THE COMPREHENSIVE LEARNING DIAGNOSIS CHILE'S APPROACH TO ASSESS SOCIO-EMOTIONAL LEARNING IN SCHOOLS

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| Executive summary

Education in Chile has important challenges of quality, equity, and social integration.[1] For decades, policies tried to respond to these concerns with a high-stakes accountability institutional framework, which has not had success. The underlying vision of educational quality was limited. The assessment system in place privileged cognitive and academic dimensions of educational results. Socio-emotional learning had been neglected or considered secondary, without an infrastructure of assessment tools that

allowed teachers and principals to diagnosis students' situations and monitor their progress. The COVID-19 crisis was an opportunity for change: Students' socio-emotional needs were a main concern for schools and society, and the regular accountability system based on standardized tests was interrupted. Subsequently, the Comprehensive Learning Diagnosis (DIA) was launched by the Education Quality Agency.

The DIA is a voluntary assessment tool made available to all Chilean schools. The DIA promotes the comprehensive development of students, providing timely information and guidance to internally monitor

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1   This case study is a companion to "Transforming education for holistic student development: Learning from education system (re) building around the world" (Datnow et al., 2022), a summary report that explores the work of building and rebuilding education systems to support holistic student development in six education systems in Singapore, Ireland, Chile, Canada, India, and the United States and in one cross-national system (the International Baccalaureate). While different in many ways, the seven systems bear remarkable similarities in their efforts to (re)build education systems—each is working in policy contexts pressing for academic quality and equity, while also facing additional incentives to support holistic student development.

students' learning in the academic and socio-emotional domains at several points during the school year. Specifically, with respect to socio-emotional learning, three areas were considered: personal, community, and citizenship. In each of these areas, a set of socio-emotional skills were defined, operationalized, and became possible to monitor by school communities. The DIA also collects students' opinions of school management practices regarding socio-emotional skills.

The DIA has received a wide acceptance in school communities. Despite being voluntary, an ample majority of schools decided to participate. The information collected from the DIA allows for practical use by principals and teachers. Moreover, the DIA provides the opportunity for students to inform school management. The new Chilean government has decided to strengthen DIA as an important component in a four-year national plan for reactivating academic and socio-emotional learning in schools. The previous high-stakes accountability system, which involved external assessments, has been suspended and is under discussion.

The DIA experience has shown that critical social and educational situations can provide fertile ground to motivate deep and rapid transformation, if an educational actor (in this case the Education Quality Agency) is capable of enacting a pertinent, timely, and practical response to school needs. The DIA is not only an example of productive uses of students´ assessment by schools, but also a demonstration that it is possible to build an institutional arrangement among local, intermediate, and national levels of school systems, where a vertical hierarchy is changed by a collaborative relationship based on local agency, mutual trust, and differentiated technical contributions.

Introduction

As is often the case with crises, the pandemic meant both an educational catastrophe but also an opportunity for transformation. The health and social emergencies, with their serious effects on students and their families (España, 2022; MINEDUC, 2020), prompted the search for new answers to tackle challenges that were not possible to address with

BOX 1

The summary report "Transforming education for holistic student development: Learning from education system re(building) around the world" lays out 10 key lessons for transforming education systems, which are all exemplified in this case study. In particular, this case study highlights the need to:

1. **Monitor practice and performance:** Conduct consistent, ongoing monitoring of practice and performance for continuous improvement and professional learning.

2. **Balance common conventions with local discretion:** Balance common systemwide conventions with the need for local discretion to promote and encourage reform.

3. **Build social infrastructure:** build a social infrastructure that engages stakeholders about holistic student development and the entailments for instruction.

existing tools. In Chile, socio-emotional learning was one area in which this duality, typical of crises, was shown: Students' socio-emotional well-being was especially hit (Ponce, Bellei & Viedma, 2020) at the same time that a new evaluation system, the Comprehensive Learning Diagnosis (DIA), was developed, making it possible for school communities to get timely evidence and act on it (Agencia de Calidad, 2022). Given its wide acceptance, this system, which also considers an academic component, seems likely to stay in Chilean education, leading to adjustments to the pre-existing national assessment system with its focus on cognitive skills and high-stakes accountability for schools.

In this case study, we will describe the DIA, starting with the context of the crisis in which it emerged, followed by its characteristics and preliminary results. We

conclude with lessons learned to build a new formative assessment system and reshape—based on criterions of collaboration, trust and capacity building—the vertical relationship among the different levels of the educational system previously existing in Chile.

Background

In Chile, the social and educational crises caused by the pandemic impacted a school system that had significant deficiencies in terms of academic learning. The 2018 PISA test reported relevant difficulties in the three areas evaluated: 1 in 3 Chilean students did not reach the minimum level required in reading literacy and science, and 1 in 2 did not reach it in mathematics. These low results in terms of learning achievement had not shown progress in the last decade (Bellei & Muñoz, 2021). Additionally, the system showed important socio-economic inequities, with a significant difference between the learning achievement of students from different social groups. The Organisation for Economic Co-operation and Development calculates that the average learning difference between 15-year-old Chilean students from the most socially advantaged quintile and the most disadvantaged quintile are equivalent to three years of schooling (Bellei & Muñoz, 2021).

