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# Looking inside for good practice in Deaf bilingual education: A participatory SWOT analysis

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**Carlos Alvarez-Dardet**  
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**Funding: Spanish Medical Research Council No. PI021068**

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## Presentation Overview

Why study this?



Who were involved in the study?



How was the study conducted?



What did we find?



What does it mean?



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## Why study this?

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### Education For All policy framework (UNESCO, 1990)

Key idea: inclusive education

Inclusive education nowadays?



a strategic process of identifying any barriers within and around the school that hinder learning and participation of ALL children, and reducing or removing these barriers (Lynch, 2001; Booth & Ainscow, 2002; UNESCO, 2004)

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### Why study this?

Hundreds of **deaf children**, who are especially vulnerable to exclusion and marginalisation still receive a **non-barrier free education** that is largely inappropriate to their needs and human, linguistic and educational rights (Booth, 2000; UN, 2006; WFD, n.d.)

- right to equal and gender-sensitive access to opportunities for basic learning
- right to quality education in a supportive and fully-accessible school environment
- right to grow up bilingually and using their local/national sign language/s and oral language/s (in their written, and when possible, their spoken modalities)
- right to have access to Deaf adult role models

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## Why study this?

The practice of Deaf bilingual programmes varies across the countries and within societies and it seems that there remain gross imbalances throughout the regions of the world

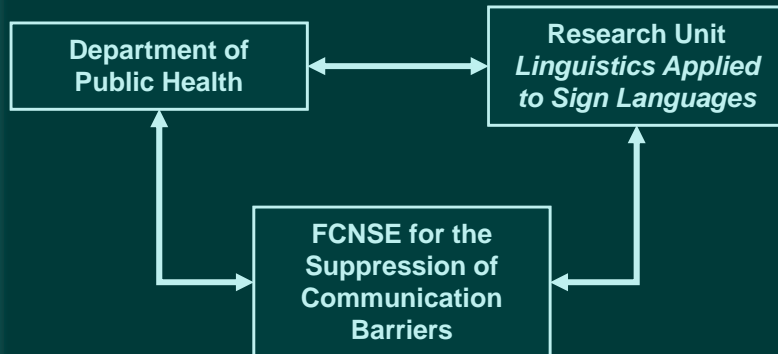
### Objective

To identify and tackle significant factors, both internal and external, affecting those current existing deaf bilingual practices in Spain which promote or prevent the processes through which more inclusive (barrier-free) educational provision for deaf children can be successfully implemented and good practice promoted

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### Who were involved in the study?

#### University of Alicante



#### Spanish Confederation of Deaf People

#### CONVENIO ESPECIFICO DE COLABORACIÓN ENTRE LA CONFEDERACIÓN NACIONAL DE SORDOS DE ESPAÑA Y LA UNIVERSIDAD DE ALICANTE

Alicante, 18 de diciembre de 2001

#### REUNIDOS

D. Salvador Ordóñez Delgado, Rector Magnífico de la Universidad de Alicante, actuando en nombre y representación de este organismo con domicilio en el Campus de San Vicente del Raspeig (Alicante);

Y de otra D. Luis J. Cañis Reguera, en su Calidad de Presidente de la Confederación Nacional de Sordos de España, actuando en nombre y representación de esta entidad, con domicilio social en C/ Alcalá 160, 2º E, 28018 Madrid.

#### EXPONEN

Que en desarrollo del punto primero del Acuerdo Marco de colaboración entre las dos instituciones, firmado en fecha veinte de diciembre de 2000, se establece el presente convenio específico que determina las condiciones de colaboración entre la Confederación Nacional de Sordos de España y la Universidad de Alicante, de acuerdo con las siguientes:

#### CLÁUSULAS

#### PRIMERA. Objetivos

1.1 El objetivo del presente convenio es desarrollar un proyecto de investigación específico entre la Confederación Nacional de Sordos de España, a través del Centro de Recursos para la Comunidad Sorda "Juan Luis Marrasquin" de la Fundación CNSE, y la Universidad de Alicante, concretamente en adelante, Fundación CNSE, el Área de Medicina Preventiva y Salud Pública del Departamento de Salud Pública de la Universidad de Alicante y la Unidad Singular de Investigación Lingüística Aplicada a Las Lenguas de Signos de la Universidad de Alicante, c/

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### How was the study conducted?

