



Persons with disabilities in Chile

**Alternative Periodic Report
to the
United Nations Committee on the Rights of Person with
Disabilities**

14th Pre-Sessional Working Group of the CRPD

LOIPR of Chile

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INTRODUCTION

This alternative report aims to provide additional information to the UN Committee on the rights of persons with disabilities, in order to elaborate the LOIPR for the Government of Chile. The main source of this report is based on the experience of Associazione Comunità Papa Giovanni XXIII (APG23) in Chile. The case studies cited in the report are not exhaustive.

The present report focuses on the following articles:

- Article 9 - Accessibility
- Article 19 - Living independently and being included in the community
- Article 21 - Freedom of expression and opinion, and access to information
- Article 24 - Education
- Article 27 - Work and employment
- Article 28 - Adequate standard of living and social protection

ASSOCIAZIONE COMUNITÀ PAPA GIOVANNI XXIII (APG23)

The Associazione Comunità Papa Giovanni XXIII (APG23) is an International Catholic Association of the Faithful of Pontifical Right. Since 2006, APG23 is accredited with Special Consultative Status to the Economic and Social Council (ECOSOC). Founded in Italy in the early '60s by the Italian Catholic priest Fr. Oreste Benzi, the Association is located in 40 countries on five continents.¹ The Association runs 500 hosting structures all over the world, 298 of which are family homes where orphaned children, mentally and physically disabled, and others marginalized persons find a substitutive family. Moreover, it runs emergency shelters, fostering families, houses of fraternity, cooperatives and day-care centres, therapeutic communities for drug users and centres for alcoholics.

APG23 carries out awareness campaigns, micro-credit programs, and it provides services for persons with disabilities, Roma and Sinti, homeless, prisoners, migrants, elderly, people infected and affected by HIV/AIDS, mothers in trouble and women forced into prostitution. Furthermore, the Association has a nonviolent presence in war zones in order to guarantee the respect of human rights on both fronts, assist displaced populations, and carry out activities aimed to combat the trafficking of human beings and assist its victims.

At UNOG, APG23 currently advocates the following priorities: Rights of the Child (especially, the right to have a family and the right to health); Right to Health and Access to Treatment; International Solidarity and Human Rights; Implementation of the Right to Development; Extreme poverty and Economic, Social, Cultural Rights; Protection of the Family; Right to Peace; Migration and Human Trafficking. Furthermore, APG23 monitors the implementation of the 2030 Agenda for Sustainable Development.

¹ https://www.apg23.org/en/where_we_can_be_found/

THE PRESENCE IN CHILE OF APG23

The Associazione Comunità Papa Giovanni XXIII (APG23) is present in Chile since 1994 in two cities Santiago (Capital) and Valdivia. In 1998, the Association began to develop projects with: the National Service for Minors (SENAME); the Ministry of Justice and human rights, being recognized as a "Partner Organization"; and in 2006, with the Ministry of Health (SENDA).

In 2011, APG23 was allowed by the Presidency of the Republic to carry out activities in Chile, through Exemption Decree No. 5288 of November 24, 2011. We offer a wide variety of social actions in the field of children's rights and protection: street children, children exempt from prosecution, abandoned children, abused children and minors in general. We also care for battered women, people with physical, sensory, mental and drug addiction disabilities; we promote and defend human rights.

All these areas are dealt with through specific projects and structures: three family homes, six open families, a therapeutic community, a prevention program called "Acuarela", a centre for promotion of rights and social integration called "la Escuelita", a Soup Kitchen, a Centre for Young People with Hearing Disability - Project Sol "The Voice of Silence", a Social Pastoral for Immigrants, Monitoring Project of the Mapuche Conflict in Valdivia.

We assisted 37 children and adolescents in our Specialized Residence mode, 170 children and adolescents in our Centres for Prevention and Promotion of Rights and 62 adults in our Assistance, Disability and Addiction programs. Among the programs established by the organization in Chile, one project is accredited and collaborates with the National Service for Minors (SENAME) and one is accredited and works with the National Service for the Prevention and Rehabilitation of Drug and Alcohol Addiction (SENDA).

ACCESS TO PUBLIC SERVICES FOR DEAF PEOPLE (Article 9)

In public services there is no sign language management and no sign language translation service. So, if it is necessary to perform a procedure in public agencies or a medical examination, the hearing-impaired person must always be accompanied by a family member or find an interpreter to help him/her.