To address these challenges, the Chilean school system, which is characterized by a prevalence of enrollment in the subsidized private sector over the public sector,[1] had established an institutional framework based on high-stakes accountability. Thus, the public financing—known as a "school subsidy"—that school administrators receive is calculated and granted based on students' daily attendance. Likewise, a Quality Assurance System (SAC) has been used for a decade, which classifies schools according to their educational results in four different performance categories: high, medium, medium-low, and insufficient. Classification has important implications: Schools in the high category have broad autonomy, little supervision, and can even provide technical assistance to other schools, while those considered insufficient are very closely supervised, receive external technical assistance, and may even be closed if results do not improve. The classification is based principally on the results of a system of annual standardized tests in different subjects (language, mathematics, natural sciences, and social sciences) at different levels of education in all the country's schools.[2] Schools only get their results the year after the tests are applied.

In this system, competencies that are not directly linked to students' academic learning are relegated to a secondary place. This occurs despite the fact that the definition of the purposes of education contained in the General Education Law (2009) is broad and involves a comprehensive view of people's development.[3] However, the *operational definition* of quality proposed by the SAC is the one actually applied to the system's operation: Two-thirds of each school's score is based on standardized tests on cognitive learning standards, while the remaining third considers Other Quality Indicators (OIC). The latter are a combination of factors recognized by school improvement literature as predictors of good performance, such as class attendance or student retention, while others refer to areas of personal and social development, such as student motivation and academic self-esteem, the climate of school coexistence, participation and citizenship training, and healthy living habits (Agencia de Calidad, 2016; Oyarzún & Falabella, 2022).

Studies carried out in normal times show that school principals and teachers in the workplace approach socio-emotional learning in a very different way to students' academic learning (Agencia de Calidad, 2021b; Weinstein, Marfán, Horn & Muñoz, 2016). While for the latter there are clear goals, skills acquired, and a battery of monitoring and evaluation tools that are used on a daily and systematic basis, in the socio-emotional area there are only generic goals for students in different grades, scarce training opportunities, and no tools to measure and analyze students' progress. This difficulty in managing socio-emotional learning occurs even though teachers and principals tend to acknowledge in their discourse the importance of socio-emotional skills for student development (Agencia de Calidad, 2021b).

During the pandemic, the current accountability system became unworkable. With students confined to their homes, it was not possible for the Ministry of Education to calculate the student subsidy based on daily attendance or apply the standardized tests to establish school's academic performance (MINEDUC,

FIGURE 1

Application of DIA during school year

Source: Agencia de Calidad de la Educación, 2022.

2020).[4] In parallel, information needs emerged on issues and concerns that schools had to urgently address in the health emergency, such as the socio-emotional well-being of students and the effectiveness of remote classes to deliver academic learning (Weinstein, Peña, Sembler & Ansoleaga, 2022). It is in this special context of 2020 and 2021 that the DIA was designed and rolled out.

Description of the Comprehensive Learning Diagnosis (DIA)

The DIA is a new evaluation system that is directly linked to each school's timely information needs. Operationally, it is a voluntary evaluation tool for development purposes made available to the country's educational establishments by the Education Quality Agency through a web platform (Agencia de Calidad, 2022).[5] The tool's main purpose is to promote the comprehensive development of students, making a set of voluntary and internal evaluation instruments that provide timely information and guidance to monitor learning in the academic and socio-emotional areas of children and young people available at three moments of the school year: diagnosis, monitoring and closure (Figure 1).

The DIA's objective in the diagnosis period is to provide information on the status of previous learning in the academic and socio-emotional areas so that teachers and principals can adjust the planning for the new school year. Subsequently, in the monitoring period, information is sought on students' academic learning achievements and the schools' work on certain key aspects of holistic development, so that teachers and principals can refine the second semester's planning and adapt the previously implemented pedagogical actions to promote a holistic education in students. Finally, the closure period aims to provide information on progress in the academic and socio-emotional areas to enable teachers and principals to evaluate the actions carried out and plan the following school year, promoting the holistic education of students.

The DIA's main components are the evaluation instruments (tests, questionnaires, and a socio-emotional activity) administered by the schools themselves in paper or digital format, which enable online reports to be generated on the academic and socio-emotional results at the grade and school level (Figure 2). Additionally, the DIA includes administration and analysis guides that are explained in implementation workshops and webinars, so that teachers and principals can use the information collected properly and have support to implement each of the processes involved. To evaluate the socio-emotional area, in each DIA period a teacher coordinates an activity with first- through third-grade students, while fourth- through 12th-grade students are asked to fill in a questionnaire.[6] Figure 2 below summarizes how the different components interact.

The Education Quality Agency developed a concept that considers the definition of three areas of socio-emotional learning (personal, community, and citizenship), as well as the selection of a set of socio-emotional skills for each of these areas.[7] The incorporation of the notion of learning is considered key, since it enables educational communities to visualize the development potential of their students' different socio-emotional skills. Table 1 describes the concepts used, which are then put into practice through different tools that are made available to principals and teachers.

