



Special Education in Chile: From its own system to an integrated one¹

La Educación Especial en Chile: Desde un sistema propio a uno integrado

Educação Especial no Chile: Do seu próprio sistema ao integrado

Jaime Caiceo Escudero
Universidad de Santiago de Chile
<https://orcid.org/0000-0002-2808-140X>
jcaiceo@hotmail.com

Abstract

Special Education in Chile has a long history since 1852. This work aims to compare and analyze the situation of the development of special education from its foundation until 2015, a period in which the action, both of the State and of the individuals involved in education, was focused on creating 'special schools' for the different special educational needs -SEN-, whether permanent or transitory, in the face of the new situation that the Chilean state establishes from the dictation of Law No. 20.845 (2015), which states that all educational establishments financed by the state -92% of them, both public and private- must receive in their classrooms, students without special educational needs and those who have it too; this has meant the closure of many 'special schools' that served only pupils with SEN. The methodology is analytical, comparative and historical; legal sources will be primary and secondary, with documentary analysis as the main instrument, in order to analyze and compare the past and present situation of it.

Keywords: Special needs education. Learning disabilities. Inclusive education. Disabled children. Dyslexia.

¹ English version by Soledad Duque Morales. E-mail: sol.duquem@gmail.com

Resumen

La Educación Especial en Chile tiene una larga historia desde 1852. Este trabajo busca comparar y analizar la situación del desarrollo de la educación especial desde su fundación hasta el año 2015, período en el cual la acción, tanto del estado como de los particulares involucrados en educación, estuvo centrada en crear ‘escuelas especiales’ para las diferentes necesidades educativas especiales -NEE-, ya fueran permanentes o transitorias, frente a la nueva situación que el estado chileno establece a partir de la dictación de la Ley N° 20.845 (2015), la cual señala que todos los establecimientos educacionales financiados por el estado - el 92% lo es, tanto públicos como privados- deben recibir en sus aulas, tanto a alumnos sin necesidades educativas especiales como a los que las tengan; ello ha significado el cierre de muchas ‘escuelas especiales’ que atendían solo a alumnos con NEE. La metodología es analítica, comparativa e histórica; se recurrirá a fuentes legales, primarias y secundarias, teniendo como instrumento principal el análisis documental, a fin de analizar y comparar la situación del pasado con la actual.

Palabras claves: Educación especial. Dificultad en el aprendizaje. Educación inclusiva. Niño impedido. Dislexia.

Resumo

A Educação Especial no Chile tem uma longa história desde 1852. Este trabalho busca comparar e analisar a situação do desenvolvimento da educação especial desde sua fundação até 2015, período em que a ação, tanto do Estado quanto dos indivíduos envolvidos na educação, se concentrou na criação de ‘escolas especiais’ para as diferentes necessidades educacionais especiais -NEE-, sejam permanentes ou transitórias, diante da nova situação que o Estado chileno estabelece a partir do ditado da Lei nº 20.845 (2015), que afirma que todos os estabelecimentos de ensino financiados pelo Estado -92% são, tanto públicos quanto privados- devem receber em suas salas de aula, tanto estudantes sem necessidades educacionais especiais quanto aqueles que o possuem; isso significou o fechamento de muitas ‘escolas especiais’ que serviam apenas alunos com NEE. A metodologia é analítica, comparativa e histórica; serão utilizadas fontes jurídicas, primárias e secundárias, com a análise documental como principal instrumento, a fim de analisar e comparar a situação do passado com a atual.

Palavras-chave: Educação especial. Dificuldade de aprendizagem. Educação inclusiva. Criança com deficiência. Dislexia.

Introduction

Special Education in Chile has a long history that has been studied in a previous investigation (Caiceo, 2010a), in which its development is unveiled and explained since its creation in the 19th century, when the first school for deaf and mute children was founded in Santiago on October 27th, 1852. In the development of this type of education, five periods have been discovered: (i) the period of emergence and great efforts (1852-1926); (ii) the period of the development and the main precursors (1927-1964); (iii) the period of consolidation and great scientific achievements (1964-1980); (iv) the beginning of the period of integration and inclusion, as a consequence of the paradigm shift derived from research (1981-2014) and (v) the period of integration with the common educational system with the inclusion law (2015 onwards)². It should be noted that according to Dr. Luis Bravo Valdivieso, the Ministry of Public Education changed the name of Special Education to Differential Education, since the name of Special Education teacher was confused with that of Special Techniques teacher in public appointments. (Castro, 2015)

This work, the result of two investigations, aims to compare and analyze the situation of the development of special education from its foundation until 2015, a period in which the action of the State and private individuals involved in education, was focused on creating 'special schools' for the different special educational needs -SEN-, whether permanent or temporary, in view of the new situation the State establishes the enactment of Law No. 20.845 (2015), which states that all educational establishments financed by the state -92%, both public and private- must receive in their classrooms students without special educational needs and those who have them too; this has meant the closure of many 'special schools' that served only students with SEN.

In this article, a qualitative paradigm is used, typical of the social sciences (Caiceo, 2018); the methodology is analytical, comparative and historical; Primary and secondary legal sources will be used, with documentary analysis as the main instrument (Caiceo and Mardones, 1998), in order to analyze and compare the indicated historical periods, especially the four initial periods in relation to the last one.

