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# Special Education in Chile, in the Perspective of Jaime Caiceo Escudero

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**Abstract:** Special Education in Chile has had a notable advance from the mid-nineteenth century to 1980, a period studied by Dr. in Education Sciences, Don Jaime Caiceo Escudero, both in the so-called Transitional Special Educational Needs and in the Permanent Special Educational Needs. Based on the research carried out by this important Chilean educator, it's intended to describe from their origins until the Decade of the eighties of the 20th century the advances achieved for this type of education in the country. It's necessary, in turn, to specify that in Chile is called differential education since 1968 by the Ministry of Education. A definition on it, will be formulated by Dr. Caiceo scholar of this educational area publications, where he carried out an analysis of the history of this type of education development, since its inception in 1852 until 1980, dividing it into three long periods, namely, the emergence of special education (1852-1926), development and main precursors of special education (1927-1964) and the consolidation and the scientific achievements (1964-1980); all of them will be described, by Chilean researchers on this type of education indicating different publications, such as those by Dr. Luis Bravo Valdivieso. In addition, indicate the important action that has taken after the study period of the National Award in Education, Mabel Condemarín; both Chilean personalities are recognized at the international level.

**Keywords:** Special Education in Chile, Differential Education, History of Education

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## 1. Introduction

According to Jaime Caiceo's research, it was in our country only between the seventies and the eighties of the last century that special education had a significant boom in Chile since then several investigations have been carried out in this field, especially in learning disorders. For this reason, several special needs schools have emerged and higher education has been concerned with training specialists in this type of education. However, special education has more than a century and a half of history.

This paper describes and analyzes the importance of the period under study, in which well-known personalities, where Chilean and foreign were involved, who will initiate an educational development in its different areas and levels. It will be demonstrated the importance of special education and because of it people with disabilities will begin to be recognized by society, searching for strategies to promote this kind of education and attain teachers training who can specialize professionally in this area so that they can deliver knowledge,

but especially to achieve a better quality of life for students with special needs; Recently, in the country there has been several educational reforms that have promoted integration and inclusion,- creating the School Integration Programme-, distinguishing children with temporary or permanent special educational needs, this represents a very important and significant advance in special education in Chile.

In this research we can notice the development of the active school, especially in people like María Montessori and Oviedo Decroly, highlighting their contributions to special education in Chile. The progress of this type of education will be demonstrated by analyzing the thought of Doctor Caiceo regarding the subject exposed and its progress.

This work is the result of research carried out at the Universidad Mayor and the methodology is the same as that of historical studies, using primary and secondary sources (articles published in magazines and interview with researcher Jaime Caiceo Escudero) [15].

## 2. Definitions Around the Concept Concept of Disability

There are several definitions of *special education*, and to understand a little bit more it is important to clarify the concept according to the United Nations Educational, Scientific and Cultural Organization (UNESCO): "*Education for children and young people who have difficulty in learning, because they suffer from any kind of disability or deficiency (like, blindness, amblyope, deafness, people that are mentally retarded, slow learners, persons who have any physical deficiency) or various combined deficiencies*" [17, 12].

In 1975, the Ministry of Education of Chile pointed out that this type of education:

(...) It constitutes a system of technical-administrative, financial, material and human elements, intended for the comprehensive formation of a human being, this kind of education is planned for those people who due to some global or specific deficit, socio-cultural, sensory or motor, cannot achieve their harmonious and complete development through regular education system [17, 12].

The Ministry of Education points out that according to the International Society for the Rehabilitation of persons with disabilities, there are six different kinds of people who attend special education. These are the following:

1. Mental deficiency: Corresponds to persons with intellectual deficiencies in trainable levels (moderate or mild deficit);
2. Sensory disability: human beings with hearing impaired (hypo acoustic deafness) or visual impairment (blind, amblyope);
3. Motor impairments: persons with motor alterations of the central nervous system (cerebral paralysis) or physical handicap (disabled);
4. People with language disorders: People with central nervous system language disorders (dysarthria, aphasia and others) or peripheral nervous system language disorders (dyslalias, rhinolalias and others);
5. People with specific learning disorders: this refers to persons who have reading/learning disorder and also people who have problems understanding and solving mathematical calculations (dyslexia, dysorthography, dysgraphia, dystrophy, and dyscalculia);
6. Some cases of social irregularities: These are people with behavioral disturbances from different etiologies [17, 12].

