>Preschool to Elem. (26)</td>
<td>3 Private 23 Public</td>
<td>22 MM 4 Province</td>
<td>23 self-contained classes 3 Day school (all deaf)</td>
</tr>
<tr>
<td>Preschool to H.S. (11)</td>
<td>5 Private 6 Public</td>
<td>6 MM 5 Province</td>
<td>5 self-contained classes 4 Day schools 1 residential school 1 mainstreaming program</td>
</tr>
<tr>
<td>Preschool to College (2)</td>
<td>2 Private</td>
<td>1 MM 1 Province</td>
<td>1 residential school 1 Mainstreaming program</td>
</tr>
<tr>
<td>Total (53)</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
<tr>
<td>Name of College/University</td>
<td>Private/Public</td>
<td>City (MM)/Province</td>
<td>Type of Program</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>1. Miriam College</td>
<td>Private</td>
<td>Quezon City (MM)</td>
<td>Self-contained/Partly Mainstreaming</td>
</tr>
<tr>
<td>3. CAP College-School for the Deaf</td>
<td>Private</td>
<td>Makati City</td>
<td>Day School (All Deaf)</td>
</tr>
<tr>
<td>4. Bible Institute for the Deaf</td>
<td>Private</td>
<td>Valenzuela, MM</td>
<td>Residential School</td>
</tr>
<tr>
<td>5. Deaf Evangelistic Alliance Foundation</td>
<td>Private</td>
<td>Laguna (Province)</td>
<td>Residential School</td>
</tr>
<tr>
<td>6. De la Salle –College of Saint Benilde, School of Deaf Education and Applied Studies</td>
<td>Private</td>
<td>Taft Avenue, Manila</td>
<td>Hearing Day School (Self-contained classes for the Deaf)</td>
</tr>
</tbody>
</table>
Philippine Deaf Education

ISSUES

and

CONCERNS
A. Language Policy

Most schools, especially in primary and elementary level, use signed English as medium of instruction.

Why?
Reasons why use Signed English

- Lack of awareness
- Lack of professional Deaf teachers
- Lack of research
- Incomplete research and exploration of the FSL and its linguistic features
B. Teachers and Administrators Capability

- Varying view of deafness and Deaf culture
- Approximately 60% of these people do not view deafness from the socio-cultural perspective
- “Enlightened” professionals are kept inside tertiary programs and private non-government organizations
B. Teachers and Administrators Capability

- Deaf uniqueness is set aside

- Hearing ways always prevail in most aspects of Deaf education
C. Hearing vs Deaf Teachers

- Approximately 90% of teachers in all levels of Deaf education are hearing.
- Few Deaf teachers for subjects that do not require high professional competence.
- Absence of Deaf adult language models in preschool and primary level.
- Deaf teachers not a priority in terms of hiring and compensation.
D. Academic Achievement

- Academic achievement of Filipino Deaf very much below that of the hearing counterparts

- Majority of the Filipino Deaf have struggles in **READING** and **WRITING**
E. Lack of Competent Interpreters and Subsidized Interpreting Service

- Lack of competent interpreters due to lack of good formal training
- Added financial burden to college students who are required to pay the interpreter’s fee
- No government program to provide financial assistance to Deaf students in the tertiary programs
In general, the Philippines has a very high unemployment rate.

Dilemma is whether to respond to the interests of the client or to train the Deaf in fields where they can most likely find a job.
“Education is not a privilege but a right.”