Main components implemented in each DIA period and their interrelation
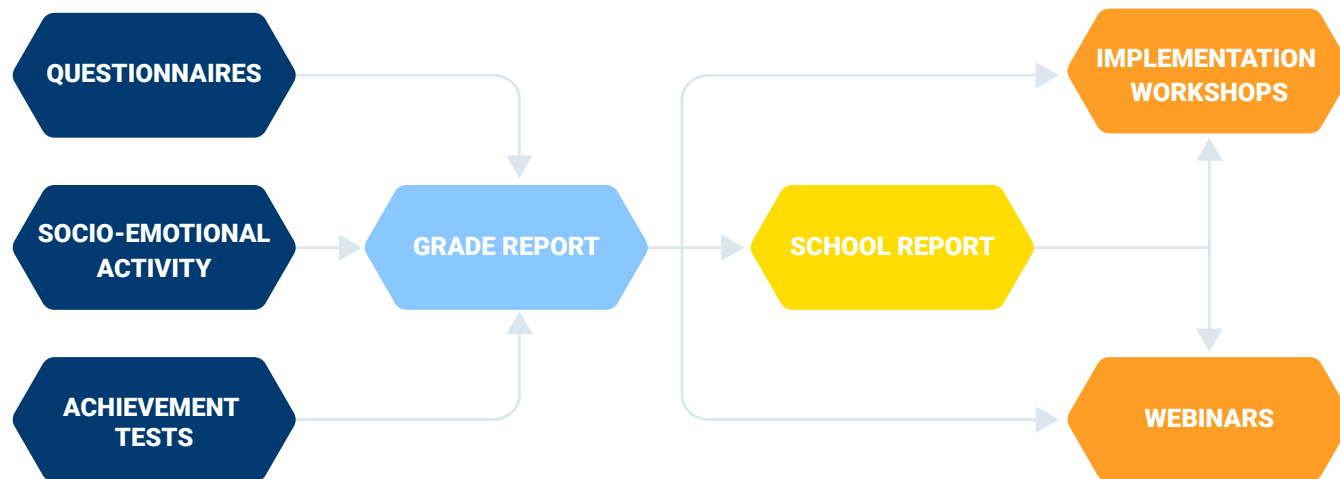
Source: Authors' analysis.

Areas of socio-emotional development evaluated in the DIA[8]

AREA OF LEARNING	DESCRIPTION	SOCIO-EMOTIONAL SKILLS
Personal I	Process through which students develop and use intrapersonal skills—that is, those that refer to the students themselves and their internal processes, necessary for self-awareness and self-management.	• Self-awareness • Self-management • Responsible decisionmaking
Community	Process through which students develop and use interpersonal skills—that is, those that are deployed to interact and collaborate with others in an effective manner aimed at shared well-being.	• Empathy • Awareness of others • Assertive communication
Citizenship	Process through which skills of the students´ collective sphere are developed and used—that is, those that are necessary to act constructively in a democratic society.	• Inclusive behavior • Prosocial behavior • Democratic commitment and citizen participation

Source: Agencia de Calidad de la Educacuón.

Additionally, the questionnaires evaluate aspects considered relevant for the holistic development of students, such as their motivation to return to in-person classes at the beginning of the school year and the level of satisfaction at the end of the school year. This information allows the academic and socio-emotional results to be put into context, complementing the evaluation and analysis for pedagogical decisionmaking and planning for the school year.

The evaluation of social-emotional learning is based on information reported by students, and it has two different but complementary approaches: One focuses on the level of development of students' socio-emotional skills and the other on students' opinions of the establishment's management practices regarding socio-emotional skills. Tables 2 and 3 show, in reference to personal learning, the kinds of statements made to seventh- through12th-grade students to gather information on the two aforementioned approaches.

The school's management and teaching teams immediately receives the results of the questionnaires answered by students on the DIA platform. Along with knowing students' academic performance, these reports enable the teams to easily see which areas are the most and least developed regarding personal, community, and citizenship learning at each course level.[9] Additionally, the platform provides support tools to facilitate the analysis and understanding of the results, as well as the definition of strategies and actions to address the difficulties detected. With all this information, the principal and the teachers can guide and monitor their school improvement strategy to develop students' cognitive, as well as socio-emotional, skills.

Although the DIA is focused on providing useful, detailed, and timely information to each school, it also enables other organizations to receive aggregated information on the situation with regards to cognitive and socio-emotional learning. Thus, the Ministry of

TABLE 2

Statements to measure self-awareness in seventh- through 12th-grade students' personal learning

	HOW MUCH DO YOU IDENTIFY WITH THE FOLLOWING STATEMENTS?				
	Mark only one answer for each statement.	**Not at all**	**A little**	**Quite a lot**	**Fully**
1	I can easily tell when I'm sad.				
2	It is easy for me to tell others how I am feeling (for example, say I am feeling sad, angry, happy, afraid, etc.).				
3	I am aware of the things that I have to improve about myself.				
4	I can stay calm when I get angry.				
5	When I really want something, I can wait if I don't get it right away.				
6	I dare to say what I think, even if there is someone who does not agree with me.				
7	I ask for advice to make important decisions.				
8	I think about different options before making a decision.				
9	I trust that I can make good decisions.				

