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THE SHORTCOMINGS OF SAE: A DEEP VIEW INTO INEQUALITY AND SEGREGATION IN CHILEAN EDUCATION
LAS FALENCIAS DEL SAE: UNA MIRADA PROFUNDA A LA DESIGUALDAD Y SEGREGACIÓN EN LA EDUCACIÓN CHILENA

Trabajo de investigación para optar al Grado Académico de
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A nuestro profesor Miqueias, por su incesable paciencia, apoyo y liderazgo a lo largo de este proceso, siendo capaz de sacarnos del colapso en nuestros peores momentos.

A nosotras y a nosotros, por nuestra dedicación, esfuerzo y apoyo mutuo.

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RESUMEN

El objetivo del presente trabajo de investigación fue exponer falencias presentes en el actual Sistema de Admisión Escolar (SAE) mediante una metodología mixta de carácter cuantitativa y cualitativa, aplicada a encuestas realizadas a alumnos y apoderados y análisis documental de un establecimiento educacional de la Región Metropolitana, con la finalidad de, además de facilitar información para futuras investigaciones, exponer dichas falencias para proponer mejoras al SAE. Entre los resultados obtenidos se destacan factores tales como inclusión, calidad educativa, desigualdad, carencias en alumnos NEE. Por otra parte, tanto padres como apoderados esperan que el establecimiento educacional ofrezca una educación de calidad, además de concluir que el Ministerio de Educación mediante el SAE en deben otorgar más información específica para cada establecimiento educacional ya que esto ayudaría a considerar características dichos establecimientos para cubrir necesidades educativas.
Palabras Claves: SAE, inclusión, igualdad, segregación, desigualdad, NEE.

ABSTRACT

The objective of this research project was to expose shortcomings in the current Schools Admission System (SAE) through a mixed approach of both quantitative and qualitative research methods, applied in the form of surveys directed to students and parents and a document analysis of an educational institution from Región Metropolitana with the purpose of, besides providing information for future investigations regarding education, to bring to light said shortcomings in order to propose improvements to the present Schools Admission System. Among the found results it can be highlighted factors such as inclusion, quality of education, inequality and shortcomings regarding SEN students. On the other hand, both parents and guardians expect that the institution provides an education of quality. Furthermore, it is concluded that the Ministry of Education must provide more specific information regarding the schools through SAE, for that would help to cover all educational needs necessary.
Key words: SAE, inclusion, equality, segregation, inequality, SEN.

1. INTRODUCTION

State of the art

In recent decades Chilean education has become the target of criticism regarding its high levels of inequality and how it affects the personal growth of each student, thus the social development of the country after their scholar years. In addition, inequality acts as an important factor in promoting segregation which "is a problem of vital importance for any initiative that seeks to build an educational system based on principles of "equity" (Ministry of Education, Government of Chile, 2017, p. 49). In this context, the Ministry of Education (MINEDUC) implemented educational reforms with features and proposals aimed at achieving the desired quality of education. Among these aspects, we can find the School Admission System (SAE) promulgated under the Law of School Inclusion (20.845), which "is an educational policy that began its implementation in 2016 in Chile (…) Its focus aims to eliminate the market barriers that have segregated Chilean education in recent decades" (Rojas, Salas & Rodríguez, 2021, p. 2).

Related to SAE, Palma Irarrázabal (2019) explores the impact and effectiveness of SAE four years after the implementation of the program and provides an overview of the educational system in Chile and the historical context which led to the creation and later implementation of the program. Prior to SAE, schools in Chile had the autonomy to set their admissions criteria resulting in high levels of segregation and inequality. Because of that, SAE aimed to address this issue by centralizing the school assignment process based on a set of objective criteria. The author finds that the system has had a positive impact on reducing segregation and promoting equality in the distribution of students across schools; specifically, the program has resulted in a more diverse student population in schools with students from lower socio-economic backgrounds having access to schools with high educational quality. Despite the positive findings, the article also highlights some challenges and difficulties for SAE. For example, the author notices that the system has been criticized for being too rigid and inflexible, particularly in cases where families have different preferences for the education of their children.

