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Educational Issues of Indigenous Learners with Disabilities: Basis for a Culturally Responsive Special Needs Education Framework

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ABSTRACT

This phenomenological exploration has its roots in the intersectionality framework. It unveils the lived experiences of indigenous learners with disabilities in the Philippines, particularly those from the Alangan-Mangyan communities in Naujan, Oriental Mindoro. Being part of a doctoral dissertation, this article serves as a basis for developing a culturally responsive special needs education (CRSNE) framework. In total, nine research participants from three Alangan-Mangyan communities met the inclusion criteria. Correspondingly, key informants from the said indigenous group, government organizations, and national and local education agencies, among others, were identified. The datasets were analyzed using the seven-step modified van Kaam method of Moustakas, which resulted in the emergence of four overarching themes that disclosed the participants' issues in (1) equity and accessibility, (2) social, (3) psychological, emotional, and motivational, and (4) cultural aspects. These issues are often attributed to both the indigeneity and disability of the participants, rather than just one or the other. Their issues in educational participation were also found to unfold at different levels, beginning from the individual to the government and policy level.

KEY WORDS

Indigeneity, disability, indigenous peoples, Filipinos, intersectionality

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