

# Deaf Education in Chile: Current Issues and Future Challenges

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**THIRD INTERNATIONAL CONFERENCE ON TEACHING DEAF LEARNERS (TDL 2019)**

November 6 - 8 at Philharmonie, Haarlem

# LECSOR

Language, Education and  
Deaf Culture



Pontificia Universidad Católica de Chile  
PSYCHOLOGY DEPARTMENT

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Special Education Teacher  
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**Research Team Collaborator**

# Research Lines

- Teaching and learning written Spanish as L2.
- Deaf adolescents experiences with written texts.
- Learning situation of deaf students in regular education settings.

# Research Lines

- Role of deaf educators in intercultural bilingual education.
- Development of collaborative and intercultural practices between deaf and hearing educators.
- Game-based teaching on reading comprehension strategies.

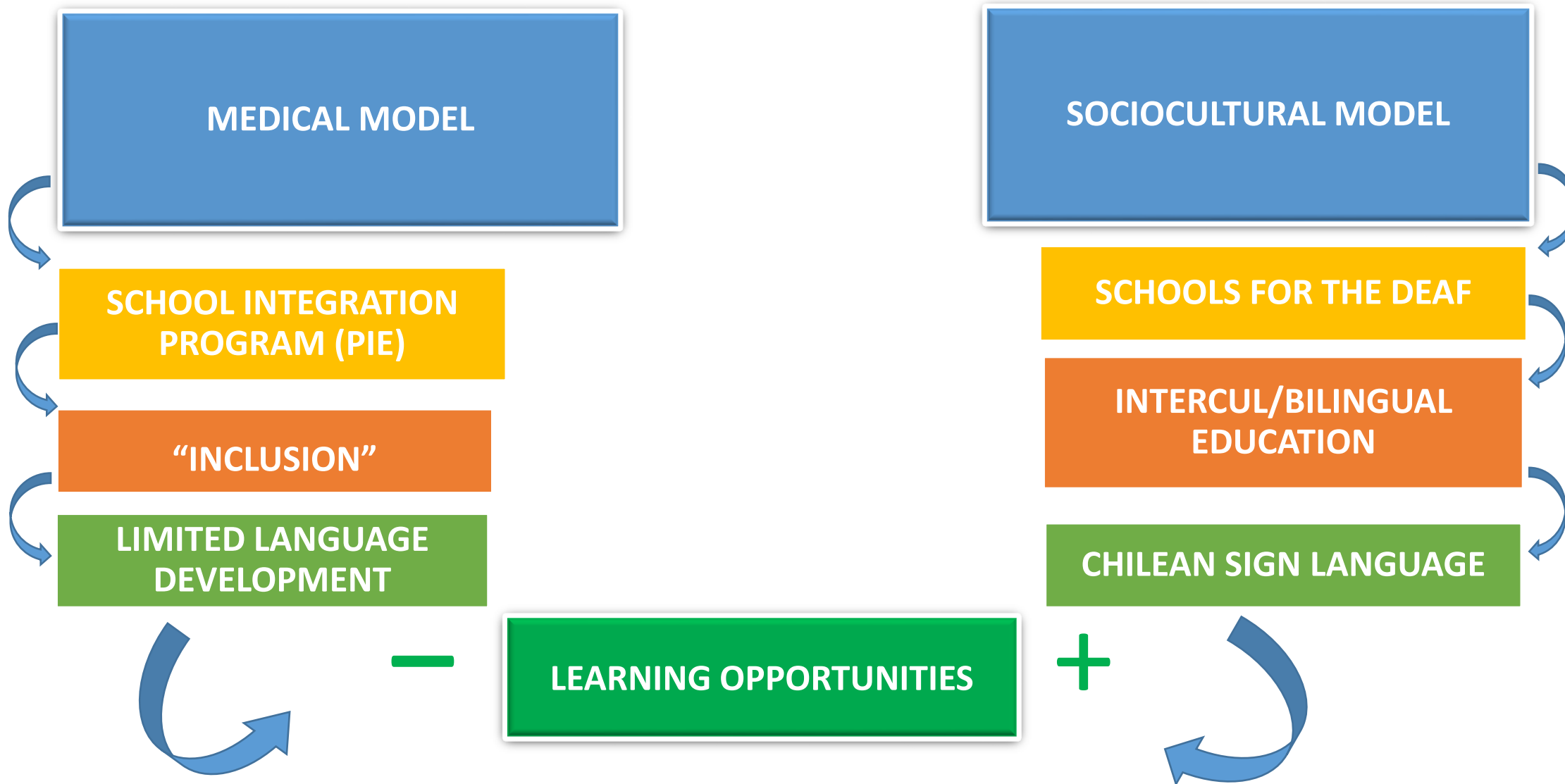
# OVERVIEW

- Education in Chile: Some historical data and background information.