1. Special Education with its own system

To develop this point, the classification of a previous investigation (Caiceo, 2010a) will be used, indicating the most relevant aspects of each period. All of them have, however, a common denominator: the creation of special schools for children with temporary or permanent special educational needs. This was done by collecting international perspectives and experiences, given that only from the 18th century has it been recognized in Europe that disabled children are subjects of education; amongst the main experiences are: the creation of a school for deaf-mutes by L'Abbé de L'Eppé in 1770; the use of embossed letters as a teaching aid for the blind, invented by Valentin Harny in 1784; simultaneously, the lipreading technique was invented by Samuel Hainecke to teach deaf-mutes understanding what people say. Only in 1807 the first establishment for training teachers to educate the deaf and blind was founded. In the 19th century there are doctors who make a valuable contribution to educating the handicapped, Jean Marc Gaspard Itard, who contributes to educational psychology; in 1824 Jérôme Behumme, who affirms that idiots are teachable; Louis Braille, who creates the reading procedure for the blind; Eduard Seguin points out the importance of using games to educate the handicapped. In the last century, representatives of the active school, María Montessori and Ovidio Decroly, insisted that disabled children should be educated physically, emotionally and

² Part of this classification is based on the background provided by Professor Alfonso Brito (1986).

intellectually (De la Vega, 2010). In the previous context, in Chile, in the mid-19th century, the first special schools began to emerge (Castillo-Armijo & Norambuena-Sandoval, 2020).

1.1. The rise and great efforts (1852-1926)

The first school in Chile for deaf-mutes was founded in Santiago on October 27th, 1852, becoming the first on this matter in Latin America. In this school, “reading and writing, religious dogma and morality, and principles of Spanish grammar and arithmetic” were taught for free (Boletín de Leyes..., 1852: Book XX, no. 10). However, Castro (2015) states that in the Yungay neighborhood of the capital, two months before (August 2nd) “la Casa de Orates de Nuestra Señora de los Ángeles was created, the first formal attempt to take care of the psychiatrically disabled (...) applying various treatments of madness, to heal, repress and sterilize people” (p. 27). Two years later, a second school for deaf-mutes was established, also for free; teaching “(...) reading, writing, Christian doctrine and morality, mental calculation, sewing, embroidery and other handicrafts adapted to the conditions of the students which exercise favors the learning processes” (Boletín de Leyes..., 1854: Book XXII, no. 4). At the same time, two new special schools were established in the capital: one for teaching the blind and the other for the deaf-mute on March 31st, 1875 (Boletín de Leyes..., 1875: Book XVIII, volume 1). For its part, according to the Decree of April 10th, 1889, in Art. 1 it is stated: “Create an Institute for Deaf-Mutes whose purpose is to educate the deaf-mute and train teachers for special schools with the same purpose that are convenient to be founded in the Republic”; and in Art. 2: “The method of articulated word and lipreading will be exclusively adopted. The minimum system is prohibited and, as far as possible, the exercise of the hearing organ will be applied” (Boletín de Leyes..., 1889: Volume 1st quarter). In turn, the ‘Blind’ section was established in the first school for deaf-mutes in 1900. At the beginning of the last century, there were two primary teachers concerned for the mentally handicapped, Luis Flores Fernández (1907) and Miguel Ángel Soto (1910); although, they were not welcomed at the educational level, at the medical level they began to look for possible solutions.

In order to become aware of how intellectually handicapped people were considered at that time, a text from “*El Monitor de las Escuelas Primarias*” from 1858 is consigned by Castro (2015, p. 29):

It is not without purpose that we have written these lines to give notice of an important event recently carried out in the United States and in some European towns. This event is the education of idiots, regenerating their bodies and awakening some spark of intelligence in those inert and lost masses, for everything that is not to vegetate in brutalization.

The disease of these unfortunate evicted and almost helpless, has yielded to the care that has been lavished on them; the knowledge of their individuality has been inspired in them, they have acquired more or less power to overcome themselves, and sentiments of duty and affection have been awakened in them. It has been proven that imbeciles are susceptible to discipline and instruction.

Happily, for the poor idiots, the error of those who judged them incurable, and denied them all intelligence has been recognized.

With the actions in favor for special education, Chile responded to its concern of providing education to all its citizens from the beginning of the Republic; in this context, we understand the creation of the First Male School of Preceptors (1842), the University of Chile (1842), the School of Arts and Crafts (1849) and the First Female School of Preceptors (1854) (Caiceo, 2010b). The consolidation of special education in its beginnings is expressed in considering, in today's words, students with permanent special educational needs -PSEN-: deaf-mute and blind. With these works, Chile became a pioneer country in the development of education in Latin America, in its different levels and types. Regarding the education of students with P-SEN (permanent special educational needs), special schools were founded to serve them.

1.2. The development and the main precursors (1927-1964)

1927 is pointed out as the year of the beginning of this new period, because in the Reform promulgated the same year in the government of Carlos Ibáñez del Campo (1927-1931), it is explicitly stated for the first time, that, in the school system outside of the traditional schools, there will be "schools-homes for the destitute, weak and organically inferior, abnormal or mentally retarded children" (Decree No. 7.500, Art. 17, letter d).