To properly understand historical meanings of people with disabilities it's necessary to understand some concepts.

According to the International Classification of Impairments, Disabilities, and Handicaps (ICIDH) in 1980, disability is defined as "*any limitation or lack (due to a deficiency) of the ability to perform an activity in the form or within the range considered normal for a human being*" [16].

Later, in 2001, the International Classification of Functioning, Disability and Health (ICF) emerge, which aims to "*Provide a unified and standardized language to serve as a reference point for the definition of health and different states related to health*" [16].

Among the definitions declared by the above-mentioned classifiers, more than two decades have passed, Therefore

one may conclude that there has not been a significant advance in relation to the importance and understanding of disability, because even when we hear repeated mentions of the concepts of inclusion, social models of understanding disability, there is no clear contextualization or any significant change in the actions of society towards persons with disabilities.

In Chile, in accordance to law No. 19.284 [6] dedicated to the full social integration of persons with disabilities establishes the Fondo Nacional de la Discapacidad (National Disability Fund), whose initials in Spanish are FONADIS, with the purpose of providing resources to support persons with disabilities in the country. On the other hand, in 2006 the concept of disability was explicitly included in the Fondo Nacional De Cultura (National Culture Fund), considering the definitions given by both the World Health Organization (WHO), and the author Miguel Ángel Verdugo. WHO, in the nineties, defined disability as: "(...) the result from the interaction of a person's impairment and environmental variables that include the physical environment, social situations and resources" [20].

According to FONADIS, there are three types of disability: mild, moderate and severe disability. On one hand, mild disability consists of "persons who have some difficulty in carrying out daily life activities "; moderate disability: "These are persons who have a significant decrease or impossibility of their to perform most daily life activities, even requiring assistance in basic self-care tasks and they overcome with difficulty only some barriers of the environment". And severe disability: "it is reflected in people who are severely hindered or unable to carry out their daily activities, requiring assistance or care from a third person and fail to overcome the barriers of the environment or they do it with great difficulty" [16].

It's very important to highlight that the Fondo Nacional de Discapacidad (National Disability Fund),- FONADIS-, in Chile was transformed into the "Servicio Nacional de la Discapacidad" (National Disability Service) -whose initials in Spanish are SENADIS- in accordance to the Law No. 20,422 [7] which establishes standards of equal opportunities and social inclusion of persons with disabilities. Article N° 1 indicates the purpose of the law: "The aim of this law is to ensure the right to equal opportunities for persons with disabilities, with the objective of achieving their full social inclusion, ensuring the enjoyment of their rights and eliminating any form of discrimination based on disability".

The report carried out by the World Health Organization -WHO- and the World Bank in 2011 states:

Worldwide, people with disabilities have poorer health outcomes, poorer educational outcomes, lower economic participation and higher poverty rates than persons without disabilities. This is because people with disabilities have to face many obstacles or barriers to have access to services that many of us consider obvious, including health, education, employment, transportation, or information. These difficulties are exacerbated in disadvantaged communities. To achieve the better and more sustainable

development prospects that are at the heart of the Millennium Development Goals by 2015 and beyond, we must empower people living with disabilities and remove the barriers that prevent them to participate in communities, to receive quality education, to find better work and to have their voices heard [20].

In line with the foregoing, the Government of Chile has been working since the end of the last century to improve the lives of people with disabilities through the above-mentioned legislation and the actions derived therefrom.

The above aspects have been pointed out to add to the period studied by Dr. Caiceo, own situations and policies for special education in the last 40 years, both in Chile and worldwide. According to Dr. Caiceo's research, Special Education has to date (2019) 167 years of history in Chile, which allows us to make a distribution between the different moments, which, leads us to a classification of it.

According to the background information gathered from Dr. Jaime Caiceo's research, it's possible to propose the following three periods between 1852 and 1980, the period of time studied by him: (i) The period of the emergence of special education (1852-1926), (ii) The period of development and of the main precursors of special education (1927-1964) and (iii) The period of consolidation and major scientific achievements (1964-1980), which will be addressed in the following point.

### 3. Periods of Special Education in Chile

#### 3.1. The Period of the Emergence of Special Education (1852-1926)

The milestone that is considered the beginning of Special Education in Chile is the foundation of the first school for deaf-mutes persons in Santiago on October 27, in the year 1852; there *"people were taught free of charge to 'read and write, dogma and religious morality and principles of spanish grammar and elementary arithmetic'"*[1].