#### Phase I

2003-04

To identify schools with bilingual experiences for Deaf children in Spain

To analyse causes and agents for change towards the bilingual approach

#### Phase II

2004-06

To identify the main forces/issues which, in the international context, have promoted or hindered the change towards the current Deaf bilingual education movement

#### Phase III

2004-06

To identify the main forces/issues which, in Spain, have promoted or hindered the change towards the current Deaf bilingual education move

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## How was the study conducted?

### Phase III

2004-06

To identify the main forces/issues which, in Spain, have promoted or hindered the change towards the current Deaf bilingual education move

### SWOT analysis

Part 1 –  
Selection of school sites

11 schools & a regional  
department of education

Part 2 –  
Individual SWOT analysis

18 school representatives  
(9 Deaf & 9 hearing)

Part 3 –  
Group SWOT analysis

17 school representatives  
(8 Deaf & 9 hearing)



Munoz-Baell IM, Alvarez-Dardet C, Ruiz MT, Ferreiro-Lago E, Aroca-Fernandez E. Setting the stage for school health-promoting programmes for Deaf children in Spain. *Health Promot Int* 2008;23(4):311-27



111 primary schools identified where sign language is used as a means of communication with deaf and hard of hearing students

Note: All autonomous regions except Extremadura, La Rioja, Ceuta and Melilla

CEE Nosa Señora do Rosario  
CEE de Xordos

Dep. Educación, Universidades e Investigación  
Delegación Territorial de Bizkaia

CEIP Tres Pins  
CEE de sords Josep Pla  
CEE de Reeducació auditiva CRAS

CPR EE "Instituto Hispano Americano de  
la Palabra"  
CPR INF-PRI-SEC "Instituto Profesional  
Sordomudos Ponce de León"  
CP Inf-Pri "El Sol"

C.E.E.E. C. de Apoyo e  
Integración a Sordos  
Rosa Relaño  
C.E.I.P. Genil  
C.E.I.P. Sierra Nevada

★ Selection of practices

Criteria

- Stage of development of the bilingual experience at the school site
- d/Deaf educators taking part in the experience and/or collaboration of the school with a Deaf association
- Geographical location

Experience of more than 5 years, a minimum of 4 key informants identifying the same school, quality of data gathered, strategic value of the school and lack of discrepancies in information collected from key informants

Munoz-Baell IM, Alvarez-Dardet C, Ruiz MT, Ferreiro-Lago E, Aroca-Fernandez E. Understanding Deaf bilingual education from the inside: A SWOT analysis. *International Journal of Inclusive Education*. In press 2010



### Common elements

- support from educational authorities
- inclusion of bilingual programme in the School Educational Project (PEC)
- Deaf children mainstreamed with hearing peers
- interest in networking with other Deaf bilingual programmes in the national or international context

### Differing elements

- origins and initiative history
- staff size
- Deaf-to-hearing teacher ratio
- language curricula
- organisational strategies

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## Completing the questionnaire: individual SWOT analysis

### Hearing participants

- postal and electronic mail
- self-administered

Universitat d'Alacant  
Universidad de Alicante

**INVIERTIENDO EN SALUD: BASES PARA UN ESTUDIO BENCHMARKING DE LA EDUCACIÓN DE LOS/AS NIÑOS/AS SORDOS/AS EN ESPAÑA**  
- CUESTIONARIO -  
Análisis DAFO individual

El propósito de este cuestionario es ayudar a identificar factores que facilitan u obstaculizan el cambio hacia el modelo educativo bilingüe (lenguas de signos-lenguas oral) en España.