During this period, it is worth consigning the creation of different experimental schools, among which, some of them are worth mentioning:

- The "Special Development School, for the weak-minded, at School number 4 in Santiago" (Decree No. 5,881, No. 5, letter d, 1928); The American professor Lloyd Yepsen supported it.

- Several schools for the blind, deaf and weak-minded, started because of Decree N° 00653 of March 11th, 1929.

- Special School for the Development of the mentally retarded children with boarding regime, created by Decree No. 4.259 on October 31st, 1933; according to Cizaletti (1986), in this school Juan Sandoval Carrasco worked as deputy director and, later as director, who "[...] worked very hard on what is called therapeutic pedagogy, that is to say, on methods that could make the mentally handicapped children to achieve the level that they are really able to reach from all points of view. A legacy that he left, indirectly, is the job training workshops" (Cizaletti, 1986); at that time, he published an interesting article on guidance for the mentally retarded child (1937) and another (1945) in which he proposed the distribution of children in boarding schools. At the same School, a behavior clinic was established with the purpose of providing psycho-pedagogical care for mentally handicapped children, including their families by Decree No. 12.289 of 1946 (Castro, 2015). The distribution of time proposed by Sandoval (1945, pp. 51-51) for the children attending the boarding school is the following:

<i>Habit practice</i>	<i>Hours</i>	<i>Minutes</i>
Breakfast, lunch and dinner hours are consigned:	03	15
<i>Activities</i>		
Agricultural, Industrial workshops, Circumstantial practical work, etc.:	05	
<i>Classes</i>		
Instrumental, artistical education, sensory motor exercising, etc.:	04	
<i>Break</i>		
Resting, recreational activities, directed games, library:	02	
<i>Sleep:</i>	09	45
Total:	24	

- Special School of experimental category to operate in Ciudad del Niño neighborhood, in San Miguel, Santiago. Created by Decree No. 1.336 on March 21, 1944.

- Due to the preferential concern of the Ministry for a policy that aimed to have greater coverage to care for people with SEN in the forties of the last century, it allowed the founding of various institutions or the formation of groups of work, such as the Special School of Phoniatrics (Decree No. 5.659, 1947), Institute of Therapeutic Pedagogy (Decree No. 10.968, 1949), the School for the Blind and Deaf-Mute was separated into two (Supreme Decree No. 3.871, 1951), School for the Disabled (Decree No. 7.931, 1953), Psychopedagogical Clinic (Decree No. 70, 1955); formation of an interdisciplinary team of professionals from the Neuropsychiatry Service of the Roberto del Río Hospital and the Psychopedagogical Clinic, to take care of dyslexic children, which was left in charge of Dr. Ricardo Olea (1957); a course for the deaf is given, annexed to the Carlos Van Buren Hospital in Valparaíso, dependent of the School for the Deaf of Santiago (Decree No. 8.407, 1957); courses for dyslexics were created at the Special School No. 5, together with the Arriarán Hospital (1959) (Mineduc, 1975); The Leopoldo Donnebaum Foundation was created and directed by himself, focusing its activity on the education and rehabilitation of the mentally handicapped in Providencia, Santiago (1961) and, the following year, the Recovery School was built, in charge of Juan Sandoval, where he started and directed the magazine *El Niño Limitado* (*El Niño Limitado*, 1969, p. 7); the National Association for Mentally Deficient Children and Adults was founded (1964).

As a summary of this period, it should be noted that several special schools continued to be created to serve students with P-SEN, but the most important thing is the beginning of the formation of interdisciplinary groups (educators, doctors, psychologists, psychiatrists, etc.) to study experimentally, and so better serve children with physical problems (deaf, blind, etc.) and those with mental disabilities. In turn, some names in this area began to stand out, such as Ricardo Olea, Juan Sandoval³ and Leopoldo Donnebaum.

1.3. Consolidation and great scientific achievements (1964-1980)

This period begins with two relevant facts for this area in education: (i) Systematic training of teachers in Special Education at a higher education level and emergence of research groups: Universities: University of Chile, 1964; Pontificia Universidad Católica of Chile (UC Chile), 1969; Pontificia Universidad Católica of Chile, in the Maule Region, 1972; University of Concepcion, 1971; Austral University of Chile, 1974; Pontificia Universidad Católica of Valparaíso 1978; Católica del Norte University, 1979; simultaneously, several Professional Institutes and Technical Training Centers started to offer technical careers in the area, due to the 1981 legislation. (ii) from the Educational Reform in 1965, initiated by Eduardo Frei Montalva's government (1964 -1970), an Advisory Commission was set to investigate and prepare proposals for solutions to the problem of mental deficiency in 1965⁴, in order to provide

³ Initially concerned with mental retardation and later with dyslexia (Sandoval, 1970).