It should be noted that this event led to the development of education in Chile as a matter of course, since in the previous decade, three important landmark institutions had been founded in the educational history of the country, thanks to the existence in the cultural sphere of a renowned group of Chilean and foreign personalities, welcomed by the authorities of the time, especially by Mr. Manuel Montt, Minister of Justice, Worship and Public Instruction in the forties and President of Chile in the following decade: The University of Chile in 1842, whose first Rector was the Venezuelan Andrés Bello; the First School of Preceptors, whose first principal was the Argentine Faustino Sarmiento; and the School of Arts and Crafts<sup>1</sup> the principal was the French Jules Jaesar [11].

In 1854, a second school for deaf and mute people was founded in Santiago, working free of charge. The school taught: *"... reading, writing, Christian doctrine and morals,*

*mental arithmetic, sewing, embroidery and other manual works adapted to the conditions of the students and whose exercise favored their learning"* [2].

In the year 1875, also in Santiago, two new schools for special education were founded, which operated in premises especially suitable for this purpose: a school for teaching the blind and a school for teaching the deaf-mutes [3].

On the other hand, Caiceo adds a relevant fact, which is the foundation of the Teacher Training Institute for the Deaf-mutes; in this regard he points out:

"In Santiago, on April 10, 1889, according to the decree of that day, Art. 1° states that: 'The Institute of Deaf-Mutes, is created with the aim of educating deaf-mutes and training teachers for schools for people with special needs which, for the same purpose should be established in the Republic'. And in Art. 2°: 'The method of articulated speech and lip reading shall be exclusively adopted. The minimum system is prohibited and the exercise of the organ of hearing shall be applied as far as possible'" [4].

At the same time, it was added to the first deaf-mute school, the Blind Section, in 1900.

In the light of the background researched done by Dr. Jaime Caiceo in this first period, special education focuses only on the foundation of schools for the deaf-mutes and blind in Santiago and implies the concern for mental deficiency.

#### 3.2. The Period of Development and the Main Precursors of Special Education (1927-1964)

In 1927, Special Education was given importance for the first time, when in the Decree on Educational Reform, "(...) it states that in addition to traditional schools, there is a need to maintain 'home-schools for indigent, weak and children with deformities or disabilities, abnormal levels or mentally impaired children'" [5].

During this period a series of educational units were created in this area:

- a. Experimental Schools, standing out among them the Special School of Development, created by Decree 5,881 of December 1928; in it, handicapped children began to be treated.
- b. Schools for blind persons, deaf- mutes and mentally impaired, according to Decree 00653 of 11th March 1929.
- c. A new Special needs school of Development in Santiago, through Decree 4.259 of October 31, 1933, created a section dedicated to the education of mentally impaired children, with a boarding school system. In this school stands out one of the main exponents of Special Education in Chile during the 20th century: Juan Sandoval Carrasco<sup>2</sup>, who was the first deputy

<sup>2</sup> This educator has a series of publications on his subject, among which it is worth mentioning: (1937) "Orientación profesional con el niño retardado mental" en *Revista de Educación*, Santiago de Chile, N° 82, pp. 38-47; (1945) *El niño retardado mental*, Santiago de Chile: Publicaciones Escuela Especial de Desarrollo; (1960) "Fundamentos de una política asistencial en beneficio del irregular" en *Revista Avanzada* N° 5, Santiago de Chile, Publicación Oficial de las

<sup>1</sup> This institution became the Universidad Técnica del Estado in 1947 and the Universidad de Santiago de Chile in 1981.

principal of the school and then principal of the school. Jean Cizaletti, a French psychologist and academic of the Universidad de Chile, refers to Juan Sandoval as the one who "(...) worked a lot on what is called therapeutic pedagogy, that is to say, on methods that could help the mentally handicapped reach their full potential from all points of view. The job training workshops are a legacy that he left, indirectly" [12]. In this same school for special needs, by Decree 12.289 of 1946, a "clinical behavior" was created, providing "(...) psycho-pedagogical care for mentally handicapped children, involving the family to a greater extent". [12]. In 1980, this school was named "Escuela de Educacion Especial N° 2" and it was located on Larrain Street, in the commune of La Reina; its director was Professor Heriberto Castillo.

- d. By Decree 1,336 of March 21, 1944, an experimental School for special needs was created, which will operate in the so-called Ciudad del Niño, in the commune of San Miguel of Santiago [8].