**Instrucciones**  
El siguiente cuestionario - cuya cumplimentación le llevará **menos de treinta minutos** - se basa en el método DAFO (ver siguiente página para descripción). Recuerde que no existen respuestas verdaderas o falsas; asimismo, al ser un Cuestionario individual, sus respuestas no tienen necesariamente que coincidir con la visión de la escuela en la que usted trabaja. Al final del cuestionario encontrará espacio si desea hacernos llegar algún comentario adicional. Por favor, no olvide enviarnoslo cumplimentado por el medio que le parezca más cómodo (correo electrónico a [mlh@ua.es](mailto:mlh@ua.es) o fax: 96.590.3964) antes del 3 de junio de 2005.

**Datos personales**  
NOMBRE: \_\_\_\_\_  
NÚMERO DE TELÉFONO: \_\_\_\_\_  
NÚMERO DE FAX: \_\_\_\_\_  
DIRECCIÓN DE CORREO-E: \_\_\_\_\_  
NOMBRE DE LA ESCUELA EN LA QUE TRABAJA EN LA ACTUALIDAD: \_\_\_\_\_  
CIUDAD: \_\_\_\_\_  
PUESTO DE TRABAJO: \_\_\_\_\_

**Forma de la encuesta**  
\_\_\_\_\_

**Indicador de la encuesta**  
\_\_\_\_\_

**Indicador de la encuesta**  
\_\_\_\_\_

### Deaf participants

- SWOT questionnaire in Spanish Sign Language sent out by postal mail
- possibility to fill it out with the assistance of a Professional Sign Language Interpreter

PROYECTO INVIERTIENDO EN SALUD: BASES PARA UN ESTUDIO BENCHMARKING DE LA EDUCACIÓN DE LOS/AS NIÑOS/AS SORDOS/AS EN ESPAÑA

**Cuestionario**

**Introducción**

**Análisis DAFO individual**

El propósito de este cuestionario es ayudar a identificar factores que facilitan u obstaculizan el cambio hacia el modelo educativo bilingüe (lenguas de signos-lenguas oral) en España.

JOSÉ ANTONIO PERTEGA, TALLER EN TALLADA EN BENCHMARKING EN EDUCACIÓN BILINGÜE DE LOS ALUMNOS SORDOS  
Alicante, día 5 de septiembre de 2005



FCNSE for the Suppression  
of Communication Barriers

**PROJECT**

INVESTING IN HEALTH: BASIS FOR A BENCHMARKING STUDY ON THE SPANISH DEAF EDUCATION

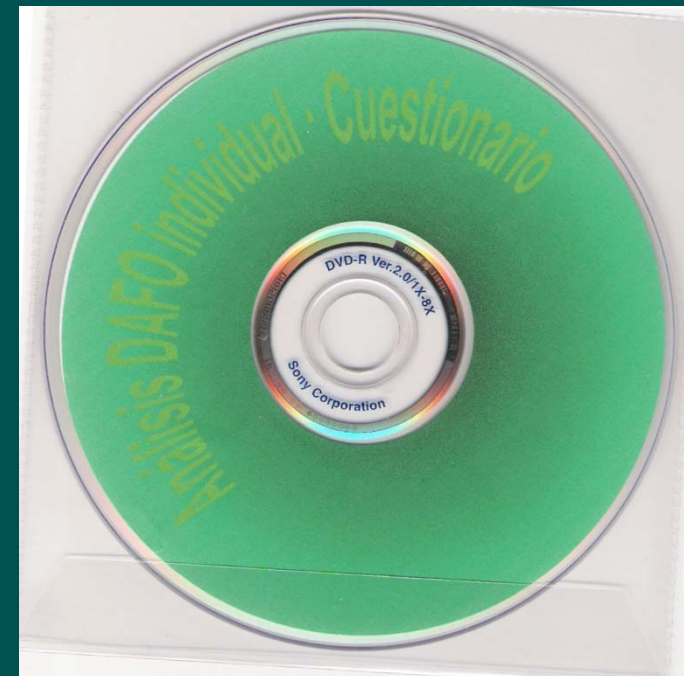
**Questionnaire**

## Introduction

### Individual SWOT Analysis

The aim of this questionnaire is to help you to identify factors whose effect is to promote or hinder the change towards a bilingual model (sign language-oral language) in Spain

