



Philippine Deaf Education

A Brief History

Philippine Deaf Education

- When did it start?

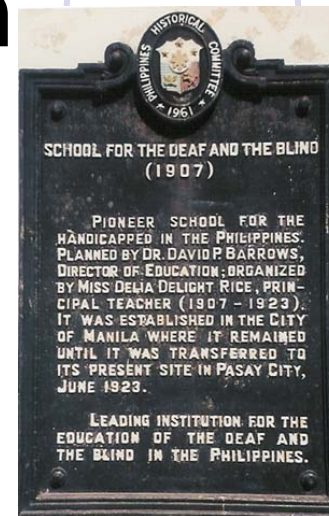
1907

- 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



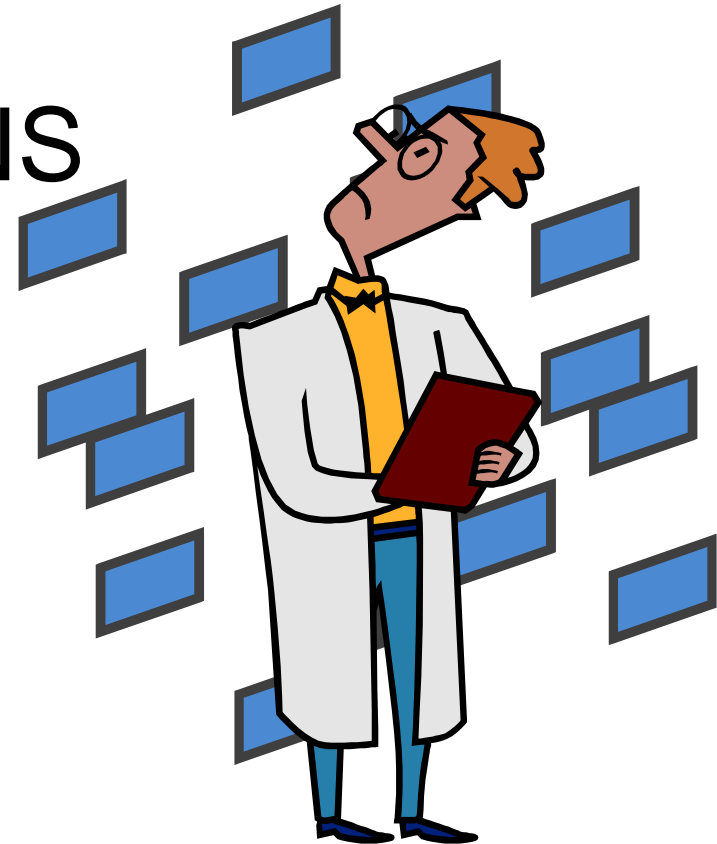
School Accepting Deaf Students

No. of Schools	Private / Public	City (MM)/ Province	Type of Program
Preschool (4)	4 Private	4 Metro Manila	Mainstreamed W /other special children
Elem.Only(0)	0	0	-
H.S (6) n	6 public	4 MM 2 Province	Mainstreamed w/ hearing students
College only (4)	4 Private	3 MM 1 Province	3 Mainstreamed 1 Self-contained classes
Preschool to Elem. (26)	3 Private 23 Public	22 MM 4 Province	23 self-contained classes 3 Day school (all deaf)
Preschool to H.S. (11)	5 Private 6 Public	6 MM 5 Province	5 self-contained classes 4 Day schools 1 residential school 1 mainstreaming program
Preschool to College (2)	2 Private	1 MM 1 Province	1 residential school 1 Mainstreaming program
Total (53)	53	53	53

Name of College/University	Private / Public	City (MM)/ Province	Type of Program	Courses
1. Miriam College	Private	Quezon City (MM)	Self-contained/Partly Mainstreaming	Certificate in Computer Operations (3 yrs.) Deaf allowed to enter other courses w/private interpreters
2. Manila Christian Computer Institute for the Deaf	Private	Sta. Mesa, Manila	Day School (All Deaf)	Certificate in Computer Technology (2yrs) Certificate in Accountancy
3.CAP College-School for the Deaf	Private	Makati City	Day School (All Deaf)	Associate in Information Technology(3 yrs) Bachelor in Business Administration (4)
4. Bible Institute for the Deaf	Private	Valenzuela, MM	Residential School	Certificate in Religious Education(2yrs)
5. Deaf Evangelistic Alliance Foundation	Private	Laguna (Province)	Residential School	Bachelor of Science in Education
6. De la Salle –College of Saint Benilde, School of Deaf Education and Applied Studies	Private	Taft Avenue, Manila	Hearing Day School (Self-contained classes for the Deaf)	Bachelor in Applied Deaf Studies (with majors in Multimedia Arts and Business Entrepreneurship)

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



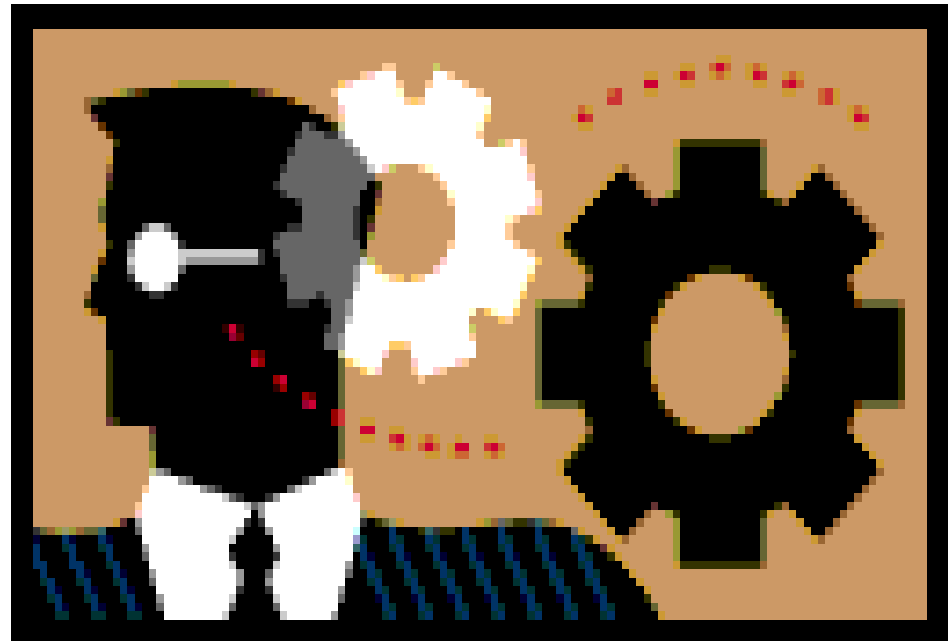
B. Teachers and Administrators Capability

- 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



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

F. Job Opportunities after Graduation

- 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.”*