According to Dr. Jaime Caiceo, in the fifties of the twentieth century, the Ministry of Education initiated a specific policy, in order to achieve greater coverage of the education system care to the mentally handicapped, improving that area. This made it possible to create a series of institutions dedicated to education for people with special needs in the capital city:

During the following years several institutions for people with different special needs were founded these are the following: In 1947, the Special School of speech therapy was established (Decree 5.659); on December 7, 1949, the Institute of Therapeutic Pedagogy (Decree 10.968) was founded to focus on a variety of different disorders [17]; on June 5, 1951, by Supreme Decree 3.871, The School of the Blind and Deaf-Mute was separated into two, both of which were transformed into Special Schools in 1969 (Decree 4.635); the School for Disabled persons was created in 1953 (Decree 7.931); the psychological pedagogy Clinic was established on 12 January 1955 (Decree 70), it was created with the purpose of study and solve the problems of lack of adaptation of students of primary school; in 1957 a mixed team of specialists was formed, with members of the Neuropsychiatry Service of the Hospital Roberto del Río and also the psychological pedagogy Clinic, in charge of Dr. Ricardo Olea, with the aim of studying and helping dyslexic children; in the same year, the psychological pedagogy Clinic (Clínica Psicopedagógica) began an experimental treatment with a group of dyslexics people, this was done in the School N° 29 of the capital; in the same year on July 27, by Decree 8.407, a course for deaf people was created, annexed to the Carlos Van Buren Hospital, located in the city of Valparaíso the clinic had facilities in the school for deaf

persons in Santiago city. In 1959, the School for special needs No. 5, in partnership with the Arriarán Hospital, developed courses for mild mental impaired dyslexic persons; in 1961, the Leopoldo Donnebaum Foundation began its activities, directed by himself, its concern was the education and rehabilitation of the mentally handicapped people (especially people with oligophrenia problem), establishing the following year the remedial school [12] its Director was Juan Sandoval, who organized and directed the magazine *El Niño Limitado*. The Donnebaum Foundation functioned until 1980 at 156 Pedro de Valdivia Avenue, in Santiago; in 1964 the National Association for Mentally Handicapped Children and Adults was set up. [12]

It is important to emphasize that in this period, Special Education -as has been indicated - began to take place in hospitals, where schools for different special needs were created -as they are called today-, forming teams of professionals (doctors, psychologists, psychiatrists, etc.), who investigate experimentally how to provide adequate care not only for children with physical problems (deaf, mute and blind), but also for those with mental deficiency.

### 3.3. Period of Consolidation and Major Scientific Achievements (1964-1980)

According to Dr. Caiceo's research, there are two facts that stand out in this period; in 1964 at Universidad de Chile the systematic training of teachers in the area of special education began, and the other fact that stand out was the Educational Reform of 1965, the year in which President Eduardo Frei Montalva appointed the Advisory Commission with the purpose of studying and proposing solutions to the problems of people with intellectual disabilities in the country, especially in the area of social, educational and economic protection. This was based on the work of the National Association for Children and Mentally Impaired Adults, which "(...) realizes the aspiration of Mr. Donnebaum to contribute to create awareness about the problems of mental deficiency and to organize the community to achieve this goal" [12].

The most important aspects of this period in the Special Education field are the following:

- a. Rise in several universities of careers in the area and research groups between 1964 and 1979 (Universidad de Chile, Pontificia Universidad Católica de Chile in Santiago and Campus Maule, Universidad de Concepcion, Universidad Austral, Universidad Católica de Valparaíso and Universidad Católica del Norte).
- b. Professional Institutes and Technical Training Centers developed careers in this field, since 1981, the year in which these types of institutions were created.
- c. The Department of Special Education was founded at the Ministry of Education in 1970.
- d. Approval of Plans and Programs for different special needs, both temporary and permanent, between 1976 and 1980. The details of this matter will be discussed further on [9].

Escuelas Experimentales, pp. 3-9; (1969) "El curso diferencial y el niño deficiente mental leve" en *El Niño Limitado*, N° 4, Santiago de Chile, pp. 8-17; (1970) "Reportaje a la dislexia. Primeras Jornadas Chilenas de Dislexia" en *El Niño Limitado*, N° 11, Santiago de Chile, pp. 18-25.