FCNSE for the Suppression of Communication Barriers



Please visit:

[www.ua.es/webs/opps/webs\\_actividades/actividades\\_benchmarking\\_en.htm](http://www.ua.es/webs/opps/webs_actividades/actividades_benchmarking_en.htm)

and click on Research documents in Spanish Sign Language (LSE):  
Individual SWOT Analysis Questionnaire - Deaf participant

to view this video



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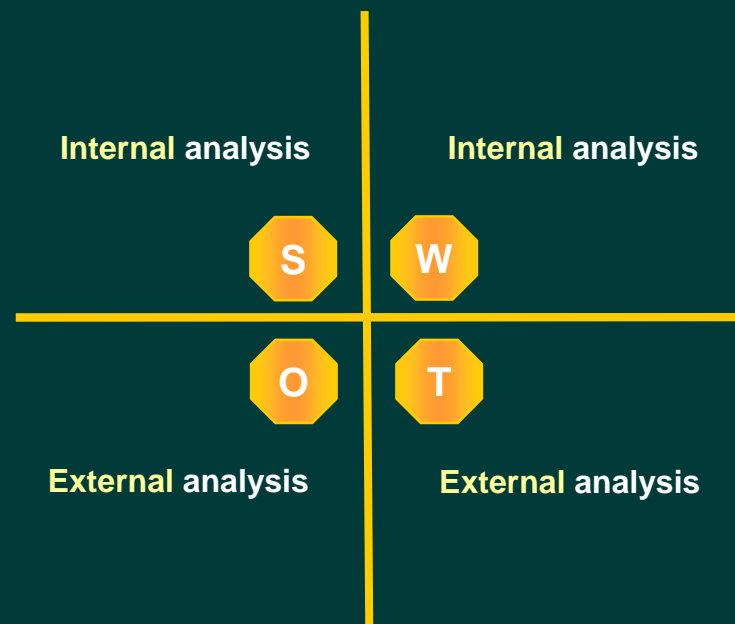
Workshop "Towards a benchmarking in Deaf bilingual education"