Some public hospitals are testing communication facilitators, but this only happens in some cases. From the experience of APG23, it is clear that it is difficult for doctors and officials to communicate with deaf people, communication which is very often made impossible by lack of appropriate means, especially in the case of telephone communications, for example when appointments are notified; this difficulty is greatly increased in the case of elderly people with hearing disabilities.

Although some platforms have been created for interpretation, these are not known to the deaf community or do not have the means to use them, such as computers, Internet services and smartphones.

QUESTIONS:

- 1. How does the Chilean State guarantee access to public services to hearing-impaired people?**

ACCESS TO INFORMATION AND MEANS OF COMMUNICATION FOR DEAF PEOPLE (Article 9.1.b and 21)

Article 26 of Law 20422 states that the natural language of non-hearing people is the sign language and Decree 32/2012 of the Ministry of Planning approves a regulation establishing rules for the application of audio-visual communication mechanisms for access to television programming for people with hearing disabilities. However, this right is not always guaranteed in public or private services. Often no suitable means are provided to ensure access to the media for people with sensory disabilities.

The experience of APG23 shows that not all channels of communication are provided with adequate means to make the service accessible and the deaf person is forced to choose the

television channel that is equipped with an interpreter or subtitling. In general, television information, live programmes, recordings, soap operas, cinema, theatre are not accessible to the deaf, although there are some exceptions that do not satisfy the full enjoyment of this right. In addition, on more than one occasion it has been verified that government and state of emergency announcements have not been made accessible to deaf people. The deaf community has raised its voice on more than one occasion to denounce this violation and has been able to remedy the lack of information only through the use of other means provided with subtitles or writings, but delivering information accessible only to those who are able to read and write.

QUESTIONS:

2. **What actions does the Chilean state take to ensure access to the media and cultural life of the country for deaf people? What actions does it intend to take in the future to fill the gaps?**
3. **How does the Chilean government communicate with deaf people, especially in case of emergency?**

INSTITUTES (Article 19)

The total amount of institutionalized persons with disabilities is not known. “Many adults with Intellectual Disabilities/DD are neglected and/or living in SENAME houses (institutions for underage), which is a contradiction itself. Moreover, they came there by themselves because there is a violation of human rights. This situation gets even more complicated if we consider that there are no records, statistics and information about this population”². In addition, there is a lack of public policies to promote an independent and autonomous life, providing essential help so that persons with disabilities could live in a family or make one.

Regarding institutionalized people, there is only one study about children that gives a general overview about the situation, even though it is not complete due to the lack of data.

² Vásquez, M, (s.f). Dra. Vanessa Vega, *Debemos ofrecer apoyos tendientes a mejorar la vida de las personas con Discapacidad Intelectual o del Desarrollo*. <https://www.pucv.cl/uuaa/vriea/noticias/nuestros-investigadores/dra-vanessa-vega-debemos-ofrecer-apoyos-tendientes-a-mejorar-la-vida/2016-09-12/160425.html>

According to the study carried out in 2019³, there are residential centres exclusively for children with disabilities, where they are introduced at a very young age. The majority of these residential centres⁴ are managed by third parties through a deal with SENAME. About 10 of them are managed directly by SENAME, but several children are still in “co-helping facilities” that do not hold a juridical regulation, as they do not receive any state subsidy and therefore do not have any control or supervision by the SENAME.

The main reasons why children live in institutions are: the inability of one or both parents to comply with their parental capability, and abandonment or adoption failure that leaves children without any significant relationship. However, institutionalisation creates a deep psychological trauma in these children that requires for its reparation, the intervention of multidisciplinary professionals.

According to APG23 experience, institutions lack of professionals properly trained to deal with disabilities and diversities, and there is no support from trained staff to compensate this situation.

Moreover, according to 2015 data⁵, 57% of children leave the facilities as soon as they are not anymore underage, even though the reason why they were originally institutionalized is not solved. Anyhow, these children, once they reach the adult age are just moved to other institutional facilities next to the previous one because there are not tailored projects for an autonomous life.

Despite SENAME states that the number of cases of institutionalized children decreased, there are no clear data about the number of institutionalized children, especially for centres not managed by SENAME.

³ Cisternas M., *Adopción de niñas y niños con discapacidad en Chile. Análisis jurídico y psicosocial*, Santiago Chile, 2019.