⁴ President Frei claimed that Donnebaum had formed a National Association for Mentally Deficient Children and Adults (*El Niño Limitado*, 1969, p. 7) and for the country to worry about the issue, he appointed the Commission to study and propose public policies for the social, educational and economic protection and support for the mentally retarded. In 1967, the contributions of the same were received, in which it was suggested teacher improvement, increase of adequate infrastructure, research and experimentation on mental deficiency and legal situation of the mentally handicapped person. The Legal Subcommittee, headed by Enrique Silva Cimma, prepared a bill with the purpose of granting comprehensive protection to this type of handicapped throughout their lives, including welfare, work, education, health care and legal assistance (Rojas, 1967: 9). President Salvador Allende (1970-1973), will be concerned with the job training of the mentally handicapped, creating the First Job Training Center in the country for adolescents, called Juan Sandoval Carrasco, in honor of an outstanding differential educator (1972).

elements that dictate public policies for people with these characteristics; at the same time, it is worth noting the creation of the Department of Special or Differential Education in the structure of the Ministry of Public Education, 1970; the approval of the different study programs for Differential Education: Mental deficit (Supreme Decree No. 310, 1976), Visual deficit Supreme (Decree No. 125, 1980), Specific learning disorders in reading, writing and calculation (Supreme Decree No. 143, 1980), oral language disorders (Supreme Decree 148 of 1980) and hearing disorders (Supreme Decree No. 15, 1981); ever since 1985 the Ministry of Education will begin to approve different experimental plans for Labor Centers, both for Santiago and provinces. As the special schools were mostly located in Santiago, several dozen institutions were founded throughout the country, both public and private; among the former, the Experimental Center for Development stands out, dependent on the Directorate of Primary and Normal Education of the Ministry (1967), founded in San Miguel, with the objective of caring for mentally handicapped children and adolescents; an institute dedicated to the education of children with mental retardation⁵ in Viña del Mar (1966), thanks to the collaboration of the neurosurgeon Hugo Gárnica; Special School No. 11 of Valparaíso, at the Van Buren Hospital to attend people with dyslexia (1968); Special School of Punta Arenas (Decree 6558 on August 17th, 1968 (Mineduc, 1975). Amongst the private ones the Limited Child Aid Corporation - Coanil- can be mentioned, whose objective is "(...) to tend to the integral attention of the subjects with intellectual, working and/or specific, motor and sensory alterations in order to effectively integrate them into society" (Coanil, 1975: s/p). Finally, from 1970 the formation of differential groups began in primary and secondary education for the sake of reducing failure and dropout rates (Decree No. 457, 1976 for schools and Decree No. 1,861, 1979 for high schools); the idea is that the special education teacher maintains contact with the class teacher in the classroom, and thus, he or she can find out better about the shortcomings of each student with SEN and so better psycho-pedagogical support can be provided.

Simultaneously, it is established that in special schools there should be a 'technical office' of professionals: a specialist teacher, a psychologist, a social worker and a speech therapist, in order to support and guide the work of teachers and coordinate the action of the school with parents and the community (Decree No. 911, 1977).

In consideration of the foregoing, it should be noted that in 1970, there were 44 special schools in the country, covering the different SEN. Successively, a new order was given to the Special Schools for the mentally handicap throughout the national territory; Annex No. 1 shows the respective list.

The work carried out since 1965 at the Luis Calvo Mackenna Hospital with specialized personnel in psychiatry to investigate and attend to dyslexia problems deserves special mention; in order to do this, the Ministry of Education creates the Special School No. 15. In the investigative work, the psychologist Luis Bravo Valdivieso stands out, someone who has become

⁵ At the beginning of the military dictatorship, a subprogram called "Development of differential education" (1974) was created in the CPEIP, which was preparing the ground to advance in the elaboration of Plans and Programs to attend to the different SEN, whether they were temporary or permanent. This organization arranged a Seminar for such purposes, with the participation of representatives from the University of Chile, the Pontificia Universidad Católica of Chile (UC Chile) and the Ministry of Health, led by the person in charge of Differential Education in the Ministry of Education, Manuel Sandoval Vergara; Six commissions were established: 1) teacher training and improvement; 2) research policy; 3) primary common education and differential or special education; 4) prevention, diagnosis and early care; 5) care or diagnostic centers, and 6) administrative and budgetary aspects. The results pursued prompt actions, since "(...) that the educational authorities will be able to collect the determination of an action policy in relation to the needs of Special or Differential Education that allow a qualitative and quantitative improvement of this branch of education" (CPEIP, 1974: 12); that same year, the so-called Commission 18 was formed with head masters of special schools as participants and, from there, the plans and study programs that would emerge were specified.

a leading specialist in the area and recognized in Latin American for his research and publications⁶; an important educator, Alfonso Brito, also worked there. Consequently, this new type of deficit began to be addressed. Dr. Bravo's work is enriched by forming a multidisciplinary team, in order to tend to the boys and girls who came to Child Psychiatry more effectively; In this group, Professor Mabel Condemarín Grimberg⁷ stands out because of her concern for children's learning problems, especially in reading. Dr. Bravo, who worked as an academic at Pontificia Universidad Católica of Chile, founded the postgraduate degree in Special Education in the same institution, and later the master's degree in the same area. In this work, the PhD in Psychology, together with Mabel Condemarín, and other outstanding educators, psychologists and psychiatrists such as Amanda Céspedes, Neva Milicic, Mariana Chadwick, Eugenia Orellana, Alejandra Medina and Viviana Galdames, among others participated together; this entire team researched, taught, and published different investigations that are widely known, such as some of those mentioned in citations 5 and 6.