On the other hand, Asahi, Baloian and Figueroa (2021) found that 16% of the quality gap between the schools that accept priority and non-priority students seems diminished when SAE is applied. Moreover, as per the findings of Rodríguez-Garcés, Padilla-Fuentes and Espinosa-Valenzuela (2022), during the Standard Phase – SAE was implemented in two phases, that is, the Implementation Phase and the Standard Phase – of the application process, out of a total of 274,990 applicants, 82.8% were allocated to an educational institution based on their stated preferences. Additionally, among the students assigned by SAE, 93% of them acknowledged the notification, and 71.3% favored their own choice.

Research problem

Taking everything into account, SAE results as an effective system which diminishes the high levels of segregation between students and their socio-economic backgrounds with their application for a school of preference. Nevertheless, as those studies were carried out during the early years of SAE's implementation and that the system already presented limitations regarding its flexibility, it comes across the doubt of whether the system keeps lowering segregation in schools in recent years and if those results are cohesive with the perception of both, students and parents, regarding the admission process and its effectiveness. Bearing that in mind, this research sought to propose improvements to SAE in relation to students' and parents' perceptions towards the process and the analysis of pertinent documentation of a chosen school.

Justification

The quality of education in the different institutions of the country has a strong relationship with the socioeconomic status of the students. It has been noticed that the students who belong to the first quintile, which represents the poorest part of the population, attend schools that present lower scores in SIMCE. In contrast, students who belong to the fifth quintile of the population, which represent the richest part of the population, score the highest academic performance concerning the results of SIMCE

(Asahi, Baloian, and Figueroa, 2021, p. 80), meaning that academic performance is proportional to socioeconomic status. It is said that the difference between those results increases during the academic process of the students. According to Asahi, Baloian, and Figueroa (2021) "the average gap of SIMCE scores between the first and fifth socioeconomic quintile is 63 points in fourth grade, and this difference increases to 110 points in eleventh grade" (Pontificia Universidad Católica de Chile, 2019, p. 80).

Furthermore, the authors have studied the preferences of the applicants and their characteristics. It has been noticed that priority students, who represent the more vulnerable part of the population, are more concerned with the amount of money they are required to pay for the monthly payment of the school and prefer to spend little money to attend a school with higher levels in SIMCE. Meanwhile, nonpriority students are more likely to spend a larger amount of money to secure their admission to a school with higher levels achieved in SIMCE. In summary, SAE can reduce the difference of selection between schools by reducing the barriers of selection but cannot secure an education of quality for all the population of the country, nor to include and satisfy all the applicant's preferences considering their socio-economic background.

Objectives

General

The aim of this investigation, by and large, was to propose improvements to SAE in relation to students' and parents' perceptions towards the process and the analysis of pertinent documentation of a chosen school.

Specific

1. To describe the perception of parents in relation to the process of SAE.

2. To describe the perception of students in relation to the process of SAE.

3. To describe essential components of the documents PME (Plan de Mejoramiento Educativo) and PEI (Proyecto Educativo Institucional) of the institution and how they are related with SAE.

Theoretical Framework

Inclusion

As reported by MINEDUC, educational inclusion refers to "the development of relationships and educational communities as spaces for meeting, dialogue and recognition of the diversity of those who integrate them, and who build and enrich their educational proposal based on their differences and particularities" (Avances en diversificación de la enseñanza, 2017, p. 10).

In accordance with Infante (2010), the concept of educational inclusion not only regulates educational practices such as methodology, curriculum, but also involves recognizing and valuing the diversity of students and creating an inclusive and welcoming learning environment for all. It alludes to the process of ensuring that all students, regardless of their characteristics, have equitable access to meaningful and effective learning opportunities. This involves removing barriers that may prevent access or participation by students, including those with disabilities, cultural, linguistic, or socioeconomic differences.