- Relevant topics related to deaf education: “Inclusion” and learning opportunities, Deaf community, LSCh.
- Research questions and LECSOR
- Main challenges and some ideas about how to move forward.

THE SITUATION NOW

**THE “INCLUSION” PROBLEM**



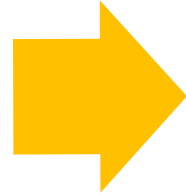


**How did we get here?**

# SOME HISTORICAL INFORMATION

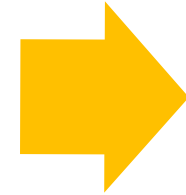
First School  
for the Deaf

1852



Department  
of Special  
Education at  
MINEDUC

1965



Training of  
special  
teachers for  
the deaf  
University of  
Chile

1970's

# MORE HISTORICAL INFORMATION

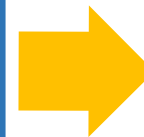
Mainstreaming  
Programs  
(Decree No.  
490)

1990's



FIRST  
BILINGUAL  
SCHOOL

2000

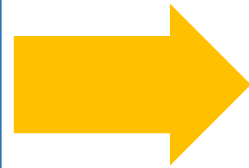


First LSCh  
dictionary  
(UMCE)

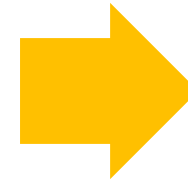
2009

# MORE RECENT MILESTONES

Law 20.422  
LSCh  
2010  
Antidiscrim.  
Law  
2012



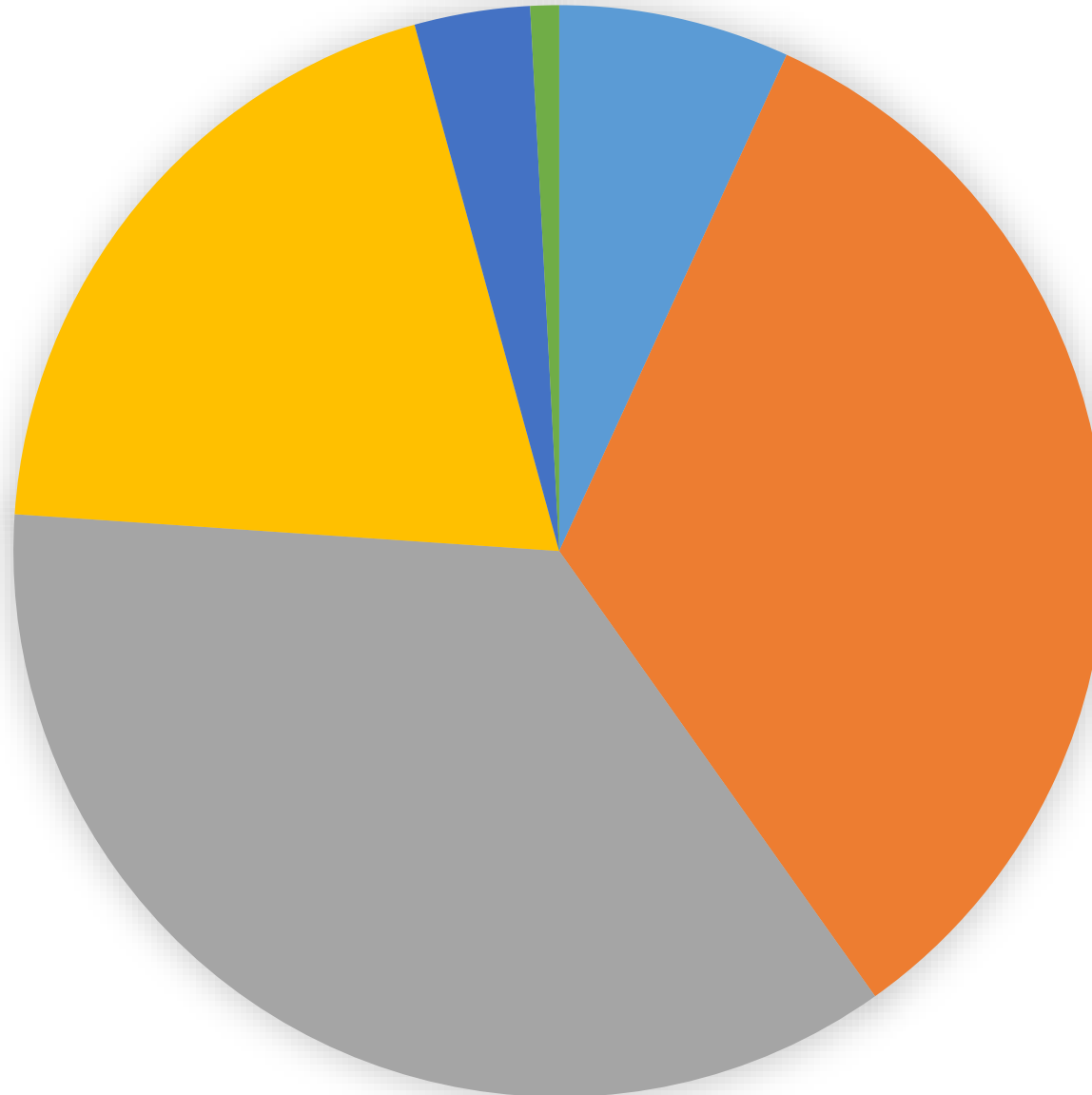
First  
University  
Course to  
train  
Interpreters  
2013