<https://www.bcn.cl/obtienearchivo?id=documentos/10221.1/73481/4/Investigaci%c3%b3n%20adopci%c3%b3n%20ni%c3%b1os%20y%20ni%c3%b1as%20con%20discapacidad.pdf>

⁴ Residential centres for persons with disabilities are divided in: RAD - Residences for disabilities with PER Program; RDD - Protective Residences for NNA with discrete or moderate mental disabilities; RDD - Protective Residences for NNA with severe mental disability; RDD - Residences with severe disability and dependency with PRE Program - PRD

⁵ Cisternas M., *Adopción de niñas y niños con discapacidad en Chile. Análisis jurídico y psicosocial*, Santiago Chile, 2019.

<https://www.bcn.cl/obtienearchivo?id=documentos/10221.1/73481/4/Investigaci%c3%b3n%20adopci%c3%b3n%20ni%c3%b1os%20y%20ni%c3%b1as%20con%20discapacidad.pdf>

Lastly, SENAME states that institutionalization is for temporary and exceptional protection, but several children leave the facility only when they get 18, and residential centres still receive many adults with disabilities.

In addition, children stay in institutions until legal age also because the adoption procedure, even though improved, is still very long and complicated. This goes to the detriment of human rights of persons with disabilities, being more affected than their peers.

Finally, in Chile there is not a law that protects persons with disabilities that do not have a family support (for instance, dead parents) and therefore are often transferred in institutions.

QUESTIONS:

- 4. Finding data about how many people (adults and children) are host in residential centres, divided by age, gender and disability.**
- 5. Finding out how many facilities are not managed by the government, how many people they host and legalize their situation.**
- 6. How does Chile plan to comply with the Alternative Guidelines of Alternative Care in order to remove institutionalization and guarantee to anybody a family environment?**
- 7. Understanding how law 20422 about providing Technical Help is implemented: the elements or tools required by a person with disability to prevent the sick progression, improve or restore his/her capability or develop an independent life.**
- 8. How does Chile plan to overcome the legislative void for persons with disabilities without family support?**

SCHOOL AND ACCESS TO EDUCATION (Article 24)

The National Survey on Disability reports that persons with disabilities in Chile are 16.2% (2.836.818 people) of the global population; 5.8% are underage and 20% are adults. Among them, the 11% has a moderate disability whereas the 8.2% has a severe disability.⁶ The majority of persons with disabilities are above 45-years-old and female. The constitutional

⁶ Servicio Nacional de la Discapacidad, *Libro de los resultados de la II Estudio Nacional de la Discapacidad*. Santiago Chile, 2015

reform of 2003 established 12 years of free compulsory education⁷. Nevertheless, 7.4% of population is not educated. A person with disability studies less years than a person without disabilities, an average of 8.6 years. The number of years decreases depending on the grade of disability and the gender, with a lower participation of women. A woman with severe disabilities studies on average 6.8 years, 4 in rural areas. For persons with disabilities not underage, enrolment in higher education is low (9.8%) and 23.4% has an incomplete education. The administrative order 1/2000 by the Minister of Public Education, that regulates Chapter II, Title IV, “Law N° 19.284 that Establishes the Rules for Social Integration of Persons with Disabilities”, states that the national school system, overall, should provide educational alternatives for those students with special educational needs, through: Common Teaching Institutions; Common Teaching Institutions with Integration Projects; Special Schools.

Law 20845/2015 about scholastic inclusion established “the admission of students, removed share financing and banned profit in educational facilities that receive funds from the government”.

A child with disabilities can have access to a special school or be enrolled in a regular school with an educational integration project (PIE - Programa de Integración Escolar), depending on the type and seriousness of his/her disability. PIE has been introduced by the law 170/2009. According to 2018 Ministry of Public Education (MINEDUC) data, currently there are 2.027 special schools in Chile and 5.662 schools with PIE.

Regarding the number of students, 183.373 are enrolled with special needs (51.2% of total national pupils). Among the national total amount, 76.5% is affected by a speaking disorder and 20.78% by an intellectual disability.

As APG23 experienced, children with disabilities enrolled in regular schools usually undergo only a physical inclusion, as they are involved in the system but not really engaged, and it is therefore difficult to share in the school community.

Among the main issues with inclusion there are PIE that -even though Law 20422⁸ recognizes that “Regular Education Institutes should include curricular innovations and adjustments, infrastructures and supporting material to allow and foster the access to existing programs for persons with disabilities, providing the needed additional resources to guarantee their stability

⁷ Law No. 19.876 Reforma Constitucional que establece la obligatoriedad y gratuidad de la educación media.