In order to make the school system teachers aware of SEN their students endure and so, they could identify them in order to give them an adequate education, during 1972, the Psychopedagogical Clinic, directed by Professor Alfonso Brito, and the Center for Improvement, Experimentation and Pedagogical Investigations -CPEIP- of the Ministry of Public Education carried out an 'Improvement course in learning difficulties'. Also, in the following years, in the same CPEIP, an appropriate training was given to those who worked as differential educators without having the corresponding title.

On the other hand, in the latest years of this period, the sons and daughters' parents with P-SEN began to group together to support each other; and as a consequence, the National Union of Parents and Friends of the Mentally handicap -UNPADE in Spanish-, the Association of Parents of Spastic Children -ASPEC- and the Association of Parents of Autistic Children -ASPAU-, among others, have been created.

Finally, it is important to point out that during this period three relevant events occurred at an international level, the General Assembly of the United Nations approved, in the 2.027^a Plenary Session of 1971, the "Declaration of the Rights of the Mentally Retarded" and in the 2.433^a Plenary Session of 1975, the "Declaration of the Rights of the Disabled" and 1981 was declared, by the same Assembly, as the International Year of the Disabled.

As a synthesis of this period, it has been possible to verify that special education has reached a degree of maturity, due to the incorporation of training for specialists at different universities, allowing the creation of interdisciplinary work groups, to conduct a series of investigations in the area -mainly in learning disorders and in the importance of the development of basic functions for school learning-, the publications and participation in congresses; also it was very important the incorporation of a specific area in the structure of the Ministry of Public Education, to begin with the approval of plans and programs for the different deficits and a continuous improvement of teachers who worked in special schools without the corresponding mention.

⁶ Among them are: "Pre-reading learning experimental test (P.P.L. in Spanish)" (1997); School learning disorders (1978); The child and the school (1981); Psychology of learning difficulties (2002); Early Reading and Cognitive Psychology (2003); written language and dyslexia (2004a); "Cognitive processes and early reading learning: cognitive differences between good readers and poor readers" (2004b).

⁷ Who becomes an important educator at the Latin American level in the field of reading. The state of Chile recognized her with the National Education Award in 2003 (Caiceo, 2011). Some publications of this academic are: *La dislexia manual de lectura correctiva* (Condemarín and Blomquist, 1970); *Madurez escolar: manual de evaluación y desarrollo de las funciones básicas para el aprendizaje escolar* (Condemarín, Chadwick and Milicic, 1978); *Prueba de comprensión lectora de complejidad lingüística progresiva* (Alliende, Condemarín and Milicic, 1981); *La lectura: teoría, evaluación y desarrollo* (Alliende and Condemarín, 1982); *La escritura creativa y formal* (Condemarín and Chadwick, 1986).

2. A new paradigm for Special Education: inclusion

2.1. The beginning of the integration and inclusion period, due to the paradigm shift derived from research (1981-2014)

International situation of the concept of Special Education

As it was previously declared, a biomedical concept of Special Education is perceived, considering that it had been focused on addressing the deficits found in some children and adolescents, taking into consideration that these situations were studied from the perspective of medical and psychological sciences; with this conception, special schools were created to assist students with different deficiencies in order to 'cure' or 'correct' their problems, segregating them from the rest of the population. However, the so-called Warnock Report (1978)⁸ will change the educational focus of people with disabilities, indicating that special education should promote educational objectives for the entire population, regardless of their deficiencies, in this way, progressively

The objective of this educational modality begins to take a turn in the sense that it is not only about optimizing progress in the development of the person based on their disability, but also and especially about providing a set of supports and resources that must be implemented in the regular educational system to provide an adequate educational response that favors maximum global development (Godoy et al., 2004, p. 3).

The foregoing is consistent with what Jiménez and Vilá stated in the sense that it is necessary to move from "special education to diversity in education" (1999, p. 1). In turn, Garanto already defined Special Education in 1984:

as the educational attention (in the broadest sense of the specific word) that is provided to all those subjects who, due to genetic, family, organic, psychological and social circumstances, are considered exceptional subjects either in a specific sphere of their person (intellectual, physical, sensory, psychological or social) or in several of them together (Garanto cited by Jiménez & Vilá, 1999: p. 46).

During this period, a series of international agreements on this subject were issued, to which, in some cases, Chile signed, amongst them, the following: International Convention on the Rights of the Child, United Nations (1989); The World Conference on Education for all, UNESCO (1990); The Salamanca Statement and Framework for Action on Special Needs Education, UNESCO (1994); The Standard Rules on the Equalization of Opportunities for Persons with Disabilities, United Nations (1993); The Inter-American Convention on the Elimination of All Forms of Discrimination against Persons with Disabilities, OAS (1998) (Godoy et al., 2004).

⁸ Developed by a Commission headed by Mary Warnock in the United Kingdom, which had worked since 1974, bringing out the report four years later.