Source: DIA student questionnaire.

TABLE 3

Statements to measure the perception of school's work regarding personal learning of seventh-12th-grade students

HOW MUCH DOES THE FOLLOWING DESCRIBE YOUR SCHOOL?				
Mark only one answer for each statement.	Not at all	A little	Quite a lot	Fully
10	They teach us to calm down when we are angry or sad.				
11	They teach us to say what we think, respecting others.				
12	They teach us to express our feelings and emotions (for example, joy, anger, sorrow, etc.).				
13	They teach us to recognize the things we can improve about ourselves.				
14	They teach us to understand what we are feeling (for example, to notice when we are happy, angry, sad, etc.).				
15	They teach us to recognize our strengths.				
16	They teach us to accept the consequences of what we do.				
17	We can ask teachers for help when we need to make an important decision.				

Source: DIA student questionnaire.

Education receives a report on the results of a DIA application of all participating establishments at the national level, while each Local Education Service (which manage schools in geographical areas defined by the new public education system[10]) receives one that covers establishments in its area. It should be noted that information is informative in nature and does not entail classifications or consequences for schools, as is the case with the prevailing SAC accountability system.

Preliminary results of the ongoing process

The DIA is an innovative evaluation system that has only been applied from the second half of 2020 onwards. There are still no far-reaching evaluations or conclusive studies on its implementation. However, there are some preliminary results on different aspects that should be mentioned.

WIDE ACCEPTANCE IN SCHOOL COMMUNITIES

The DIA is a free tool that educational authorities make available to schools on a voluntary basis. It is revealing that in its second year, approximately 80 percent of schools opted voluntarily to participate, suggesting that the tool responds to the actual needs of educational communities. It is also worth noting that although there is higher participation in the applications at the start and end of the year, the majority of schools also carry out the application in the middle of the year. This high participation rate made it possible to cover about 75 percent of school enrollment in primary and secondary education at the national level in 2021, as shown in Table 4:

TABLE 4

DIA's coverage of the different application periods in 2021

EVALUATION PERIOD	NUMBER OF STUDENTS EVALUATED	NUMBER OF PARTICIPATING SCHOOLS	COVERAGE OF STUDENTS	COVERAGE OF SCHOOLS
Diagnosis	1,866,503	6,943	84.6%	87.9%
Monitoring	1,471,775	5,794	66.6%	72.8%
Closure	1,635,712	6,285	74.2%	78.5%

Source: Authors´ DIA data analysis.

PRACTICAL USE BY PRINCIPALS AND TEACHERS

A survey on the use of the DIA by educational communities (Agencia de Calidad, 2021a)[11] revealed the importance assigned to it by school communities. A very large majority at all levels (principals, teachers, students, and parents) affirmed that the DIA made it possible to ascertain students' emotional state, as well as their academic progress. Teachers especially valued it for the provision of useful information to make pedagogical decisions, highlighting the widespread use of the socio-emotional guidelines and the webinar videos. Likewise, the survey shows that in each school, professionals dedicated to psychosocial issues, such as psychologists, social workers, and teachers in charge of coexistence, play a decisive role with regards to the information management of initiatives linked to socio-emotional well-being. It is telling that those surveyed considered the aggregated information at the level of each course is the most useful to make decisions, more so than information for the school as a whole.

LISTEN TO STUDENTS' VOICES ON THE MANAGEMENT OF SCHOOL

The DIA enables students to become valid informants regarding schools' practices to promote socio-emotional learning. Among the results gathered, at the national level during the 2021 school year, it is noteworthy that students report a greater presence of these practices in primary school grades, compared to high school, and, in the case of community learning,

an increase in these practices between the diagnosis and closure periods (Figures 3 and 4). The latter allows conjecture that it was relevant and appropriate for management teams to have specific information on the socio-emotional management of their students at the beginning of the school year.

A WORRYING DIAGNOSIS OF SOCIAL-EMOTIONAL WELL-BEING, ESPECIALLY AMONG FEMALE HIGH SCHOOL STUDENTS, DURING THE PANDEMIC

The DIA provides detailed information on the results for each school, but it also allows an aggregate view at the national level to provide information for all participating schools. Thus, the DIA's aggregate results also made it possible to diagnose the level of students' socio-emotional well-being—in the context of a pandemic—based on a set of specific topics, which were included for this purpose in the questionnaires applied in the closure period. As Figure 5 shows, this information allowed the educational authorities to confirm two significant trends in 2021 at the national level: Well-being decreases from fourth- through 11th-grade as the levels get higher, and well-being is lower among female students than among their male peers.