Alicante, September 5-6, 2005

nominal group technique

SWOT analysis

- Strengths
- Weaknesses
- Opportunities
- Threats





**Workshop “Towards a benchmarking in Deaf bilingual education”**

Alicante, September 5-6, 2005



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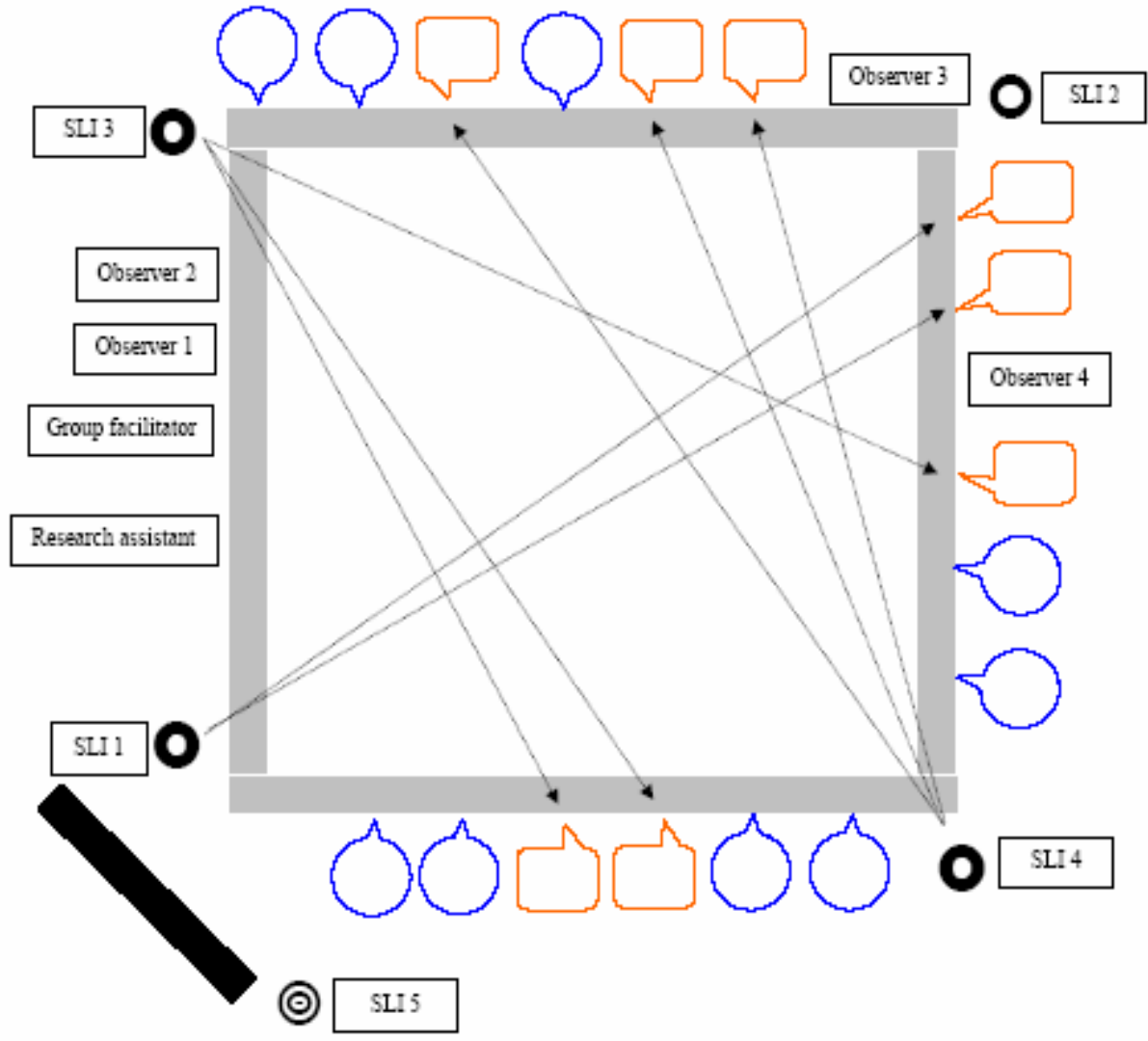
18 school representatives  
(9 Deaf & 9 hearing)

Phase 3 –  
Group SWOT analysis

17 school representatives  
(8 Deaf & 9 hearing)

# Group SWOT analysis

-  Deaf participant
-  Hearing participant
-  Professional Sign Language Interpreter
-  Supporting Sign Language Interpreter
-  Relief Sign Language Interpreter





1<sup>st</sup> round

	Strengths	Weaknesses	Opportunities	Threats
Total	14	16	20	15

2<sup>nd</sup> round

Consensus	Strengths	Weaknesses	Opportunities	Threats
High	2	1	3	1
Medium	2	3	3	4
Low	4	5	9	7
Total	8	9	15	12

# What did we find?

SWOT analysis  
High consensus

- ↪ **School staff meeting involvement in the educational experience;** i.e. Deaf and hearing educators' compromise with the educational project, team work, joint decision-making and continuing professional development
- ↪ **Educational community participation** (teachers, students and Deaf and hearing parents) which share both Deaf people's sign language and culture. It all leads to a school **inclusive approach**

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W

- ↪ The **lack of a complete linguistic setting within the school so that children can have full access to information**

O

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- ↪ The society and public educational administration support of the **bilingual project** and the **bilingual 'concept'**
- ↪ **Plurilinguism and inclusive school** as current priorities of the educational administration. They favour bilingual projects in both a sign and an oral language
- ↪ A **social and parents of deaf children's change** towards sign language