Inclusion in Chile

Historically, inclusive laws have been created and implemented in favor of a better education to transform an educational system that has been under segregation and inequality (Carrasco & González, 2017, p.65). These needs have always been present in education in our country, but today they are more relevant and important in our society. This is due to the lack of inclusion in Chile, because "schools systematically exclude groups of students for various reasons, among which the personal abilities of children and young people, cultural, ethnic-racial, social class and gender differences stand out" (Dussel, 2004, p. 65).

Although today there are different laws, guidelines, and strategies created by the government of Chile for students to access education without fear of exclusion, inclusion is still not fully achieved, taking into account that currently school inclusion aims to "allow everyone to be incorporated into social processes of schools and communities" (Ryan, 2016, p. 181).

In this context, and under the protection of the General Education Law No. 20.370, which in Article 4, paragraph 2, declares that "It is the duty of the State to guarantee all students an inclusive quality education". In 2016, Law No. 20,845 was enacted of school inclusion that regulates the admission of students, eliminates shared financing and prohibits profit in educational institutions that receive contributions from the state. This law is strictly related to the current admissions system since it "aims at gradually overcoming the high levels of segregation in the Chilean school system, which were generated, until now, by the existence of arbitrary enrollment selection processes, widely extended in the system, which allowed "the institutions to be the ones that choose their students in accordance with the social, economic and cultural capital of the families" (República de Chile, 2014, as cited in Carrasco & Gonzalez, 2017, p. 65). In addition to directly addressing this problem from different points, such as integration, gratuity, diversity, and inclusion, among others. This law also seeks to create a profound change rooted in our educational system and whose implementation "[…] implies for schools and their communities, as well as for their teaching and management teams, the significant modification of a set of institutional practices deeply rooted in school cultures and traditions."

Among other laws, guidelines, and strategies implemented by the government, we can highlight the PIE, which aims to suppress the exclusion present in the classrooms of our country, since it is defined as "an "inclusive strategy of the school system" by favoring the presence of children with special needs in the classroom, sharing the same learning experiences as the rest of their classmates" (Garate, 2019, p.157). Also, together with the PIE, we can highlight the "school coexistence policy" which began its implementation in 2002 and is updated year after year in consonance with the needs of our society. And also "the guidelines for the construction of inclusive educational communities" (2016), both with

the objective of promoting and implementing inclusion through an environment where respect reigns and democratic participation is generated without gender differences or discrimination on the part of students, teachers and the school staff.

SAE

The current School Admission System (SAE) is a centralized system created for application in educational institutions which consists of an online platform in which it is possible to apply, through the Internet, to all educational institutions belonging to the government, whether they are public or privately subsidized, in addition to having information about them. The process is based both on available vacancies (immediate admission) and on the oversubscription that is based on a random ordering that takes priority criteria into account. Going further with its definition, the SAE can be defined as "a centralized admission system that guarantees equal access to applicants who wish to enter or move within the educational system. In addition to ensuring the principle of social justice by treating all applicants equally" (Rodríguez, Padilla & Espinosa, 2021, p. 77).

In terms of its objectives, the SAE seeks to provide quality education and accessibility to all students in the current educational system. However, there is also a contradiction, not in bad terms, in having nonpriority students and priority students, giving preference to the latter due to numerous factors. Those factors also hold a hierarchy within them, some having more priority than others. First up we find students who have a sibling by blood on either of the parents' sides already enrolled in the school, followed by 15% of already registered priority students in the school, sons, and daughters of anyone who works at the school, and former students that wish to come back as long as they had not been expelled.