### 3.3.1. Concern About Mental Impairment and Diversification of Diagnostic Centers and Special Schools

In 1967, the previously mentioned Commission, "(...) after fifteen months of study, a working program was developed, which contemplated various aspects regarding the improvement of teaching, the increase of appropriate infrastructure, research and experimentation in the field and legal status for mentally handicapped people" [9]. It's important to emphasize the bill prepared by Enrique Silva Cimma<sup>3</sup>, with the purpose of "(...) granting integral protection to mentally handicapped people throughout his life, including welfare, work, education, health care and legal assistance" [9, 19].

In 1965, the Ministry of Education placed specialized personnel in psychiatry at Luis Calvo Mackenna Hospital, in order to attend dyslexia problems; the psychologist Luis Bravo Valdivieso, subsequently renowned in Latin America for his research and publications on this problem, was one of the specialists appointed there<sup>4</sup>, who remained in that place until 1974; the multidisciplinary team that was created included Educator Mabel Condemarin, who will be addressed in more detail later. Special School No. 15 was created there to meet this special need. The following year, 1966, the Special School No. 19 was founded, to treat aphasia and speech language disorders, subsequently the care of dyslexic children was included.

In the same year, a study seminar on the subject was scheduled, in which professionals from Special Schools No. 15 and No. 19 participated, studying in depth the scientific and experimental aspects of this anomaly. In 1967, two new schools were opened, linked to the same specific disorder and to hospital centers: San Borja Hospital Special Education School and Special School No. 2 José Joaquín Aguirre. The Special Education School No. 24 Hospital Roberto del Río was also created, attached to the Neuropsychiatry Service of the aforementioned hospital. This institution was concerned with the treatment and investigation on cerebral paralysis, dyslexia and minimal brain dysfunction. [12].

On the other hand, an institute dedicated to the education of children with mental retardation was created in Viña del Mar city in 1966, in partnership with the neurosurgeon Hugo Garnica. And in 1968 two new special schools were founded: Special School No. 11 in Valparaíso city, at the Van Buren Hospital, and the Special School of Punta Arenas city [9].

On May 18, 1967, the Experimental Development Centre (Centro de Experimental del Desarrollo) was opened, it was a pilot institution for the education of mentally handicapped children and teenagers, it was inaugurated in the district of

San Miguel, the center was a part of the Directorate of Primary and Normal Education of the Ministry of Education, the event was attended by the president Frei Montalva.

In 1970 there were already 44 special schools in the country, covering all kinds of health impairment, including Down syndrome.

Under the government of president Salvador Allende (1970-1973), there will be a special concern for work training for mentally handicapped people. In this context, the First Lady, Hortencia Bussi de Allende in 1972 "(...) laid the first stone of the first Labor Training Center in the country for mentally handicapped adolescents, called Juan Sandoval Carrasco. This center operated alongside with the Special Development School (Special School No. 2 (Escuela Especial de Desarrollo; Escuela Especial N° 2) in the district of La Reina" [12].

Before the military coup of September 1973, Chile had 8 Diagnostic Centers dependent on the Universidad de Chile, the Ministry of Education and some hospitals; 34 public schools for the mentally handicapped; 6 private non-profit institutions in Santiago (Escuela de Recuperación Fundación Leopoldo Donnebaum, Pequeño Cottolengo Don Orione, Colegio Coocende, Instituto Apoquindo Coocela Ltda, Casa de Caridad Don Orione and Centro Psicopedagógico Holanda) and 3 private schools (Escuela Dr. Kroll, Escuela Moderna Gabriela Mistral y Colegio Juan Piaget) [9].

### 3.3.2. Formalization of Curricula for Special Education

Doctor Jime Caiceo, states that at the beginning of the military dictatorship (1974), a sub-programme called "Development of Differential Education" was created in the Center for Improvement, Experimentation and Pedagogical Research (Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas -CPEIP-, acronyms in spanish are CPEIP). In this context, the researcher of the Pontificia Universidad Católica de Chile, Luis Bravo Valdivieso, delivered the result of one of his studies to the Ministry of Education, called Development of Differential Education "Elementary school failure and its consequences on education, health and economy", this public organization commissioned the CPEIP with the task of quickly organize a seminar on special education in Chile. In fact, between March 20th and 23th of the same year, the meeting was held with the participation of the different entities concerned with this type of education: Representatives of the Ministry of Education, from the Universities (Católica y Chile), and the Ministry of Health; Manuel Sandoval Vergara, then Head of the Department of Experimental Education and Kindergarten Education of the Ministry of Education, acted as Chairman of the event. This Seminar was divided into six commissions: Teacher training and improvement; research policy; basic education; and education for children with special needs; prevention, diagnosis and early care; care or diagnosis centers; and administrative and budgetary aspects; this allowed the different aspects of special education to be addressed with fluency, exchange of opinions, clarification of ideas and problems, and the prompt suggestion of actions to overcome

