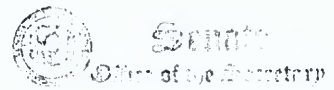


10



NINETEENTH CONGRESS OF THE]
REPUBLIC OF THE PHILIPPINES]
First Regular Session]

'22 JUL 13 A10 :52

SENATE

P.S. Res. No. 14

Introduced by SENATOR WIN GATCHALIAN

RESOLUTION
DIRECTING THE APPROPRIATE SENATE COMMITTEE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, ON THE RECOGNITION AND PROMOTION OF THE FILIPINO SIGN LANGUAGE AS THE LANGUAGE OF INSTRUCTION OF DEAF EDUCATION, AS MANDATED UNDER REPUBLIC ACT NO. 11106 OR THE FILIPINO SIGN LANGUAGE ACT, FOR THE PURPOSE OF DETERMINING ITS IMPACT TO DEAF LEARNERS AND TEACHERS UNDER THE K TO 12 BASIC EDUCATION SYSTEM, IDENTIFYING AND ADDRESSING IMPLEMENTATION GAPS, ISSUES, AND CHALLENGES, AND CRAFTING COMPLEMENTARY OR AMENDATORY LEGISLATION

1 **WHEREAS**, Section 1, Article XIV of the 1987 Constitution provides
2 that the State shall protect and promote the right of all citizens to quality
3 education at all levels, and shall take appropriate steps to make such
4 education accessible to all;

5 **WHEREAS**, Section 21 of The Salamanca Statement and Framework
6 for Action on Special Needs Education, to which the Philippines is a signatory,
7 provides that the importance of sign language as the medium of
8 communication among the deaf should be recognized and provision be made
9 to ensure that all deaf persons have access to education in their national sign
10 language;

1 **WHEREAS**, the 2010 Census of the then National Statistics Office
2 reported that almost twenty percent (20%) of Filipinos who have disabilities
3 are in the age group 0-14;¹

4 **WHEREAS**, based on the data of the Department of Education (DepEd),
5 for SY 2019-20, a total of 676 elementary and secondary schools had Special
6 Education (SPED) Centers or offered SPED programs, with 4,268 SPED
7 Teachers teaching 360,879 learners with disabilities, of which 28,740 were
8 diagnosed with a hearing impairment or manifested difficulty in hearing;

9 **WHEREAS**, a deaf child is one who cannot hear, needs accessibility,
10 and has a unique language and culture. In the Philippines, Filipino Sign
11 Language (FSL) is the identity and language of the deaf² and has a tremendous
12 impact on literacy that without a strong foundation thereon, literacy in written
13 language will be very poor;³

14 **WHEREAS**, the promotion and recognition of FSL have been
15 pronounced in several laws enacted by Congress including, but not limited to,
16 Republic Act (RA) No. 10410 or the Early Years Act of 2013 and RA No. 10533
17 or the Enhanced Basic Education Act of 2013;

18 **WHEREAS**, on October 30, 2018, RA No. 11106 or The Filipino Sign
19 Language Act, the most critical measure highlighting the importance of FSL,
20 was signed into law;

21 **WHEREAS**, under Section 3 of the said law, FSL is declared as the
22 national sign language of the Philippines and shall be recognized, promoted
23 and supported as the medium of official communication in all transactions
24 involving the deaf, and as the language of instruction of deaf education,
25 without prejudice to the use of other forms of communication depending on

¹ Philippine Statistics Office (See <https://psa.gov.ph/sites/default/files/attachments/hsd/pressrelease/Disability%20by%20Age%20Group%20and%20Sex.pdf>)

² Deaf Education Council, Public Hearing on Special Education Act and Inclusive Education Act by the Senate Committee on Basic Education, Arts and Culture joint with the Committees on Ways and Means; Finance; and Women, Children, Family Relations and Gender Equality, January 23, 2020

³ *Id.* on July 2, 2020

1 individual choice or preference;

2 **WHEREAS**, Section 4 of the mentioned law provides for the significance
3 of FSL in Education through the following: (a) use of FSL as the medium of
4 instruction in deaf education and the teaching of FSL as a separate subject
5 in the curriculum for deaf learners; (b) promotion of the licensing and
6 mobilization of deaf teachers in formal education as well as alternative
7 learning systems; (c) inclusion of FSL as a curricular or co-curricular offering
8 in teacher education programs; and (d) undertaking of regular pre-service and
9 in-service training and evaluation of teachers by all national and local
10 government agencies and centers providing education to deaf students;