The Sistema de Admisión Escolar (SAE) in Chile has faced criticisms and concerns regarding its fairness. One prominent issue is the unequal access to information about the SAE, which can put some families at an advantage while leaving others at a disadvantage. Moreover, resource disparities among schools, including funding and facilities, are not always factored into the SAE's allocation process, potentially leading to unequal educational opportunities. Geographic disparities may also persist, forcing some students

to travel long distances to their assigned schools. Socioeconomic factors are not always adequately considered, making it challenging for students from disadvantaged backgrounds to access higher-performing schools. Critics argue that the SAE's reliance on proximity and random selection can limit parental choice, potentially hindering the alignment of educational values and philosophies with school selection. Additionally, overcrowding and changes in school composition may result from the SAE, impacting the overall quality of education. Lastly, the system's perceived inflexibility can create difficulties for students with special needs or unique circumstances. These concerns highlight the ongoing challenge of ensuring fairness and equity within the SAE system as Chile seeks to improve its education policies.

SEN

It goes without saying that education has had to adapt itself in order to guarantee an appropriate learning process for every student, including those with special needs. As established in Art. 23 of the General Law of Education, "A student with Special Educational Needs shall be understood as a student who requires additional help and resources, whether human, material or pedagogical, to conduct his or her development and learning process and contribute to the achievement of the goals of education." (authors' translation).

Moreover, those students considered as SEN can be categorized as Permanent SEN or Transitory SEN. Those students who are considered as Permanent SEN are those who have been professionally diagnosed with special needs that they will present during their whole educational process. These needs can be associated with visual and hearing impairment, dysphasia, autism spectrum disorder, intellectual disability, and multiple disabilities. In contrast, those students considered as Transitory SEN are those students that will present special needs during a particular period of their educational process. These needs can be associated with difficulties in the learning process, specific language impairment, attention-deficit/hyperactivity disorder, and borderline intellectual functioning (MINEDUC, 2015, pp. 15-16).

As it was previously stated, MINEDUC has made a variety of changes to the educational laws to promote the inclusion of those students that need extra help in order to form part of the educational community without major problems. This can be exemplified by Art. 3 of the General Law of Education that states that "education must tend to ensure that every student, regardless of their conditions and circumstances, reaches the general objectives and learning standards defined in the way that the law establishes" (Law 20.370, art. 3). In addition, this law, in its 10th article, establishes that every student with SEN must receive the necessary help to avoid any kind of discrimination towards them and the necessary tools to ensure a complete learning process for these students. SAE in Chile has been criticized for its limited support for students with special needs. The system primarily focuses on proximity and random assignment, which often overlooks the specific requirements of these students. This neglect can lead to issues such as inadequate school resources, limited school choice for parents seeking specialized services, transportation challenges, and a lack of flexibility in accommodating individualized education plans. To ensure equitable access to quality education, it is crucial for policymakers to address these concerns and implement measures that better cater to the needs of students with disabilities and special learning requirements within the SAE framework.

2. RESEARCH DESIGN

In this study a mixed approach was adopted to get the desired information. Mixed approaches are a combination of qualitative and quantitative research approaches that work together and allow the comparison between different concepts and give depth and effectiveness in research (Chavez, 2018). This method allows the collection of quantitative and qualitative data which is more complete by collecting complex information that is expressed in both numerical and non-numerical values. In terms related to education, on the one hand, the development of quantitative research allows a general perception while establishing a pattern or an average, and on the other, the development of qualitative

research permits to know the perceptions, opinions and personal thoughts of both parents and students. Thanks to the variety of information obtained through this methodology, a greater scope, range and variety of information is obtained for future analysis.

The approaches selected for this investigation were exploratory and correlational research. The reasons behind the selection of these two approaches rely on the aim of achieving the three specific objectives of this research. Hence, exploratory research is needed to identify the characteristics and preferences of both parents and students regarding their choice of a particular educational institution since exploratory research is said to be an attempt to discover something new and draw conclusions to set clear the exact nature of the problem to solve (Swedberg, 2020). Furthermore, this type of research is also needed to identify the attributes of the educational programs of the educational institutions. As it follows, a correlational approach is needed to identify the relation between the characteristics and preferences of both parents and students in addition to the features of relevant documentation, to improve SAE by considering those variables and figuring out if there is a relationship between them from which we can draw a definitive conclusion (Asamoah, 2014).