Advances in Chile as a response of the previous context

Between 1981 and 1990 the number of special schools continued to increase, although in 1983 a change began to be noticed as the regular school gradually incorporated "those students who had overcome their specific difficulties, without commitment in the intellectual area (...) the following regulatory exceptions were stated: differentiated assessment, exemption from cumulative assessment in up to two subjects and the exemption of one subject" (Godoy et al., 2004, p. 10). However, in 1985 there were 31,017 students in special schools distributed in 264 establishments, according to the attached table:

Dependence/ Deficit	Fiscal	Municipal	Subsidized schools	Private Schools	Total
Hearing disorder	815	141	395	0	1351
Mental handicap	6.906	8.871	11.350	51	27.178
Visual deficit	44	70	155	0	269
Speech and Language alterations	487	263	712	0	1.472
Motor disorders	241	97	0	0	338
Others	292	117	0	0	409
Total	8.785	9.559	12.612	51	31.017

Source: Mineduc at Godoy *et al.*, 2004, p. 10.

As Chile returned to democracy Decree No. 490 (1990) was issued, which establishes in Art. 1 that "disabled students can be incorporated into a common school at the pre-school, primary or intermediate levels in the form and conditions that will be established later. In Art. 2 the different disabilities are specified:

- a) Intellectual: mental deficiency that in psychometric terms covers the mild and moderate ranges;
- b) Visual: includes students who have a visual remnant of 0.33 or less in their central measurement;
- c) Hearing: this category is related to those people who have a hearing loss equal to or greater than 40 decibels.
- d) Motor: includes disorders of the central nervous system that produce motor disorders due to their condition as a movement control mechanism, such as: cerebral palsy or muscular dystrophies.

At the same time, in Art. 7 an integration activity is indicated

This must include the technical support required for the diagnosis, orientation and school placement for the disabled, as well as, specialized pedagogical action and/or remedial care (kinesthetic, speech, psychological or other), Services that the Diagnostic Centers may provide to the student and the entire educational unit that participated of the experience.

In addition, in Art. 8, it is indicated that there must be technical advice delivered by a specialist teacher. There is no doubt that this regulation meant an advance in the new paradigm

of special education. For its part, Law No. 19.284 (1994) is promulgated, initiated by the Ministry of Planning and Cooperation, which means a new advance by establishing norms for the full social integration of people with disabilities. According to data from the Special Education Program between 1997 and 2003, the number of students in Integration Projects increased from 3,365 to 20,746 (Godoy et al., 2004, p. 14).

In 2004, the Minister of Education Sergio Bitar put in place a Commission of Experts to study the new perspective of special education for the country, which points out regarding the situation at that time:

The current stage is distinguished as a transition process, more or less advanced, from a segregated education to one of diversity, more inclusive and integrative, even though, there is still a debate between those who want to have a single inclusive system and those who want to maintain a separate education system for the segment of the population with disabilities. Today, the global trend is to promote the full participation of all students with special educational needs in the ordinary school (Blanco et al., 2004, p. 15).

The Commission makes a series of suggestions that are necessary to apply in order to advance in the inclusion process; as a result of it, some years later the School Integration Program -PIE in Spanish- was implemented, through Supreme Decree No. 170 (2009) which established a special State allowance for establishments that had the PIE Program to serve students with disabilities. SEN, whether temporary or permanent. This Decree in Art. 1 indicates

This regulation manages the requirements, instruments, diagnostic tests and the profile of the competent professionals who must apply them in order to identify students with Special Educational Needs and for whom the benefit of the State allowance may be requested for special education (...).

In Art 2, it is defined what will be understood as "(...) student who presents Special Educational Needs: one who needs additional help, either human, material or pedagogical resources, to conduct their development and learning process, and contribute to the achievement of the aims of education". In the same Article 2, diagnostic evaluation is specified:

It constitutes an objective and comprehensive inquiry process carried out by competent professionals, which consists of the application of a set of evaluation procedures and instruments whose purpose is to specify, through an interdisciplinary approach, the learning process and health condition of the student and their evolutionary nature.

Article No. 16 specifies the different specialists who must intervene in an adequate diagnostic evaluation, according to the special needs of each student: special educator, speech pathologist, neurologist, psychologist and psychiatrist. For its part, the previous Decree is reinforced by promulgating Law No. 20,422 (2010), which establishes in Art. 34 that.

The State will guarantee access to public and private establishments of the regular education system or to special education establishments for persons with disabilities as appropriate, that receive allowances or

contributions from the State. Pre-school, primary and secondary education establishments will contemplate plans for students with special educational needs and will encourage the participation of the entire school of teachers and education assistants and other members of the educational community in said plans.

The Ministry of Education hired Fundación Chile -as an external instance- to evaluate the application of Decree No. 170, after 4 years of its application; one of the main conclusions of the research carried out is the following:

It should be noted, as an observation of the researchers themselves, that since the schools are focused on those aspects of the policy that are related to guarantee the access and maintenance of a 'minimum floor' that allows the implementation of the policy, such as the search for professionals to diagnose the students, to hire a coordinator to guide and order the procedures and ensure that the PIE allowance is obtained. It seems that the issues related directly to work between the professional and the student have not been largely considered by school agents (Marfán et al., 2013, p. 266).