3 Former General Comptroller of the Republic of Chile (1958-1964) and later, Minister of Foreign Affairs (1990-1994) and Senator Designate (1998-2006).

4 Some of his most relevant publications are: Trastornos del Aprendizaje Escolar (Santiago de Chile: Teleduc, 1978), El Niño y la Escuela (Santiago de Chile: Editorial Universitaria, 1981), Dislexias y Retraso Lector (Madrid: Santillana, Aula XXI, 1985), Dislexias y Retraso Lector: Enfoque Neuropsicológico (Madrid: Santillana, 1985), Lenguaje y Dislexias: Enfoque Cognitivo del Retardo Lector (Santiago de Chile: Ediciones Universidad Católica de Chile, 1995 and Mexico, Alfaomega, 1999), Psicología de las Dificultades de Aprendizaje (Santiago de Chile, 7a. Ed, Editorial Universitaria, 2002).

them; Therefore, a CPEIP document states “(...) *that the educational authorities will be able to determine a policy of action in relation to the needs of Special Education that will allow a qualitative and quantitative improvement in this field of education*” [18, 13].

Teacher Caiceo points out that as a way of seeking the best solutions to the results of the aforementioned Seminar, in November of the same year, several seminars were held with school principals. These included the following: “School organization and current reality of Special Education” and “Diagnosis of cerebral paralysis”. In addition an “Improvement project was prepared for special education personnel” [9].

The main results of the Commission were expressed in different Supreme Exempt Decrees (Decretos Supremos Exentos -DSE-):

- a. Curricula development for different needs in special education needs: DSE N° 310 of 1976 for mental impairment; DSE N° 125 of 1980 for visual impairment; DSE N° 143 of 1980 for specific learning disorders in reading, writing and arithmetic; DSE N° 148 of 1980 for impaired speech or language (speech disturbances); DSE of 1981 for hearing impairment; from 1985 several experimental plans for Labor Centers were implemented.
- b. The establishment of special education groups in regular education schools and high schools, in order to reduce repetition and dropout rates by Decree No. 457 of 1976 for elementary schools, and by Decree No. 1,861 of 1979 for high schools. Dr. Caiceo argues that: (...) the main characteristic of the groups with special needs is to meet the student's needs in his or her school environment, which favors the connection between the teacher of the course and the teacher of the group with special needs, allowing for readjustments and modifications when its necessary, in order to provide complementary attention to the student who requires it, providing Psycho Pedagogical support in time [12].
- c. Special schools are equipped with a technical office by Decree No. 911 of 1977. This cabinet is formed by a team of professionals: a special education teacher, psychologist, social worker and phonoaudiologist, with the purpose of “(...) supporting and guiding the work of teachers and coordinate the school's action with parents and the community” [12].
- d. Creation of psycho-pedagogical organizations or Diagnostic Centers by Decree No. 428 of 1975. This allowed the different existing <sup>5</sup> public and private organizations that between 1981 and 1982 to serve nearly 25,000 students throughout the country, the average annual consultation rate was of 300 cases in smaller health care centers and 650 cases in health care centers [17].

- e. Encourage the creation of other schools for people with special needs. “In 1982, there were 161 schools for people with special needs in the country, serving approximately 23 thousand students. In the same year, there were 31,906 students in special groups. The 1980 subsidy act encouraged the emergence of private schools for people with special needs” [17, 12].
- f. Training of teachers without a degree in special education to attend special groups, the courses were conducted by CPEIP and universities.
- g. Allocation of positions for teachers and non-teaching professionals.
- h. Delivery of technical and didactic material for diagnosis and educational attention.
- i. Construction and repair of school buildings for special education.
- j. Development of problem prevention programs [12].