The data collection instruments used were two surveys for both parents (see Appendix A) and students (see Appendix B) to establish their characteristics and preferences when it comes to the selection of an educational institution. In addition, a document analysis (See Appendix C) was needed to analyze the data contained in the Plan de Mejoramiento Educacional (PME) and Proyecto Educativo Institucional (PEI) of a particular educational institution to describe essential components of the these documents and how they are related with SAE. Those three instruments were created with the purpose of getting useful and desired information, facilitating the comprehension and analysis of the information obtained.

Data collection instruments

Parents' survey

For the research, a survey was administered to parents regarding the school admission process. This survey consists of nineteen items, divided into open-ended questions, multiple-choice questions, and likert-scale items. The first part of the questionnaire is an authorization to use the collected responses for research purposes and a promise of confidentiality on the part of the research team. In this way, the parents provided (or did not provide, depending on their response) their consent to the use of their data in this research, followed by a section of fourteen likert-scale type questions with the purpose of finding out the fondness that the parent has towards the school that their children are currently in and the previous knowledge the parents had about the school's PEI and PME along with questions about their understanding of SAE at the moment of selecting a school for their children. Finally, an item of five multiple-choice questions combined with open-ended questions were presented, both designed to collect parents' personal preferences at the moment of choosing a school to enroll their offspring in.

Students' survey

A survey was also administered to the students regarding the school admission process. This survey consists of eighteen items, divided into open-ended questions, multiple-choice questions, and Likert-scale items. The first part of the questionnaire is an authorization to use the collected responses for research purposes. In this way, the students provided (or did not provide, depending on their response) their consent to the use of their data in this research, followed by a section of ten likert-scale type questions and an item of multiple-choice questions combined with open-ended questions, both designed to collect students' opinions about educational institutions, either their own or in a generalized sense, together with their perception of the educational environment and

how the institution handles issues related to school coexistence. Students' satisfaction with the school, whether they receive assistance during the school year and how they feel in the classroom with their teachers were also addressed. Finally, they were asked about their knowledge of the SAE, their satisfaction with it and their enrollment process.

The questions for both surveys directed to parents and students were created and developed by the research team based on the information that as a research team we wanted to obtain. All instruments were made taking into account the objective of the research and also the objective of the instruments applied. In addition, some modifications were made in the way in which certain questions were presented in order to avoid invasion of privacy for the participants.

Document analysis scheme

The instrument selected for the analysis of the documents PME and PEI along with SAE's proposals, was a document analysis scheme which consisted of one table with four categories (objective, question, answer and comments). In addition, the instrument aimed to achieve the objective of describing essential components of the documents PME and PEI of the institution and how they are related with SAE. Both documents were relevant in order to create a relationship between how the school considers important the admission process with what SAE proposes according to the objective of diminishing the barriers put to the applicants. Hence, proper proposals could be done to improve the admission system considering how schools find it relevant to achieve inclusion within the institution.

The table contained four criteria which aimed to define how schools apply their application process. Furthermore, it directed the analysis of the documents PME and PEI to identify which criteria the school established with the aim of reducing segregation barriers that are still present in our country. For that, a column indicating whether the statement (referred to as answer) was present in the documents along with an additional

column (referred to as comments/excerpts) including direct evidence of the statement, in case it was mentioned. The table also aimed to verify if there was a concordance regarding SAE´s statements and the school's own criteria for the admission process in order to analyze if schools actually consider SAE for reducing segregation levels. Moreover, as described above, the table included those different columns in which different interrelated criteria were applied for the purpose of getting information to contrast with each other.

