DE LA SALLE-
COLLEGE
OF SAINT
BENILDE

Sustainable Development Goal #4

QUALITY EDUCATION



BENILDE
LIKE NO OTHER

SDG 4 Quality Education

4.2 Public Lectures and Community Educational Events

De La Salle–College of Saint Benilde (DLS-CSB) supports public education and civic engagement through initiatives that promote informed electoral participation and community awareness. The two Lasallian Governance activities provide opportunities for participants to understand their rights and responsibilities as voters and to explore the role of civil society in promoting meaningful governance. These activities demonstrate the university's contribution to public learning and civic education. To fully substantiate this indicator, documentation should confirm that the events were hosted at the university and were open to the general public. Benilde-CEAD held a webinar on Filipino Sign Language (FSL) as a language of instruction, discussing its implications for learners, teachers, and educational practice to promote inclusive, accessible, and Deaf-centered education

Question: Does your university as a body host events at university that are open to the general public: public lectures, community educational events?

Activity: Lasallian Governance for Meaningful Electoral Participation for Barangay
Write up: Facilitates guidance for informed decisions for the polls in May 2025 through the sharing of rights and responsibilities of voters.

Public link (can be a news article or from the SDG site):



Activity: Lasallian Governance for Meaningful Electoral Participation: What can we do as Civil Society?

Write up: To conduct a voter's education campaign to make informed decisions in the polls in May 2025 through Lasallian governance principles.

Public link (can be a news article or from the SDG site):



Benilde-CEAD Holds Webinar on FSL as Language of Instructions: Implications to Learners, Teachers, and Practice

Link: https://cead.benilde.edu.ph/benilde-cead-holds-webinar-on-fsl-as-language-instructions-implications-to-learners-teachers-and-practice/



The Benilde's Center for Education Advancement of the Deaf (CEAD) facilitated a webinar last February 28, 2026, titled "Filipino Sign Language as a Language of Instruction: Implications to Learners, Teachers, and Practice", led by Ms. Lori Manson, Deaf-Centered Bilingual Education Consultant, and Dx. Raphael "Rafa" Domingo, Head of Deaf Heritage and FSL Studies at Benilde-CEAD.

The webinar was divided into three parts. First is Ms. Lori's discussion on the "Deaf Learners' Language and Learning Needs". Second, the presentation of Dx. Rafa on "Deaf Teachers as Language Models and Leaders in FSL-Based Bilingual Education". Lastly, the question and answer portion facilitated by the guest speakers and sign language interpreters.

Ms. Lori elaborated the discussion on Deaf learners' language and learning needs in the first part of the program. She noted the significance of language access to the developing minds of young Deaf learners and how it impacts their language and cognitive development. Learning one's first language (L1) begins at home, extending to schools as children finally enter their early years of basic education, explained by Ms. Lori. However, language deprivation still occurs especially to Filipino Deaf learners, which does not only affect their language skills, but also their literacy, writing, metacognition, and conceptual knowledge considered as foundational to their overall learning and development.

She also emphasized in her presentation how teachers' fluency on both social and academic FSL is vital for the Deaf students' academic success. In the wheel figure Ms. Lori showed pertaining to language rich strategies and practices in classrooms, teachers' fluency in academic FSL and use of

bilingual strategies are at the center. They are important in developing the Deaf students' native language and conceptual knowledge across all subjects. Some practices were also highlighted particularly the use of visuals such as graphic organizers in building meaning for concepts, use of appropriate rubrics to assess Deaf students' everyday learning progress, metacognition, and scaffolding to work and identify where the learners are already at and determine strategies that are suitable for them. These practices can be developed as long as the system, educational institutions, teachers, and community work hand in hand to identify and make efforts to accommodate their particular needs.

"We can all work together to establish stronger foundations for academic success for Deaf learners," claimed by Ms. Lori as she ends her part of the discussion.

The second part of the webinar focused on the role of the Deaf Teachers in FSL-based Bilingual Education as led by Dx. Rafa. In her discussion, she insisted on the call for going beyond representations through the presence of interpreters in classrooms to show inclusivity and push for the Deafs' rights.

"One day, I can be my teacher." This statement supports Dx. Rafa's advocacy on having models and leaders for Deaf learners, both for their language and academic success. She sees how a successful role model for these learners can inspire them to become successful in their chosen fields and how it can help in building their confidence and self-esteem. She also mentioned some classroom practices that are ineffective for the Deaf learners such as copying notes without understanding the meaning of concepts and memorizing conceptual knowledge that is intended only to pass or ace an assessment, sacrificing the opportunity for lifelong learning.

Oftentimes, students are being mainstreamed without sufficient support from the teachers, neglecting their actual needs in classrooms. Dx. Rafa suggested utilizing various teaching practices that are directly addressing their needs such as the use of storytelling in FSL with rich spatial grammar, visual scaffolding strategies to teach concepts, enhance learning experience and retention of knowledge, making them more engaged in their learning process, and translanguaging between written texts and FSL.

Sharing personal classroom experiences is also beneficial to everyone in the community, as well as building networks and support systems for Deaf learners and teachers. Collaboration is effective and very much needed to improve leadership and teaching practices, according to Dx. Rafa. In order to properly identify the challenges of Deaf learners, teachers must collaborate with one another. Everyone must work together in promoting the importance of FSL and bilingual education in developing strategies and approaches that are specific to Deaf students' learning needs and in building an inclusive environment for Deaf learners in classrooms.

Ms. Theresa Christine De La Torre, Director of Benilde-CEAD, also shared her insights on the last part of the program. She instilled the significance of partnerships and collaborations in finding solutions to improve Deaf education and transform the lives of Deaf learners and teachers in today's time. Including the Deaf community in discussions must also be considered to address their needs in ensuring language access to FSL and creating productive classroom experiences to enhance learning, she added.

Participants found both topics interesting and relevant, raising meaningful questions to the guest speakers after their discussions. Questions on visual learning strategies, metacognition, standardized

tests and assessments were asked. Others even asked for a possible collaboration between DepEd and Benilde-CEAD to strengthen teacher fluency on FSL, bilingual education, and assessments for Deaf learners.

“This is an eye-opener for us teachers who will be teaching Deaf students. It highlights the reality that our lack of fluency in FSL may affect our effectiveness in instruction and ultimately, our students’ learning,” said one participant from Pedro E. Diaz High School.

“I learned a lot from today’s instruction. The insights from Dx. Rafa and Ms. Lori made me reflect on the tasks that I need to do in terms of curriculum and policy implementation,” added by another participant from the Bureau of Curriculum and Development of the Department of Education.

The Benilde-CEAD extends its heartwarming gratitude to its partners for the success of this event.

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