⁸ Law No. 20.422 *Establece normas sobre igualdad de oportunidades e inclusión social de personas con discapacidad*, Art. 36.

and progress in the educational system” - are not framed according to the set of problems of the specific child, but are applied with all children with disabilities regardless their specific disorder and not considering the involvement and collaboration with the school. Moreover, despite Law n° 20.903⁹ states that “educational professionals are entitled to receive a free training, relevant for their professional development and the continuous improvement of their knowledge and didactic skills”, teachers are not trained to deal with children with disabilities, and do not hold the right tools to teach to them. They often do not know the characteristics of the autistic spectrum or of other disabilities. This issue, instead of creating inclusions, often causes exclusion. Teachers should have access to a continuous training and be trained to school inclusion. Same goes for not-disabled students.

Finally, numerous classes (usually made by 45 students) complicate even further teachers’ job, at the expenses of the pupils and above all of those with disabilities, that instead need different rhythms and methodologies to be truly integrated in the class.

In addition, in the school context there are still negative and discriminatory attitudes towards children with disabilities. This opposition to a real integration is the outcome of social prejudices, fear for the unknown and not being familiar with managing diversity. It is therefore necessary to provide help and opportunities according to the characteristics and individual needs of persons with disabilities.

During the XI-XII Conference on the Iberian-American Educational Cooperation, *Special Education and School Inclusion by UNESCO*¹⁰, it comes to light that some schools in Chile employ the clinical diagnosis of the student for the concept of disability, creating an additional stigmatization in the educational path and a differential treatment, causing separation in the school environment and proving that Chile needs a more flexible curriculum that meets the diversity of its scholastic population.

Children that do not have access to regular schools are accommodated in special schools until when they are 26 years old. The number of pupils per class is based on the type of disability: usually there are 15 students per class, but in case of autism or multiple disabilities children could be just 8, as stated by the law. According to the experiences of APG23 volunteers, these

⁹ Law No. 20.903, *Crea el sistema de desarrollo profesional docente y modifica otras normas*, Art.11: “Los profesionales de la educación tienen derecho a formación gratuita y pertinente para su desarrollo profesional y la mejora continua de sus saberes y competencias pedagógicas”.

¹⁰<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Santiago/pdf/XI-XII-jornadas-de-Cooperacion.pdf>

laws are always respected and the number of students is not exceeded. Moreover, the programs are diversified depending on the disability. The problem arises when people get 26 and leave the school. There is a legislation void so that students, when they complete their educational path, are left in their family's care. These young people are not prepared for job inclusion as the education in special schools is not adequate. Those centres that provide training or support to inclusion belong to foundations, NGOs, no-profit companies or private organizations, but few are very high and families can hardly afford it.

Hearing impaired children

Deaf children are entitled of special schools for primary education (elementary and middle school). It is not documented whether there are special schools for deaf people in each region, as the list of special schools from the Minister of Public Education does not report which ones are for deaf people. We therefore infer that in the case that there is not a special school for them, hearing impaired children are enrolled in ordinary schools with PIE programs.

Considering the experience of deaf children enrolled in schools with inclusion projects PIE (elementary and middle schools), there are no proofs that they receive from teachers the translation of lessons with Chilean sign language.

Moreover, there are still institutes and universities that do not have an inclusive education, and therefore do not guarantee the translation service with sign language. It is then necessary to organize a translation service with sign language through trained professionals and regulate it, as there is no regulation on the topic.

Access to education for adults with disabilities

Through the experience with our projects, in particular the Project Sol "The Voice of Silence", it comes to light a not-reassuring picture: the majority of participants has a very low educational level and many of them are illiterate. In 2016 we tried to flatten their educational level to a 4^o basic grade through the governmental literacy program for adults *Contigo Aprendo*¹¹. Nevertheless, we find out that the material for preparing exams is not suitable for persons with disabilities, as only the first modules can be useful. Moreover, the final test is written and does not encompass the possibility of sign language interpreters.

¹¹ <https://www.ayudameduc.cl/ficha/plan-alfabetizacion-contigo-aprendo-2020>

In 2020, the government elaborated a specific literacy path for deaf people *Basic educational capsules for Deaf Students*¹², a course that encompasses different learning objectives, among the 1°-6° year of basic education, corresponding to subjects such as Language and Communication, Maths, Natural and Historical Sciences, Geography and Social Sciences.