But, at the same time, the researchers suggest to the Ministry of Education:

To review aspects of the policy regarding the definition of admission criteria for students with special educational needs -currently focused on personal diagnoses and, mostly, clinical approaches- which may allow not only a concrete integration of the students, but also their active participation in the schools and focus the work of the institution to meet their emotional needs, the development of their learning processes and the support of their families and environments (Marfán et al., 2013, p. 268).

This research reveals that the PIE Program has been implemented in several schools, which have meant progress in the integration and inclusion policy for students with SEN, but that the results have been dissimilar between establishments due to the bureaucratic reasons that imply maintaining the program at inside educational units.

2.2. 2015 Inclusion Law in Chile

During 2014, a Special Education Technical Board in the Ministry of Education was created, which carried out an exhaustive analysis of the situation of this type of education in every level and proposed a series of suggestions that would directly influence the Law Project, which was in the Congress and was going to be promulgated the year after; in this regard, it highlights about the school system:

Within the framework for the aims of the selection, it is recommended that the Law Project that puts an end to this option and safeguards the right to inclusion and non-discrimination in the admission processes of students with disabilities in regular and special schools, that equal opportunities are guaranteed in the access, that also, they are given priority in the schools of their choice and ensure an equitable distribution of these students in the school system (Infante et al, 2015, p. 52).

After nearly a year of debate in parliament, Law No. 20.845, called School Inclusion was approved (2015), being published in the Official Gazette on June 8th, but coming into effect on March 1st, 2016., starting date of the school year in Chile. Regarding the issue of special education, there is significant progress with respect to Decree No. 170 (2009), ceasing to be optional whether an establishment has the PIE Program with students with SEN or not, because now, parents and guardians can register their pupils in the admission system managed by the Ministry of Education itself and the establishments must receive students with T-SEN (temporary) and P-SEN (permanent). Downwards, there are some relevant aspects of the previously mentioned School Inclusion Law:

Integration and inclusion: "The system will tend to eliminate all forms of arbitrary discrimination that obstructs the student's participation and learning processes" (Art. 1, point 1, letter k).

Quality inclusive education: "It is the duty of the State to dispose and ensure a quality inclusive education for all. Likewise, it is the duty of the State to promote the generation of the necessary conditions for the access and permanence of students with special educational needs in regular or special educational establishments, depending on the best interests of the child or ward." (Art. 1, point 2, letter a); further on, it adds that access must be "equitable, inclusive and without arbitrary discrimination" (Art. 1, point 2, letter b); subsequently it is indicated that quality education is understood to be that which has an "integral character" (Art. 3, point 1, letter b)

System of admission to the school system: "The processes of admission of students to educational establishments will be carried out through a system that guarantees transparency, equity and equal opportunities, and that ensures the preferential right of parents or guardians to choose the educational establishment for their children" (Art. 1, point 6)

No enrollment cancellation: "(...) directors may not cancel enrollment, expel or suspend their students for derived causes (...) or related to the presence of permanent or temporary special educational needs, that were defined in the second paragraph of article 9, which may be present during their studies (Art. 2, point 5, letter f).

At the same time, the previously mentioned Inclusion Law is reinforced in relation to special or differential education, in the pedagogical aspect, with Decree No. 83 (2015), which in Art. 3 states:

Educational establishments that provide special learning modality and those that have an integration project (PIE) that serve students with special educational needs, must implement the criteria and guidelines for curricular adequacy referred to in this decree at the pre-school and primary general education

The foregoing is complemented by Art 4, which establishes that "they must apply an evaluation according to said adaptations, accessible to their individual characteristics and conditions."

As can be seen, this Law No. 20.845 definitively assumes the concept of connecting special education with the learning processes of students with SEN in the common school; Accordingly, the special educator attends students with SEN in groups apart from their course at different times and, in addition, participates, together with the regular teacher, in the entire class group in which his or her own students are. The Law, however, has meant the closure of many special schools and a considerable increase in children and adolescents with SEN, together with the other students in both, public or private educational establishments financed by the state. This situation has not been exempted from controversy, since questioning arises,

considering how schools are going to attend deaf, blind or mentally handicapped students, since it will not be able to have all the necessary specialists to care for them. It is true that the allowance provided by the State for a student with SEN is three times what it is usually provided for a student without SEN, but with a cap of 5 people with T-SEN and only 2 with P-SEN; with the extra allowance received, it is only enough to hire the minimum staff required: differential educators (each one can serve only 20 students), psychologist and speech therapist. In an educational establishment, according to the investigations of Dr. Luis Bravo, the presence of students with SEN has risen from 15% to 30%; in an establishment that has 45 students per class -the maximum allowed by law- so it will have about 15 students with SEN and the law allows financing only 7. Arduous task for the management of schools.