Ethical considerations

For the present research, the participants both parents and students, in addition to accepting their participation in the online survey, agreed to participate voluntarily by signing a letter of consent (see Appendix E). The signing of this letter signified the consent of the participants to actually participate in the study, in addition to being aware of the anonymity of each of the participants for the present research. Taking into account that some participants are minors, a consent form from the part of their parents was also informed and signed.

The data obtained were used solely and exclusively for the present investigation, to which only the research team had access, and it will be erased after the analysis of the data collected. The aforementioned data were obtained through validation instruments (online surveys) which are securely safeguarded, and without authorized access between research participants, in the current research account. The instruments used to validate and obtain information were subjected to a double validation process: The first validation was carried out by the thesis advisor and, after being adjusted according to his indications, the instruments were validated by another professor from the School of Education at the researchers' institution (see Appendix D).

Analysis Plan

The analysis was conducted by all members of this research project in order to achieve objectivity and avoid intersubjectivity. At the time of analyzing the data collected, professionalism and responsibility on the part of the members of the research project were present, leaving aside biases, subjectivity, stereotypes, prejudices, among others. In addition, the questions asked in both the surveys and the documentary analysis were designed to provide answers and conclusions that could be analyzed objectively. The analysis plan referred to the application of the three instruments (surveys directed to students along with parents and document analysis scheme) was as follows.

To begin with the application of these instruments, the first stage was to apply the instruments corresponding to the surveys directed to two members of the educational community of a particular school from the city of Santiago. These instruments were applied in one of the classes belonging to the school: one of the surveys was applied to the students belonging to the class, and the other survey was applied to the parents of those students. Once they had received the results of both surveys, the researchers used inferential statistics to analyze the answers and identify the levels of discomfort and conformity with the criteria stated. Moreover, a document analysis scheme was used to find a concordance between the students' and parents' perception of the particularities of their school. Once this stage was finished, a qualitative analysis of the schemes' information was carried out to find solutions and suggestions for the improvement of the educational programs of the school.

Participants

The participants selected for the application of the instruments was a particular class in a private-subsidized school located in one of the communes in Santiago of Chile. First and foremost, as they belong to one of the most commercial communes and as they transit in different communes in Santiago on a daily basis, there is a great variety in the

16

characteristics of its habitants as socioeconomic backgrounds and preferences regarding the selection of one educational institution to enroll students, their perception of the characteristics of the educational institution they belong to, and, most importantly, their perception of the process that entails SAE. All of this aims for a clear perception of the characteristics and preferences of parents and students to find to what extent SAE can improve their functioning and how schools can improve their educational programs to adapt themselves to their students' needs.

In addition, the selected students are preadolescents who are around 13 to 15 years old, and they belong to the eighth-grade and first-year of high school courses. These students were chosen because they are in the grades where more students enter and exit, making the school admission process more relevant and conscious to them.

3. RESULTS

The results shown below correspond to the data collected from the surveys applied to parents and students for the purposes of this research.

Parents' Survey

Objective 1: To describe the perception of parents in relation to the process of SAE.

This section presents the results from a survey applied to parents of a subsidized institution in Santiago. The results are summarized by a figure which shows questions that are related to each other. In addition, a description of the collected data is included.

Figure 1

Figure 1 shows the results of five Likert-scale questions referring to parents' awareness of their children's school's regulations.