On the other hand, at the beginning of the military dictatorship, the wife of José Toribio Merino, who was a member of the Military Government Council, Mrs. Margarita Riofrío, who founded the Aid Corporation to the Limited Child (Corporación del Ayuda al Niño Limitado -Coanil- whose acronym in Spanish), that is a private, non-profit entity that cooperates with the State's teaching function and in 1980 it had twenty-two centers throughout Chile. The objective of this institution “(...) *is to provide comprehensive care of the problem presented by individuals with intellectual, occupational and/or specific motor and sensory impairments in order to effectively integrate them into society*” [12].

By the end of the 20th century in Chile, there were several groups of parents of children with different special needs: National Union of Parents or Friends of the Mentally Handicapped (Unión Nacional de Padres o Amigos de Deficientes Mentales -UNPADE- in Spanish), the Association of Parents of Spastic Children (Asociación de Padres de Niños Espásticos -ASPEC- in Spanish) and the Association of Parents of Autistic Children (Asociación de Padres de Niños Autistas whose initials in Spanish are ASPAU).

At the same time, on an international level, important events took place in the field of special education: “The Declaration of the Rights of Mentally” impaired people at the United Nations General Assembly 2.027th in 1971 and “The Declaration of the Rights of the Handicapped persons” at the 2,433th Plenary Session of the United Nations in 1975 [9].

As can be seen, significant progress was made during this period in favor of Special Education in Chile, consolidating this type of education, which is so important for the care of children with special needs.

#### 4. Mabel Condemarin's Contributions to Special Education

Mabel Condemarin Grimberg (3/11/1931-30/3/2004), for her quality as a Chilean teacher, outstanding in the field of special

<sup>5</sup> In 1982, there were 31 agencies belonging to the Ministry of Education in the country, 2 of Corporation for Assistance to Handicapped Children (Corporación de Ayuda al Niño Limitado -Coanil-), 2 municipal and 1 under an agreement between the Ministry of Education and Universidad Austral.

education and disciple of Dr. Luis Bravo Valdivieso, the State of Chile awarded her the National Prize for Educational Sciences in 2003. Her main concern was with children, especially those with learning disability, in basic literacy.

Her training is diverse and extensive: Teacher at the Bongard School in La Serena, 1951; Education teacher at school *Escuela Normal Abelardo Nuñez* of Santiago, 1960; postgraduate studies at the State College School of Education in Los Angeles, California, 1966-1967; Postgraduate degree in Special Education at the Pontificia Universidad Católica de Chile, 1975 and Master Degree in Educational Sciences at the same university<sup>6</sup>, 1978; Doctor of Education from the University of Wales in agreement with the Interdisciplinary Education Research Program -PIIE- of Chile, 1990.

Dr. Caiceo says about her:

She is a transgressor educator of her time because despite her humble origins and communist father, far from the centers of power, she managed to excel academically and obtain the degrees that she desired, both in Chile and abroad. At the same time, she dedicated her life to a purpose that does not bring great benefits: to ensure that the poorest children and those with learning disabilities could learn to read and write comprehensively and correctly [13].

In 1966, she was called to form a multidisciplinary team together with Dr. Luis Bravo, in order to effectively care for children who needed to be treated in pedo-psychiatrist; was in this way that she began to realize how important it was to be able to solve children's learning disabilities, especially in the reading field.

Subsequently, Dr. Bravo himself invited her to participate in his own work that was part of the area of the Pontificia Universidad Católica de Chile, where he had created the Postgraduate Degree in Special Education, she joined the university as an academic, both in the School of Education and the School of Psychology. With the return of democracy, in 1990 she joined the Ministry of Education along with a group of professionals to participate in the Educational Reform that began that year: For more than a decade she coordinated the program of study for the Improvement of Quality and Equity in basic Education and within it there were the programs of the 900 most underperforming schools in the country. She focused on the most deprived students; in 2002, she joined the Ministry's own LEM campaign, which pursued to focus the concern in basic education on Reading, Writing and Mathematics; when she was part of this program of study, she died of cancer in 2004 [13].

According to Dr. Caiceo, this educator's concern for basic literacy is very important [10] and her pedagogical activity can be summarized in seven thematic axes:

a) Emphasis on deep mastery of written language, including reading and literature. b) Her proposal of the Balanced Approach or Model in the development of the initial readings. c) The Sustained Silent Reading Program as a complement to any good reading comprehension acquisition and advancement plan for the following levels of written

language learning d) The design of national coverage known as the Program for Children at High Risk of Failure in Learning and Development in Reading and Writing e) The Reading Recovery Program based on the concept of early measurement f) Her concern on the research on pedagogical strategies to guide educational action with non-readers adolescents g) The search for updated scientific basis for their pedagogical contributions, for example when she linked the Cloze Procedure to the group of paralinguistic strategies, and when she supports the theoretical closeness of the national coverage design to the holistic model and constructivism [13].