Conclusions

After this historical journey about special education in Chile, it can be concluded:

- The country was a pioneer in Latin America in addressing the issue of the mentally handicapped since 1852, creating special schools from that date on, that attended students with such an anomaly.
- While the concept of assisting students with different deficiencies lasted in order to 'cure' or 'correct' their problems, more and more special schools were created to attend the different deficiencies (blindness, deafness, mental deficiency, etc.), all considered P-SEN.
- In the same period, interdisciplinary teams were created, which made possible to improve caring methods; This situation, consequently, allowed the development of research that opened the panorama towards T-SEN's.
- Plans and programs for the different 'deficits' were created.
- The country quickly adapted to the new concept of education for diversity that emerged in the world from the Warnock Report (1978). The changes began to occur from 1990 with the return of the democracy.
- In the first instance, the changes were minor, but the created commissions were elaborating the bases for Decree No. 170 to emerge in 2009, which allowed the incorporation of children with SEN to the ordinary school, due to the special financing that the State provided, both to public and private establishments.
- The definitive step to education for diversity was reached in 2016, thanks to the Inclusion Law, promulgated the year before.
- State contributions to cover T-SEN's are sufficient; however, the situation of the establishments that serve P-SEN cannot financially cover the expenses that it demands. It's imperative to review this situation.
- Comparatively, there is a great difference between the period of assistance for people with physical or intellectual deficiencies and the period of integration and school inclusion, but the country has evolved according to the progress made by the different sciences: medical, psychological, psychiatric and educational.

Considering the foregoing, Chile is on the right path to take good care of all the children and adolescents who are in their age of study; Chile was also ahead of time to comply with the Jomtien agreements of 1990, in 1990, since in the same year there was full coverage for school demand, it only needed to improve the quality. With the current school system, the country is more inclusive, allowing diversity in the educational system, which means increasing democracy and preparing future citizens for the world of the future, which

is just around the corner. It is always possible to go further and that is the current challenge, especially welcoming students with socio-emotional problems who have returned to the classroom after two years in virtual education due to the Covid-19 pandemic.

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ANNEX - LIST OF SPECIAL SCHOOLS IN 1969.

FORMER NAMES	CURRENT NAMES	ADDRESS	HEAD MASTERS' NAMES
Escuela Especial de Desarrollo de Santiago	Escuela de Educación Especial Nº 2	Larraín 6374	Violeta Pizarro
Escuela Especial Nº 130 de Santiago	Escuela de Educación Especial Nº 5	San Francisco 1484	Amada Castro
Escuela Especial Nº 136 de Santiago	Escuela de Educación Especial Nº 6	Av. La Paz 850	Regina Aubry
Escuela Nº 325, Centro de Defensa del Niño, Naciones Unidas, Santiago	Escuela de Educación Especial Nº 7	Carrascal 4710	Silvia Díaz
Escuela de Reeducción de Irregulares de Antofagasta	Escuela de Educación Especial Nº 8	Gral. Velásquez 1204	Guillermo Hidalgo
Escuela de Rehabilitación de Irregulares, Concepción	Escuela de Educación Especial Nº 9	Cruz 1577	Ana Díaz
Escuela de Rehabilitación de Irregulares Nº 360, Santiago	Escuela de Educación Especial Nº 10	Erasmus Escala 2767	Lidia Droguett
Escuela Experimental Especial Mixta, Valparaíso	Escuela de Educación Especial Nº 11	Colón 2454	Eduardo Lezana
Escuela Especial de Rehabilitación, Talca	Escuela de Educación Especial Nº 14	5 Sur 1926	Milza Garrido
Escuela Especial de Rehabilitación, La Serena	Escuela de Educación Especial Nº 17	Pablo Muñoz (s/n)	María Malbrán
Escuela Especial de Rehabilitación de Deficientes Mentales, Santiago	Escuela de Educación Especial Nº 21	Rangers (s/n)	Cristabel Pineda
Escuela Especial de Rehabilitación de Deficientes Mentales, Copiapó	Escuela de Educación Especial Nº 22	Las Heras 360	María Luz Lanza
Escuela Especial de Rehabilitación de Deficientes Mentales, Iquique	Escuela de Educación Especial Nº 23	Thompson 1786	Sixtina Barriga
Escuela de Educación Especial, Punta Arenas	Escuela de Educación Especial Nº 25	En Escuela Nº 1	Dolly Johnston
Escuela de Educación Especial, Santiago	Escuela de Educación Especial Nº 26	Lord Cochrane 2131	Marta Catalán
Escuela de Educación Especial, Santiago	Escuela de Educación Especial Nº 27	En Hospital Neurocirugía	Victoria Agüero
Escuela de Educación Especial, Temuco	Escuela de Educación Especial Nº 28	M. Rodríguez 1189	Irma Méndez
Escuela de Educación Especial, San Fernando	Escuela de Educación Especial Nº 29	Valdivia 1012	Blanca Silva
Escuela de Educación Especial, Santiago	Escuela de Educación Especial Nº 30	Fernández Albano 200	Guillermo Moreno
Escuela de Educación Especial, Osorno	Escuela de Educación Especial Nº 31	Matta 892	Jaime Hernández
Escuela de Educación Especial, Santiago	Escuela de Educación Especial Nº 32	Ricardo Morales 3369	Kira Díaz
Escuela de Educación Especial, Chillán	Escuela de Educación Especial Nº 33	Pobl. Kennedy, Sector Sur s/n	Carlomagno Leiva
Escuela de Educación Especial, Santiago	Escuela de Educación Especial Nº 34	Vidaurre 1631	Thalia Lazo
Escuela de Educación Especial, Santiago	Escuela de Educación Nº 82	Profesor Zañartu 1085	Amelia Castro

Source: Ministry of Education, 1975.