COMMITMENT TO PROJECTING DIA IN POST-PANDEMIC EDUCATIONAL POLICY

The new government that took office in Chile in March 2022 has drawn up an action plan called Comprehensive Educational Reactivation Policy "Let's

FIGURE 3

Degree to which practices aimed at promoting personal learning are present in the closure period, 2021
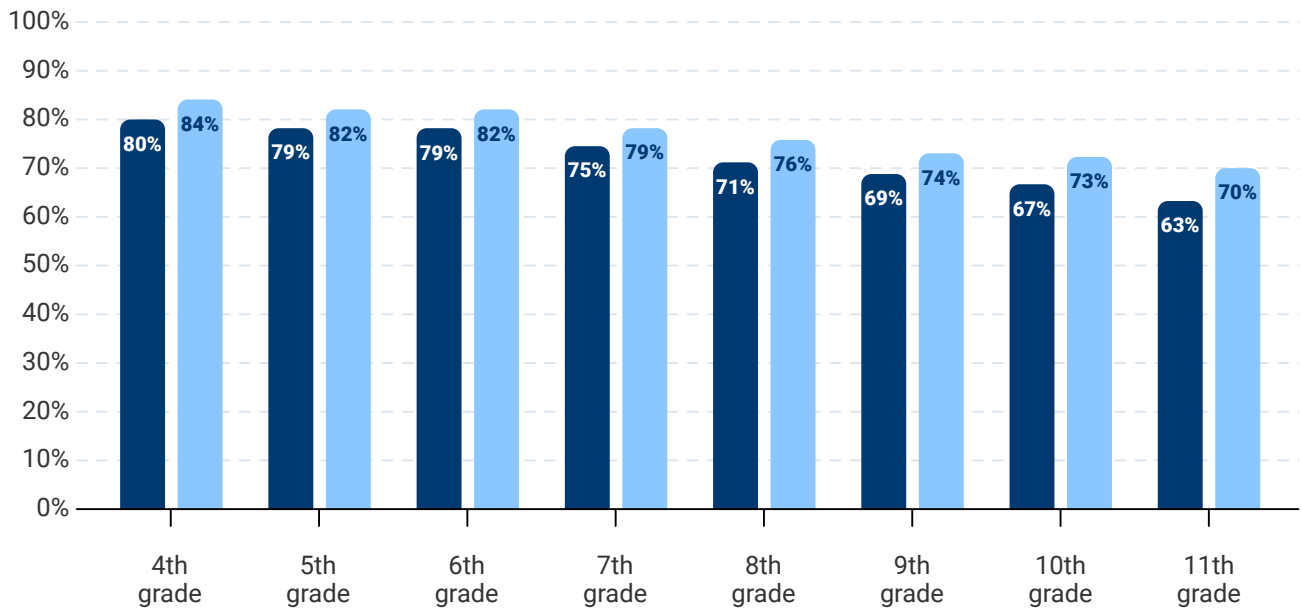
Personal learning management by grade
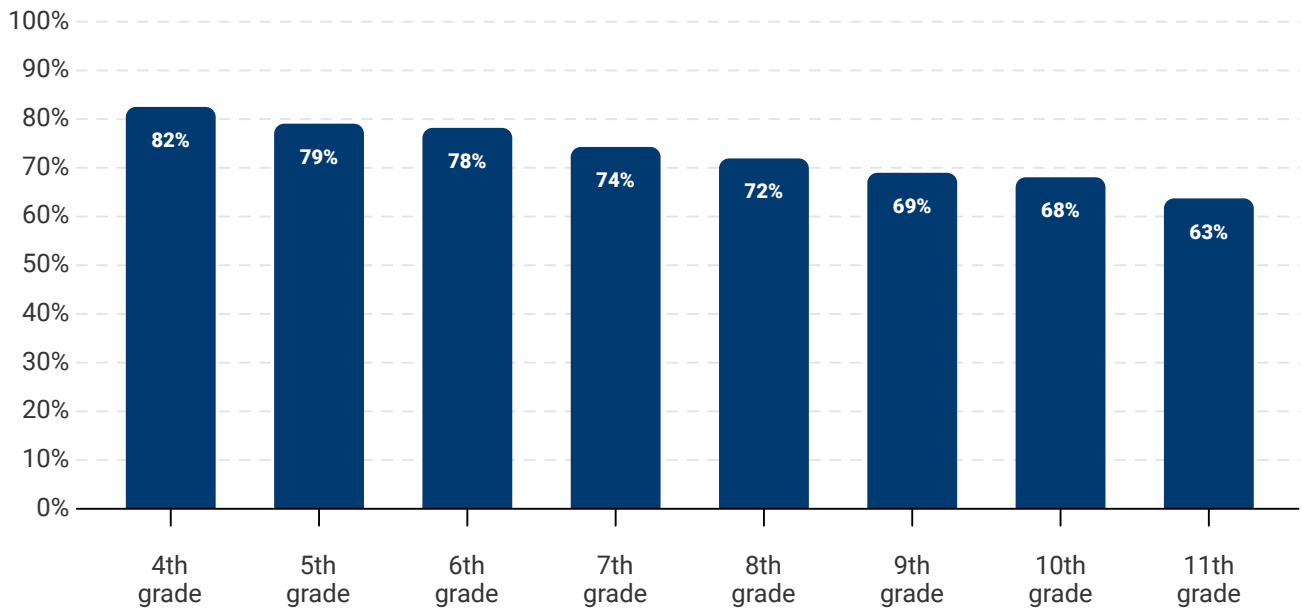
Source: Authors´ DIA data analysis.

