

Inclusive Education Through the Experience of Deaf Educators

A Philippine Perspective from the Global South

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Why Does the Experience of Deaf Educators Matter?

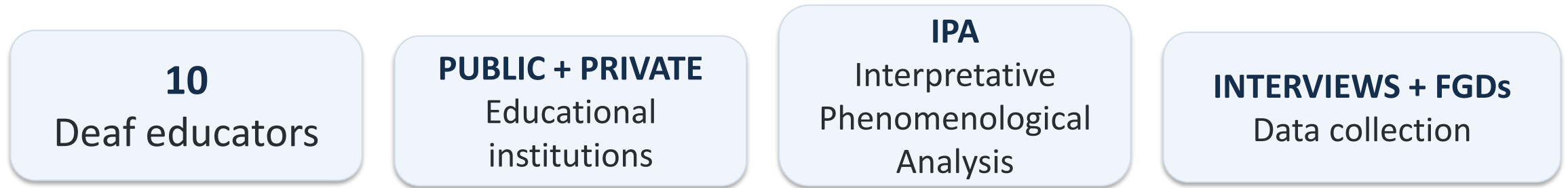
- Professionals
- Teachers
- Deaf community members
- Language users
- Knowledge contributors
- Decision-making partners

KEY MESSAGE

Deaf educators experience the education system from within.

From My Experience to Research

A phenomenological study of Filipino Deaf educators



- What are their experiences of Deaf-inclusive education?
- What challenges affect implementation?
- What are the strengths and benefits of inclusion?
- What do Deaf educators need?
- What framework could strengthen Deaf education inclusion?

What Deaf Educators Told Us

1. IDENTITY & COMMUNITY

Deaf identity • belonging • community

2. TEACHING PROFESSION & EXPERIENCE

Professional roles • classroom experience

3. CHALLENGES FACED BY DEAF INDIVIDUALS

Communication • systemic barriers

4. PERCEPTION OF INCLUSION

What inclusion means in practice

5. SCHOOL ADMINISTRATION & MANAGEMENT

Leadership • institutional support

6. PROFESSIONAL DEVELOPMENT

Training • skills • continuing support

The First Condition: Language and Communication

Language access = educational access

- Faculty and staff communication
- Meetings and professional development
- Communication with administrators
- Classroom interaction
- Learning materials
- Assessment and evaluation
- Access to educational information

FILIPINO SIGN LANGUAGE (FSL)

A central language and accessibility consideration in the Philippine context.

REPUBLIC ACT NO. 11106

Filipino Sign Language Act

KEY POINT

Physical presence does not automatically mean equal participation.

The Second Condition: Prepared and Supported Educators

**Professional
preparation**

**Accessible
communication**

**Institutional
support**

**Effective
inclusive
practice**

- Deaf education knowledge and FSL competence
- Inclusive teaching and assessment strategies
- Accessible learning materials
- Accessible continuing professional development
- Administrative support for Deaf educators

REPUBLIC ACT NO. 11650
Inclusive Education Act

The Third Condition: Deaf Educators Must Have a Voice

FROM
“FOR DEAF LEARNERS”

TOWARD
“WITH DEAF EDUCATORS AND DEAF COMMUNITIES”

POLICY

CURRICULUM

RESEARCH

TEACHER EDUCATION

SCHOOL LEADERSHIP

PROGRAM DEVELOPMENT

Inclusion Is More Than Removing Barriers

EQUALITY

BELONGING

**LANGUAGE &
CULTURE**

LEARNING

**PROFESSIONAL
PARTICIPATION**

DEAF LEADERSHIP

KEY MESSAGE

Inclusion is not only about reducing barriers. It is also about creating opportunities.

From Experience to a Framework for Meaningful Inclusion

1. LANGUAGE

FSL + meaningful communication access

2. PEOPLE

Deaf educators + trained teachers + interpreters + administrators

3. PRACTICE

Accessible teaching + materials + assessment + interaction

4. PARTICIPATION

Deaf people involved in decisions and implementation

5. SYSTEM

Leadership + policy + resources + research + monitoring

**MEANINGFUL DEAF-INCLUSIVE
EDUCATION**

My Message from the Philippines to the Global South

LISTEN TO DEAF EDUCATORS

RECOGNIZE THEIR EXPERTISE

INCLUDE THEM IN DECISION-MAKING

BUILD SYSTEMS AROUND MEANINGFUL ACCESS AND PARTICIPATION

**“Deaf educators should not simply be included in the education system.
They should help shape the education system.”**

Thank you • Mabuhay from the Philippines