Even though there are schools that allow non hearing people to complete their educational path, the beneficiaries of our projects cannot access them because their level of education is very low and they do not comply the admission standards. As a matter of fact, a deaf adult that wishes to undertake a course of study falls into several obstacles, as to access the courses it is required a basic grammatical knowledge that not anyone holds and that is not guarantee by any governmental institution. As a consequence, job admission is precluded too due to the lack of a basic education.

QUESTIONS:

- 9. How does the State put into action Law 20903/2015 for the continuous didactical training for teachers?**
- 10. Does the State guarantee a continuous, free training for teachers, school directors, supported personnel, etc. that expands their expertise about disabilities?**
- 11. How does the State plan to apply the decree 83/2015 about curricular adjustments?**
- 12. How does the State plan to promote a real inclusion of students with disabilities at school?**
- 13. How does the State plan to make inclusive education more uniform on all the Nation, especially in remote and rural areas?**
- 14. Considering the high number of students per class and the impossibility for teachers to follow children with disabilities, how does the Chilean government plan to provide to teachers the essential tools for teaching?**

¹² <https://especial.mineduc.cl/wpcontent/uploads/sites/31/2016/08/DECRETON332.pdf>

ACCESS TO WORK (Article 27)

Access to the workplace for persons with disabilities is guaranteed at the legislative level by the law issued in 2010, Law No. 20.422 which establishes the rules regarding equal opportunities and social inclusion of persons with disabilities; this law provides several guidelines regarding aspects that would improve the quality of life of persons with disabilities. However, the legislative apparatus remains deficient and does not guarantee their job placement.

In fact, the current legislation should be reviewed as it continues to present shortcomings in terms of language focused on a paternalistic model towards persons with disabilities. In particular, the law on the right to work of people with mental disabilities, which despite having obtained multiple changes in recent years, does not comply with the standards recognized by the convention on the rights of persons with disabilities and the Law No. 20.422.¹³

Article 45 of law no. 20.422 recognizes that companies with more than 100 employees have an obligation to hire a person with a disability. This decision comes from a path that initially asked for the recruitment of 2% of persons with disabilities¹⁴, the decision to decrease the percentage shows that there is no political will to encourage the inclusion of persons with disabilities in the working world; in addition, the fact that only companies with more than 100 employees fall under the legal obligation greatly limits the possibilities.

In addition, persons with disabilities are often discriminated against also from a pay point of view: in 2017 men with disabilities had a salary 20.7% lower than that of men without disabilities and, in case of women, it was 14.3% lower.¹⁵ Last year, a law that guarantees a minimum wage to persons with mental disabilities came into force; however this law does not include the possibility of giving a minimum salary to persons with other forms of disabilities.

In Chile there are no social cooperatives. There are special colleges that accompany young people or associations that deal with this but they are all paid services. There are government projects but they are short-lived and are not permanent; despite the efforts of some municipalities to increase job placement projects, our experience shows that the right to work

¹³<http://repositorio.uchile.cl/bitstream/handle/2250/146846/La-inclusión-laboral-de-las-personas-con-discapacidad-intelectual-en-Chile.pdf?sequence=1&is>

¹⁴ Boletín No 7.855-13

¹⁵ https://www.ine.es/prensa/spd_2017.pdf

is often harmed and that there is no satisfactory response for seriously persons with disabilities. Furthermore, people with physical disabilities are often penalized due to architectural barriers.

QUESTIONS:

- 15. How does the government intend to implement Law No. 20.422 and ensure the job placement of persons with disabilities?**
- 16. How does the government intend to fill the legislative gaps that national legislation still presents? And adapt language and obviate a too paternalistic approach of the norm?**
- 17. How does the government intend to eliminate all forms of pay discrimination for disabled workers?**
- 18. How does the government intends to encourage women with disabilities to work?**
- 19. How does the government intend to increase job placement projects?**

PENSIONS AND SOCIAL SECURITY BENEFITS (Article 28)

The State grants financial assistance to all children with mental disabilities up to 18 years. This convert to a basic disability solidarity pension once they reach the legal age. However, to access this last benefit, families must perform complex procedures that usually delay the payment of this pension up to 8 months, requesting the advance of all expenses. To eliminate this problem, "the Matias Law"¹⁶ has been draft; this law calls for continuity between the two types of funding through the creation of an inclusive universal pension for persons with disabilities. However, the law is still being proposed. Children with disabilities who do not have mental disabilities do not receive any state support, except the payment of medical expenses. For persons with disabilities between 18-65 years the basic disability solidarity pension¹⁷ amounts to 137,571 mil pesos (\$168). The basic invalidity solidarity pension varies according to the economic status of the family and the person with disability and if a person with disability has private health insurance, he/she does not receive any financial support.