FIGURE 4

Degree to which practices aimed at promoting community learning vary between the diagnosis and closure periods in 2021, according to students
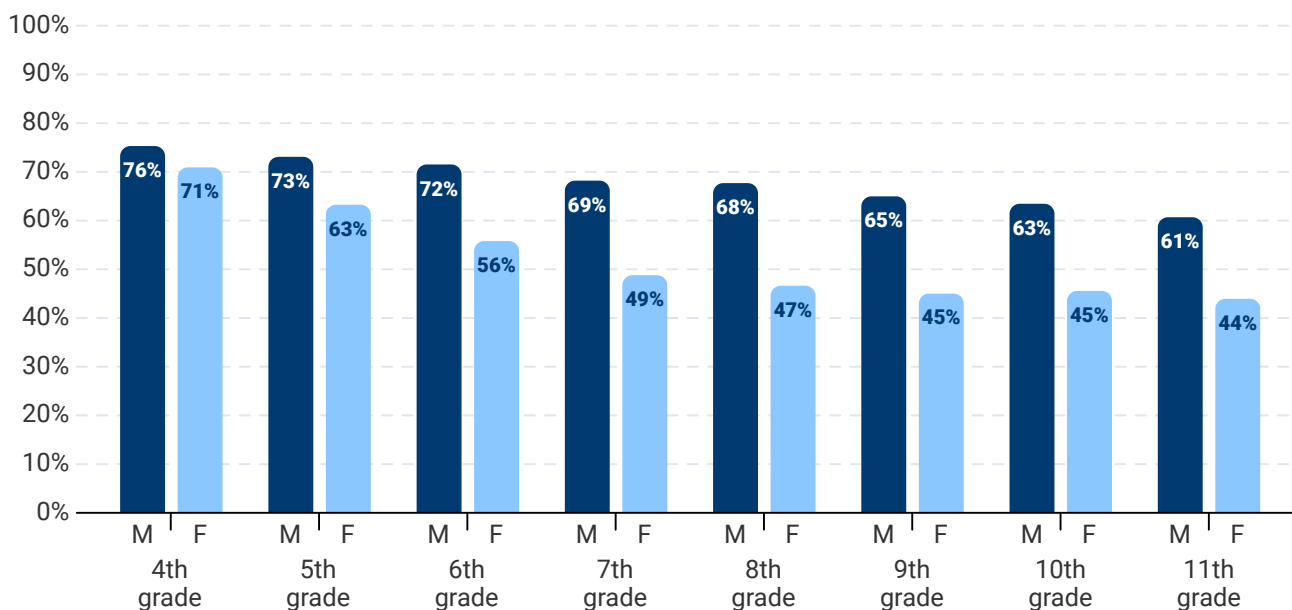
Variation in the management of community learning between diagnosis and closure

Source: Authors´ DIA data analysis.

FIGURE 5

Degree of socio-emotional well-being during the pandemic by gender, in the closure period 2021.

Socioemotional well-being in pandemic by gender

Source: Authors´ DIA data analysis.

Be a Community" (MINEDUC, 2022), which seeks to boost a comprehensive and strategic response to the educational and social-emotional wellness needs that have emerged in school communities during the pandemic. This plan follows different lines of action, such as promoting digital transformation, comprehensively addressing the socio-emotional and coexistence aspects of educational communities, or ensuring the educational paths of students. It was proposed with a time horizon that exceeds the government's term of office, covering at least four years. Among the highlights of the plan is the strengthening of the DIA, which is considered in each establishment's ability to diagnose its situation in terms of academic and socio-emotional learning, as well as to monitor the effectiveness of the actions developed. Likewise, it will consider a review of the Educational Improvement Plans for the next four years[12] by the schools, integrating the guidelines and resources provided by "Let's Be a Community."

In parallel, the new government has announced various administrative and legal initiatives aimed at reforming the operation of the current Quality Assurance System. Thus, it has submitted a proposal to the National Education Council[13] that seeks to suspend the application of standardized tests of academic learning to be administered during 2022. Additionally, it has stated that it wishes to implement a new evaluation system with a sampling character and without consequences for schools, which would make it possible to know the learning situation at the national level in order to provide feedback for the design of educational policies.

Lessons learned

The implementation of the DIA in the Chilean school system involves a set of interesting lessons in terms of reforms and institutional changes in school education to favor a more comprehensive definition. In recapping the lessons learned that seem more significant for this ongoing transformation, these can be summarized as follows:

A SITUATION IN WHICH SOCIO-EMOTIONAL ASPECTS BECAME PEREMPTORY

The situation of health and social crisis caused by the pandemic—which hit students and their families very hard, especially in economically-disadvantaged sectors—highlighted the importance of socio-emotional well-being as an inescapable purpose of education. Depression, anguish, lack of motivation, irritability, or social isolation abounded among students who remained confined to their homes (Ponce et al., 2020). School became the public institution that could relate positively and productively with children and adolescents, giving them tools and support in their socio-emotional learning to face the threats to their health and well-being (Weinstein et al., 2022). To fulfill these tasks, teachers had to reinvent themselves not only in terms of learning to work remotely and using the new virtual technologies to interact with students, but also integrating the socio-emotional dimension as a substantial part of their educational work. The context marked an urgency that educational policies had to include with renewed importance.