According to Dr. Caiceo, her contribution to special education can be summarized in 12 points; some of them will be presented below:

1. It is essential to perform a diagnosis to discover early learning disabilities in reading and mathematics, handwriting problems, cognitive problems and attention deficit disorder
2. In the context of the development of reading skills in intermediate grades, she developed remedial techniques for students with special education needs based on oral reading.
3. She stated that mild mental retardation, attention deficit disorder with hyperkinesia, moderate communication and language impairments and learning disabilities, including dyslexia and dysgraphia that are quite frequent in the school population, and that the learning needs of children who have them can be met, at least in part, in the regular classroom circumstances.
4. She considered another group of disabilities, such as incomplete mental development, vision and hearing impairments (blind and deaf children), disabling physical problems, autism and psychosis, which are severe but rare problems. She argued that satisfying the specific needs of children suffering from them involves treatment with drugs, work with the family, individual or group psychotherapy and remedial education.
5. In relation to deaf children, she indicated the importance of identifying the possibilities of the Cloze Procedure as a means of diagnosis and development because of much of the learning of non-hearing students is achieved by silent reading (...).
6. She made an identification of children with low cognitive function, children with attention deficit disorder with hyperkinesia and children with communication and language impairments and children with learning disorders, providing suggestions to meet their specific educational needs. In relation to children with low cognitive function, she proposed that the main indicators of the problem are a slow pace of learning, consistent delays in most areas of development and adaptive problems (...) [14].

This educator is widely known in Latin America and Dr. Caiceo's article cited above, is consulted about 10 times a week; it has, in turn, many publications in the areas of learning, assessment and education: about literacy and special education; some of them in the last group are; (1991) Condemarin, Mabel "Niños con necesidades educativas especiales" en Dr. Winter, E. A. & Dr. Puentes, R. R. *Medicina Infantil* (pp. 1093-1099), Santiago de Chile: Speed Printer; (1998) Condemarin, Mabel; Blomquist, Marlys *La dislexia*

<sup>6</sup> Teacher Jaime Caiceo was her colleague in this Program.

(16a. ed.), Santiago de Chile: Ed. Universitaria; (2004) Condemarín, Mabel; Milicic, Neva Test de Cloze (3a. ed.), Santiago de Chile: Ed. Andrés Bello; (2004) Condemarín, Mabel; Gorostegui, María Elena; Milicic, Neva Déficit atencional (3a. ed.), Santiago de Chile: Ed. Planeta Chilena.

## 5. Conclusions

As can be appreciated, the issue of inclusion in Chile is a long-standing one: The first two years of the 19th century and onwards and Dr. Jaime Caiceo has highlighted the fact that he has fulfilled the proposed objectives. In the field of Special Education, Chile is a pioneer in South America, the first school for the deaf and mute was created in 1852. In addition, the greater development of Special Education in Chile in the last period was due to the interest awakened at universities, in which not only professionals have been trained since 1964, but above all, research and publications on the subject are carried out and published.

In addition, it is relevant that in the last period described above the concern, the study and the attention to different disabilities was diversified; the educational program has become an indispensable part of the country's educational system, parents have realized that there is no need to be ashamed if their children are born with some kind of disability, but they need to be treated with suitable specialists. It was successfully tested that educational work produces better results with a multidisciplinary team. Also highlight the amount of research and theoretical-practical contributions to Special Education, emphasizing the valorization of people with disabilities as human beings that have the same rights as normal people and that at their level, they also improve and progress. Several Chilean educators, that are known throughout America, have been highlighted, especially Dr. Luis Bravo Valdivieso and Dr. Mabel Condemarin.

Currently, there are reforms that have been promoted by public policies, but since this work deals with a specific period, it will be necessary to deepen it in a new research, where the current times will be addressed. However, it should be noted that the 2016 inclusion act states that all children, with or without disabilities, must be in the common school; this has caused that serious problems have occurred in the schools, because people with permanent (deaf-mute, Down syndrome, severe mental impairment, etc.) special needs are best treated in a Special School.

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