¹⁶ <http://www.inrpac.cl/noticias/proyecto-ley-matias-a-pasos-de-ser-ley/>

¹⁷ <https://www.chileatiende.gob.cl/fichas/5178-pension-basica-solidaria-de-invalidez-pbsi>

Caregivers can apply for a monthly contribution of \$28,940 (34 euros)¹⁸ providing they meet the requirements such as: taking part to the home care program and have a serious disability. The agreed amount does not allow a fee for all the work done by the caregiver (father or mother of the person with disabilities). The demand for accompanying services is not part of the mentality of families with members with disabilities. A last project, operative since 2016, aimed at the independence of persons with disabilities is the Transit to Independent Life Programme (Programa Tránsito a la Vida Independiente)¹⁹. The program aims to contribute to the improvement of the quality of life, social inclusion and participation in the local community of persons with disabilities, dependency and vulnerability, taking into consideration individual needs and the importance of respecting decisions regarding the supports that each person determines. The program provides support services for care, assistance, intermediation and/or adaptations of the environment to persons with disabilities and dependence between 18 and 59 years. These supports will be delivered through three modalities, which can be individual, collective or training. However, families of persons with disabilities experience difficulties in entering this program because they do not know how to apply and fill all the forms required by the programme. Taking into account the difficulty of filling out and the requisite required, in 2019 only 23 people obtained funding as individuals in the metropolitan region, and 90 nationally; 10 people got funding in the collective mode in the metropolitan region and 39 at the national level²⁰. These data show that the system is not suitable and needs to be improved.

QUESTIONS

- 20. How does the Chilean government intend to promote continuity of economic support when children reach the age of majority?**
- 21. How does the Chilean government intend to promote a culture open to accompanying services for persons with disabilities?**
- 22. How does the Chilean government plan to improve access to the request for caregiver contributions?**

¹⁸<https://www.chileatiende.gob.cl/fichas/49627-programa-de-pago-de-cuidadores-de-personas-con-discapacidad-estipendio>

¹⁹ https://www.senadis.gob.cl/pag/506/1575/programa_transito_a_la_vida_independiente_2019

²⁰https://www.senadis.gob.cl/pag/506/1575/programa_transito_a_la_vida_independiente_2019_concurso_cerrado

QUESTIONS

1. How does the Chilean State guarantee access to public services to hearing-impaired people?
2. What actions does the Chilean state take to ensure access to the media and cultural life of the country for deaf people? What actions does it intend to take in the future to fill the gaps?
3. How does the Chilean government communicate with deaf people, especially in case of emergency?
4. Finding data about how many people (adults and children) are host in residential centres, divided by age, gender and disability.
5. Finding out how many facilities are not managed by the government, how many people they host and legalize their situation.
6. How does Chile plan to comply with the Alternative Guidelines of Alternative Care in order to remove institutionalization and guarantee to anybody a family environment?
7. Understanding how law 20422 about providing Technical Help is implemented: the elements or tools required by a person with disability to prevent the sick progression, improve or restore his/her capability or develop an independent life.
8. How does Chile plan to overcome the legislative void for persons with disabilities without family support?
9. How does the State put into action Law 20903/2015 for the continuous didactical training for teachers?
10. Does the State guarantee a continuous, free training for teachers, school directors, supported personnel, etc. that expands their expertise about disabilities?
11. How does the State plan to apply the decree 83/2015 about curricular adjustments?
12. How does the State plan to promote a real inclusion of students with disabilities at school?
13. How does the State plan to make inclusive education more uniform on all the Nation, especially in remote and rural areas?

- 14. Considering the high number of students per class and the impossibility for teachers to follow children with disabilities, how does the Chilean government plan to provide to teachers the essential tools for teaching?**
- 15. How does the government intend to implement Law No. 20.422 and ensure the job placement of persons with disabilities?**
- 16. How does the government intend to fill the legislative gaps that national legislation still presents? And adapt language and obviate a too paternalistic approach of the norm?**
- 17. How does the government intend to eliminate all forms of pay discrimination for disabled workers?**
- 18. How does the government intends to encourage women with disabilities to work?**
- 19. How does the government intend to increase job placement projects?**
- 20. How does the Chilean government intend to promote continuity of economic support when children reach the age of majority?**
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