THE INABILITY TO WORK OF THE ACCOUNTABILITY SYSTEM ALLOWED FOR A GREATER LOCAL AGENCY

The urgency of local action occurred in a context of emergency in which the regular school operation system—characterized not only by the very high priority given to cognitive learning in *the actual definition* of educational quality, but also by a high-stakes accountability when interacting with schools—became unworkable. Neither the recording of students' daily attendance nor the performance of standardized tests in the prioritized disciplines were available for the central government as monitoring and control mechanisms. In addition, the situation of each municipal district and each community evolved differently during two years of the pandemic, requiring differentiated responses at the local level. All that remained was to trust that school communities would fulfill their educational mission as best as they could, and to make the usual requirements more flexible. The context led to a greater scope of action of the educational communities' autonomy, and it prompted the authorities to recognize the value of their agency for emergency response.

AN EXTERNALLY PROVIDED BUT SCHOOL-MANAGED LEARNING ASSESSMENT TOOL BECAME NECESSARY

Educational communities required new tools to navigate in the midst of the emergency. Having useful and timely information on students became a requirement not only to identify priorities for action in each school, but also to know if the initiatives being carried out yielded the expected results. As was the case with the cognitive dimension, the socio-emotional dimension of student learning needed to be operationalized. Having immediate information at three different times of the school year (beginning, development, and closing), and with a sufficient level of disaggregation for action (the course), made the DIA a resource for teachers and managers to diagnose basic scenarios and monitor subsequent progress. The integration of students' opinions regarding the way their school managed their social-emotional needs enriched the adult view and made it possible to identify the relevance of the actions taken. The DIA made sense among the main actors to whom it was addressed (Agencia de Calidad, 2021a). The new evaluation system showed the importance of simultaneously evaluating the cognitive and socio-emotional aspects, as well as doing so with an appropriate infrastructure to improve the school itself.

THE NEW FORM OF EVALUATION ALLOWS FOR GREATER COLLABORATION BETWEEN THE LOCAL, INTERMEDIATE, AND NATIONAL LEVELS TOWARDS IMPROVEMENT

The relationship between the different levels of the school system was constructively redefined during the pandemic, and the DIA is an expression of this. From a relationship marked by hierarchical control, in which the external summative evaluation was a tool for classifying schools in differentiated performance categories by the central level (Bellei & Muñoz, 2021), the Chilean school system moved to a relationship of collaboration and trust, with a formative evaluation at the service of the school's own improvement needs.

The school—with the leadership of its management and teaching teams—took control of the priority initiatives to be developed, adapting its way of operating to the particular conditions of its school community. Assessment became part of the local system to meet students' learning needs in a broad sense. The central level provided the evaluative technology that each school could not have produced on its own, ensuring the conditions for the deployment of a quality, timely, and relevant integral evaluation. In addition, the aggregated information enabled administrative levels above the school, such as Local Education Services or the Ministry of Education, to understand the reality of cognitive and socio-emotional learning and, therefore, to better define policy priorities. The new evaluation system allowed for greater coherence and alignment in the functions of the system's different levels to aid school improvement processes defined by the main role of schools (Mintrop, Órdenes & Madero, 2018), but with relevant and timely support from intermediate and national levels.

Ultimately, the crisis situation caused by the pandemic has shaken the Chilean education system and called into question how it was facing its challenges in terms of quality, equity, and improvement. It has been both a socio-educational tragedy and a transformative opportunity for a high-impact accountability system that was not delivering the expected results. In terms of evaluation, the need to place greater emphasis on students' socio-emotional learning has become evident in order to move away from a partial vision of educational quality only focused on academics. The relationship among the levels of the school system has been redrawn, which has allowed us to see the importance of a greater leading role and empowerment of school communities to participate in educational transformations—and of a link to national authorities marked more by support in capacity building than by control in the fulfilment of externally-imposed goals. An innovative way of managing the assessment of students´ academic and social-emotional learning has been tried, in which, the communities themselves produce relevant information and make timely decisions to improve their work in line with the literature (Datnow & Schildkamp, 2019; Bryk, Gomez, Grunow, & LeMahieu, 2015; Spillane, 2012). The pre-existing accountability system will have to be thoroughly overhauled to adapt to the new post-pandemic reality, and thus take advantage of advances that, as it has occurred with the DIA, make it possible to build a more comprehensive education in and through schools.

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APPENDIX A

METHODS

Appendix A: Methods

The case study was developed from a review of the literature on educational policies in Chile and reports related to the DIA of the Education Quality Agency. In addition, an analysis of the DIA available aggregated data was carried out. The case report authors combine experience in the design and implementation of public policies in education, as well as detailed knowledge about the national quality assurance system and the development of the DIA.