Inclusion Law  
2015

Level of education	%
No formal education	6.84
Incomplete elementary	33.33
Comp. Elem/Incomp. HS	35.89
Comp. HS/Incomp. HE	19.65
Complete Higher Ed.	3.42
No data	0.85

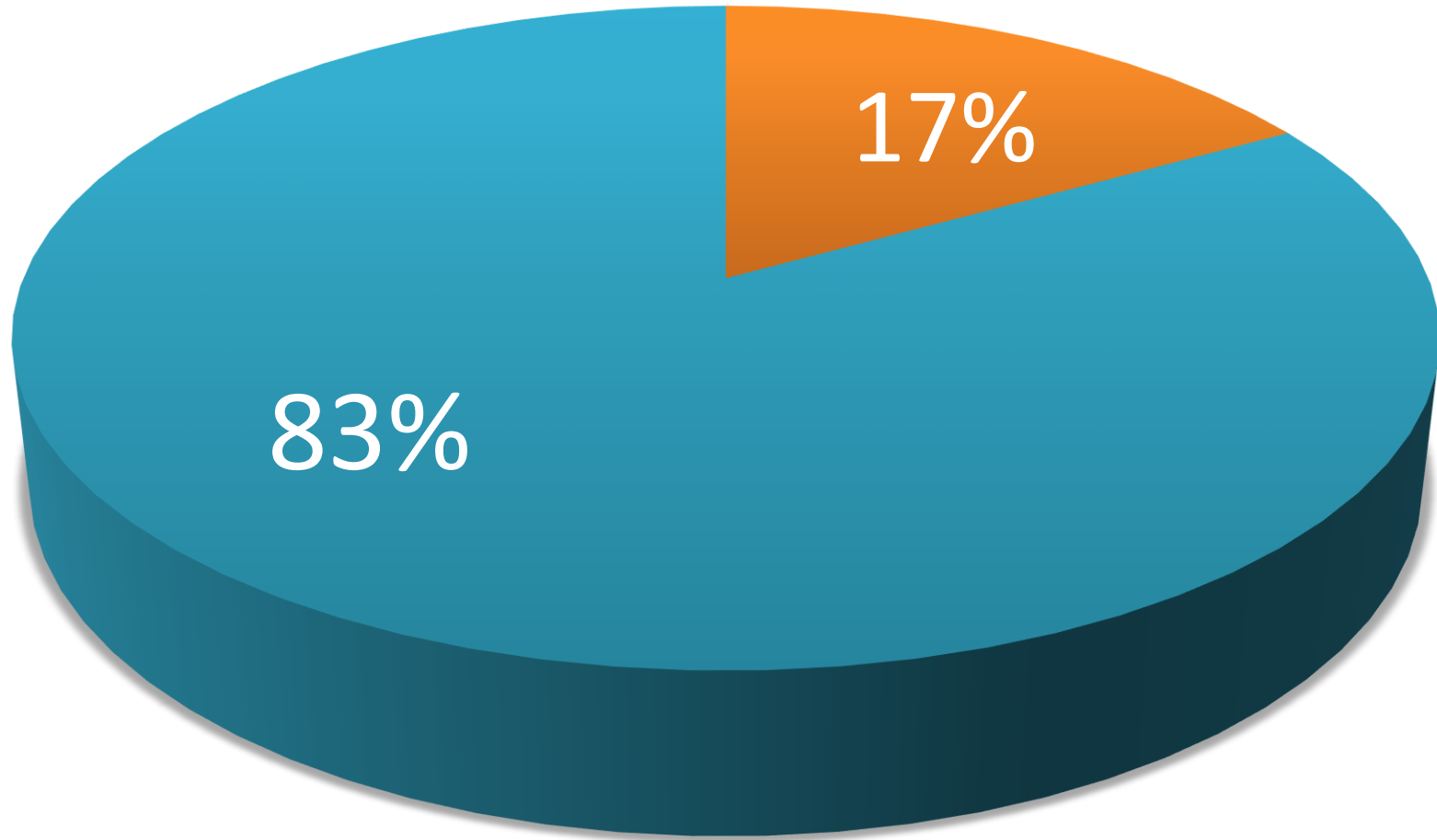
## EDUCATIONAL ATTAINMENT



- No formal education
- Incomplete elementary
- Comp. Elem/Incomp. HS
- Comp. HS/Incomp. HE
- Complete Higher Ed.
- No data

# Where are deaf students being educated now?

Type of school	N°	Enrollment
School for the deaf (only deaf students)	10	373
Special education school (deaf and other students)	5	
Regular School with PIE (Integration Program)	1.046	1.844
<b>TOTAL</b>	<b>1.061</b>	<b>2.217</b>



■ Special school    ■ Regular school



## SOME CONTEXT INFORMATION

- 67% of regular schools have only one deaf student enrolled.
- 20% of them have ChLS interpreters or deaf educators.
- 2 schools for the deaf include high school level.
- 90 deaf co-educators.
- 216 Interpretes of ChLS.

(González, Pérez, Marín & Villavicencio, 2019)

**What are the consequences of this way of thinking about inclusion?**

**What is it required for  
inclusion (in regular schools)  
to work?**

# Main Tensions and Contradictions

- A public policy that pushes towards early inclusion of DHH students in regular schools in a context in which schools are not prepared to do it.
- Coexistence of a medical approach to view deaf individuals, and an incipient consideration of deaf students' right to be taught through LSCh.

# Main Tensions and Contradictions

- Limited sign language competences of teachers, even in schools for the deaf that want to become bilingual.
- Increasing number of deaf students accessing higher education when there is a lack of interpreters prepared to work in higher education settings.

# Main challenges, proposals, and questions to move forward

- There is a need for more deaf people to participate in research and in the design of public policies with consequences for the deaf community and the education of deaf students.

# Main challenges, proposals, and questions to move forward

## **LSCh and Deaf Culture:**

- Keep fighting for its recognition as a language.
- Generate assessment tools to determine competency levels
- Hire more deaf adults to support teaching in the classroom.
- Incorporate cultural elements: literature, poetry and deaf art in school.

# Main challenges, proposals, and questions to move forward

## **Interpreters:**

- Regulation of profile, skills and role of LSCH interpreter in education.
- Develop a system of evaluation and certification of interpreters that ensures high standards and better preparation for those who will work in educational contexts.



# Main challenges, proposals, and questions to move forward

## **Promoting changes:**

- Build bridges to become stronger.
- The big problem to be solved now is how to generate conditions that promote deaf students' learning and development, in regular schools with mainstream programs.
- Young deaf adults can contribute to the changes needed.

**THANKS!**

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