- ↪ The **lack of legal recognition of Sign Language in Spain**

**PROYECTO** INVIRTIENDO EN SALUD: BASES PARA UN ESTUDIO BENCHMARKING DE LA EDUCACIÓN DE LOS/AS NIÑOS/AS SORDOS/AS EN ESPAÑA

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**INFORME PARA ESCUELAS PARTICIPANTES**  
- directores -

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*Nota:* Este Informe es **confidencial** hasta que los miembros del equipo de esta investigación lo hagan público. Su envío a los directores de las escuelas participantes en el Taller es meramente informativo, para que, si así lo consideran, nos puedan hacer llegar sus observaciones y sugerencias.

**TALLER**  
**'HACIA UN BENCHMARKING EN EDUCACIÓN**  
**BILINGÜE DEL ALUMNADO SORDO'**

Alicante, 6 de septiembre de 2005

**Financiado por:** Fondo de Investigación Sanitaria (FIS) del Ministerio de Sanidad y Consumo (nº del proyecto: P102068), Vicerrectorado de Investigación y Vicerrectorado de Alumnado (Secretariado de Prácticas de Empresa y Apoyo al Estudiante) de la Universidad de Alicante

**Desarrollado por:** Departamento de Salud Pública de la Universidad de Alicante, Unidad Singular de Investigación *Lingüística Aplicada a las Lenguas de Signos* de la Universidad de Alicante y Confederación Estatal de Personas Sordas

**Con la colaboración de:** Fundación CNSE para la Supresión de las Barreras de Comunicación, Federación de Personas Sordas de la Comunidad Valenciana y Biblioteca de Signos (Fundación Biblioteca Virtual Miguel de Cervantes, Universidad de Alicante)

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**INFORME PARA ESCUELAS PARTICIPANTES**  
- participantes en el Taller -

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*Nota:* Este Informe es **confidencial** hasta que los miembros del equipo de esta investigación lo hagan público. Su envío a los participantes del Taller persigue el único objetivo de que estos lo revisen para, si así lo consideran, nos hagan llegar sus observaciones y sugerencias.

**'HAC'**

**Financiado por:** Fondo de Investigación Sanitaria (FIS) del Ministerio de Sanidad y Consumo (nº del proyecto: P102068), Vicerrectorado de Investigación y Vicerrectorado de Alumnado (Secretariado de Prácticas de Empresa y Apoyo al Estudiante) de la Universidad de Alicante

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Please visit:

[www.ua.es/webs/oppo/webs\\_actividades/actividades\\_benchmarking\\_en.htm](http://www.ua.es/webs/oppo/webs_actividades/actividades_benchmarking_en.htm)

and click on Research documents in Spanish Sign Language (LSE):

Final Report for selected sites - participants in the Workshop 'Towards a Benchmarking Standard in Spanish d/Deaf education' (Alicante, September, 2005)

to view this video

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### What does it mean?

#### Conclusion

Extending the more common assessment of factors that present barriers to learners to include factors that facilitate children's learning and participation provides an alternative framework that can assist in overcoming these barriers from a multilevel perspective

Strategic planning provides a practical and pragmatic tool for understanding and decision-making in Deaf bilingual education

The study highlights the importance of moving to a more participatory approach to research in the area of education of d/Deaf children



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## Acknowledgements

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We wish to thank the participants from the selected sites whose forthrightness and generosity in sharing their rich experience greatly enhanced the SWOT analysis and the identification of core factors that emerged from this exercise

Our special thanks are also due to:

- Office of the Vice President for Research, Development and Innovation and Office of the Vice President for Students of the University of Alicante
- Observatory of Public Policies and Health (OPPS)
- Research Unit *Linguistics Applied to Sign Languages* of the university of Alicante
- Faculty of Education and Sign Language Online Library of the university of Alicante
- Spanish National Confederation of the Deaf
- CNSE Foundation for the Suppression of Communication Barriers
- Federation of Deaf People of the Valencian Region

Thanks also to all the Spanish sign language interpreters and colleagues who contributed to this study



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## Contact information

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