APPENDIX B

MODEL SELF-DIAGNOSIS MATRIX OF KEY SOCIO-EMOTIONAL LEARNING FOR STUDENTS

INTERPERSONAL		INTERPERSONAL		COLLECTIVE	
SKILL	DEFINITION	SKILL	DEFINITION	SKILL	DEFINITION
Self-awareness	The ability to recognize, record and perceive one's internal states, emotions, resources and values, and how these affect one's own behaviour.	Awareness of others	The ability to recognize, record and perceive the emotions and perspective of others, identifying differences and similarities.	Inclusiveness	The ability to identify, respect and value the differences and particularities of each person, individually or as part of a group.
Self-management	The ability to manage the expression of one's own internal states, emotions, resources and values, in different scenarios and contexts in a respectful manner.	Empathy	The ability to understand the emotions and feelings of others, acting in a complementary way with others' experience.	Pro-social behaviour	The ability to understand the values that are at the basis of a citizen coexistence of respect, solidarity and good treatment, and to act consistently.
Responsible decision-making	The ability to make decisions based on an organized reflection, consistent with a system of beliefs.	Cooperation and communication	The ability to perform actions with and on behalf of others, and to listen and express oneself assertively in verbal and non-verbal language.	Democratic commitment	The ability to actively participate in agreements for collective coexistence and functioning, considering the rights of all, and to act in a respectful and responsible manner with regard to such agreements.

Acknowledgements

End Notes

1 School enrollment is distributed in approximately 57 percent in the subsidized private sector, 34 percent in the public sector, and 10 percent in the paid private sector. The school system provides education for around 3.5 million of students. Given the high socio-economic segmentation of the system, middle-class families tend to attend mostly the subsidized private sector, lower-class families the public sector, and wealthier families the paid private sector (Muñoz & Weinstein, 2019).

2 Chile's system to measure learning outcomes, commonly known as SIMCE, is one of the oldest and most technically developed in Latin America. For more information on this system, see Cariola and Meckes (2008), Cox and Meckes (2016), Meckes and Carrasco (2010), Meckes and Mena (2021), and Falabella and Zincke (2019).

3 Article 2 of the General Education Law (2009) states that "Education is the lifelong learning process that covers the different stages of people's lives and aims to achieve their spiritual, ethical, moral, affective, intellectual, artistic and physical development, through the transmission and cultivation of values, knowledge and skills."

4 Different institutions participate in the governance of the Chilean educational system. While the Ministry of Education leads the entire system and designs and implements educational policies, a superintendency controls the use of the public resources, and a Quality Agency monitors the quality of the education. The Education Quality Agency is a public service, created in 2012, which has an independent Board and develops students´ assessment and school evaluation for improving the educational system outcomes.

5 The DIA is based on an experience that the same agency had carried out, on a pilot basis, in previous years called Progressive Evaluation. Although this experience was focused only on academic learning, it already included a clear formative orientation, with information collected by the teachers themselves at three points during the school year, providing immediate results and improvement guidelines for each participating school (Henríquez, 2018).

6 The activity that the teacher carries out with the youngest students, who cannot answer a questionnaire independently, is the reading of a story, to which individual reactions are recorded. Regarding the questionnaires, it should be noted that there are two different questionnaires according to the grade level of the students: One from fourth- through seventh-grade, and another from eighth- through 12th-grade (Agencia de Calidad, 2022).

7 The agency arrived at this definition after a process that included a review of existing literature, consultation with experts and harmonization of its contents with existing educational policy documents in Chile.

8 The description of the matrix on socio-emotional skills with their respective definitions used by the Education Quality Agency is included in Appendix B. It is an institutional creation of its own, based on the existing specialized literature and assessment instruments, as for example the Survey of Social and Emotional Skills (OECD, 2021).

9 It should be noted that the information on the academic situation provides a diagnosis of each student in particular, while the information on socio-emotional learning is only disaggregated at the course-group level.

10 Public education is undergoing a process of change in terms of its administration. The current law established that the municipal districts would transfer the schools they administered to the new Local Education Services by means of a gradual process that should end in 2025 (Bellei, Muñoz, Rubio, Alcaíno, Donoso, Martínez & Díaz, 2018).

11 This survey was carried out in September 2021, with the participation of more than 12 thousand people from all regions of the country, as well as from different tiers (principals, teachers, education assistants, students, parents and guardians, etc).

12 In the Chilean educational system, all schools that receive public resources, whether subsidized private or public, must formulate four-year Educational Improvement Plans (PME, for its initials in Spanish), that set goals to be achieved and define strategies to accomplish them. The

PME are the main improvement planning tool, aiming to provide coherence to the different school initiatives, as well as to align the use of resources with the priorities set.

13 In Chile, the National Educational Council, which is an organism that includes representation of diverse educational organizations and policies´ approaches, must approved a fourth-year plan of assessments proposed by the ministry of education.

BROOKINGS