11 **WHEREAS**, to ensure that the objectives of the said law will not remain
12 aspirational, Section 13 thereof prescribes for the issuance of the necessary
13 rules and regulations for its implementation by the *Komisyon sa Wikang*
14 *Filipino*, in coordination with the Secretary of Education, the Chairperson of
15 the Commission on Higher Education, the Director General of the Technical
16 Education and Skills Development Authority, the Chairperson of the
17 Professional Regulation Commission, the Chief Justice of the Supreme Court,
18 the Secretary of Justice, and the heads of other relevant agencies, and in
19 consultation with the representatives of the deaf community, teachers with
20 knowledge and experience with the use of FSL in deaf education, the academe,
21 interpreters, and other persons concerned within one hundred eighty (180)
22 days after its effectivity;

23 **WHEREAS**, Section 14 thereof further creates an Inter-Agency Council
24 with the mandate of making an annual report on the law's monitoring and
25 implementation, submitting a copy thereof to both Houses of Congress, and
26 publishing in accessible formats in the respective websites of the members of
27 the Council and through other means necessary to serve the purpose of
28 effective dissemination;

29 **WHEREAS**, notwithstanding the enactment of these laws which stress
30 the importance of FSL, there has been serious neglect on their

1 implementation⁴ which continuously causes communication, information,
2 and institutional barriers in deaf education;⁵

3 **WHEREAS**, the insufficient training of teachers on FSL, non-promotion
4 of the licensing and mobilization of deaf teachers, lack of FSL materials, and
5 non-submission of the Inter-Agency Council of an annual report on the law's
6 monitoring and implementation further aggravate such barriers in deaf
7 education;

8 **WHEREAS**, the following issues surrounding teacher training on FSL
9 have been a concern prior to the enactment of RA No. 11106: (a) education
10 programs for sign language instruction and interpreter training are all done
11 by a handful of nonprofit organizations with no government regulations; (b)
12 teachers act as interpreters in the classrooms and are pulled away from their
13 duties to interpret in trial courts and police stations; (c) teacher education
14 programs have no sign language instruction; and (d) public school teachers
15 are typically hired with zero signing skills or are just given a crash course on
16 pre-service training for a few weeks and an annual in-service training on
17 signing skills;⁶

18 **WHEREAS**, the licensing and mobilization of deaf teachers are not
19 being promoted as there are many deaf graduates in education who fail the
20 Licensure Examination for Teachers which does not match the competencies
21 for which they are prepared for. This creates an institutional barrier for deaf
22 graduates who, instead of entering the educational system as teachers, tend
23 to end up as tutors with low-paying jobs;⁷

24 **WHEREAS**, deaf learners are unable to improve their learning
25 processes because of the lack of the production of FSL materials as a result
26 of the non-inclusion of skilled and competent deaf teachers in their
27 production and due to the view of the DepEd that FSL materials are only

⁴ *Supra* Note 2

⁵ *Supra* Note 3

⁶ *Supra* Note 1

⁷ *Supra* Note 3

1 supplementary materials;⁸

2 **WHEREAS**, the implementing rules and regulations were only issued
3 after more than three years from the effectivity of the FSL law or on December
4 6, 2021.⁹ Further, no annual reports have been submitted by the Inter-Agency
5 Council to both Houses of Congress as required under Section 14 thereof;

6 **WHEREAS**, there is an urgent need to determine the impact of the
7 recognition and promotion of FSL as the language of instruction of deaf
8 education to ensure that the objectives under RA No. 11106 for deaf learners
9 and teachers are ultimately achieved;

10 **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE**
11 **PHILIPPINES**, to direct the appropriate Senate Committee to conduct an
12 inquiry, in aid of legislation, on the recognition and promotion of the Filipino
13 Sign Language as the language of instruction of deaf education, as mandated
14 under RA No. 11106 or The Filipino Sign Language Act, for the purpose of
15 determining its impact to deaf learners and teachers under the K to 12 basic
16 education system, identifying and addressing implementation gaps, issues,
17 and challenges, and crafting complementary or amendatory legislation.

Adopted,



WIN GATCHALIAN

⁸ *Ibid.*

⁹ Official Gazette. The Implementing Rules and Regulations of Republic Act No. 11106, known as the “Filipino Sign Language Act”. (See <https://www.officialgazette.gov.ph/2021/12/06/the-implementing-rules-and-regulations-of-republic-act-no-11106-known-as-the-filipino-sign-language-act/>)