PARENTS'AWARENESS OF THEIR CHILDREN'S SCHOOL'S REGULATIONS
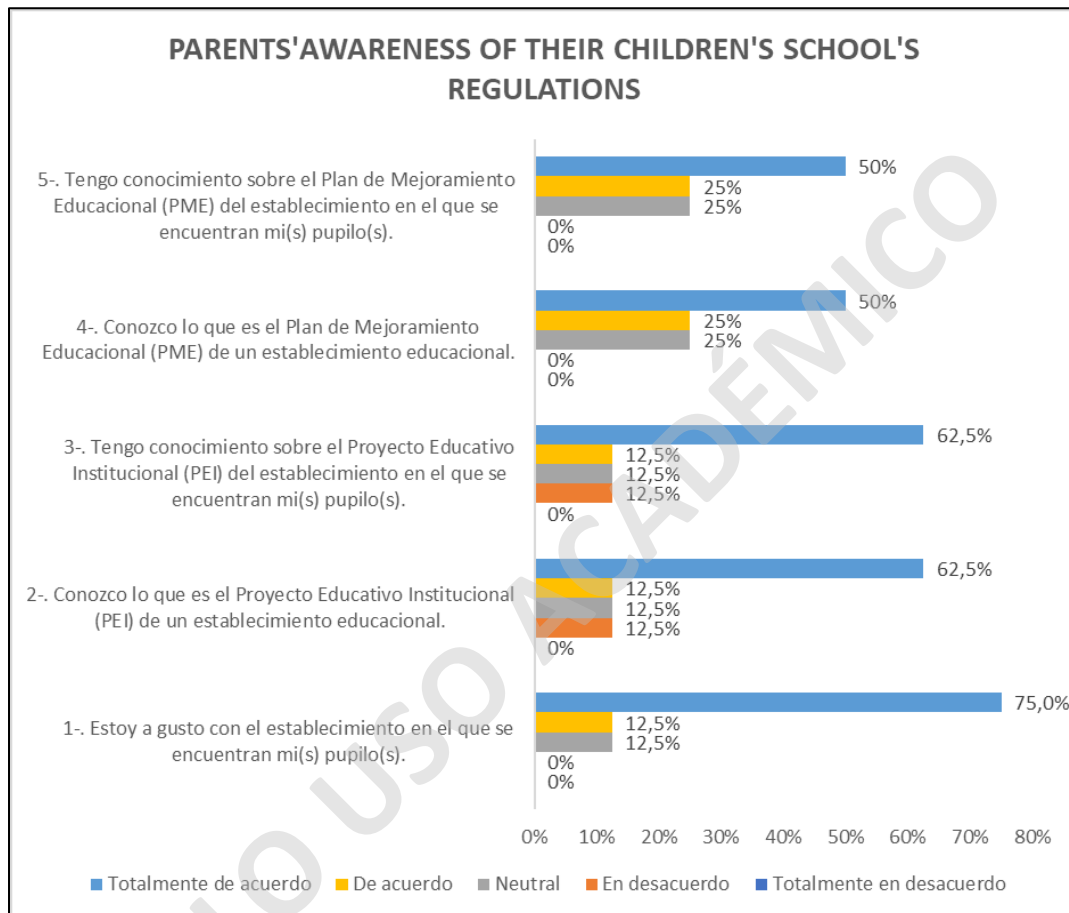
Source: Own creation.

According to the results, question 1 "I am pleased with the school in which my son(s) is/are." (Original Spanish version: "Estoy a gusto con el establecimiento en el que se encuentra mi(s) pupilo(s)") shows that 75% of participants "Totally agree" with the statement, meaning that they are fully pleased with the school their children are currently attending, while 12,5% of participants do not have an opinion about the matter and 12,5%

18

state that they "Agree" with the statement. Thus, we can conclude that most of the parents are pleased with the school that their children are currently enrolled in.

The results regarding Question 2 "I know what Proyecto Educativo Institucional (PEI) of an educational institution is." (Original Spanish version: "Conozco lo que es el Proyecto Educativo Educacional (PEI) de un establecimiento educacional") show the level of knowledge that parents have about the concept of PEI in a school. As presented, Figure 2 reveals that 62,5% of parents have full knowledge of the concept of a PEI since they answered "Totally agree", while 12,5% of participants chose the "Agree" alternative with the same percentages for the options "Neutral" and "Disagree", exposing the fact that most parents do have knowledge of what a PEI is in the context of a school even when that knowledge is incomplete.
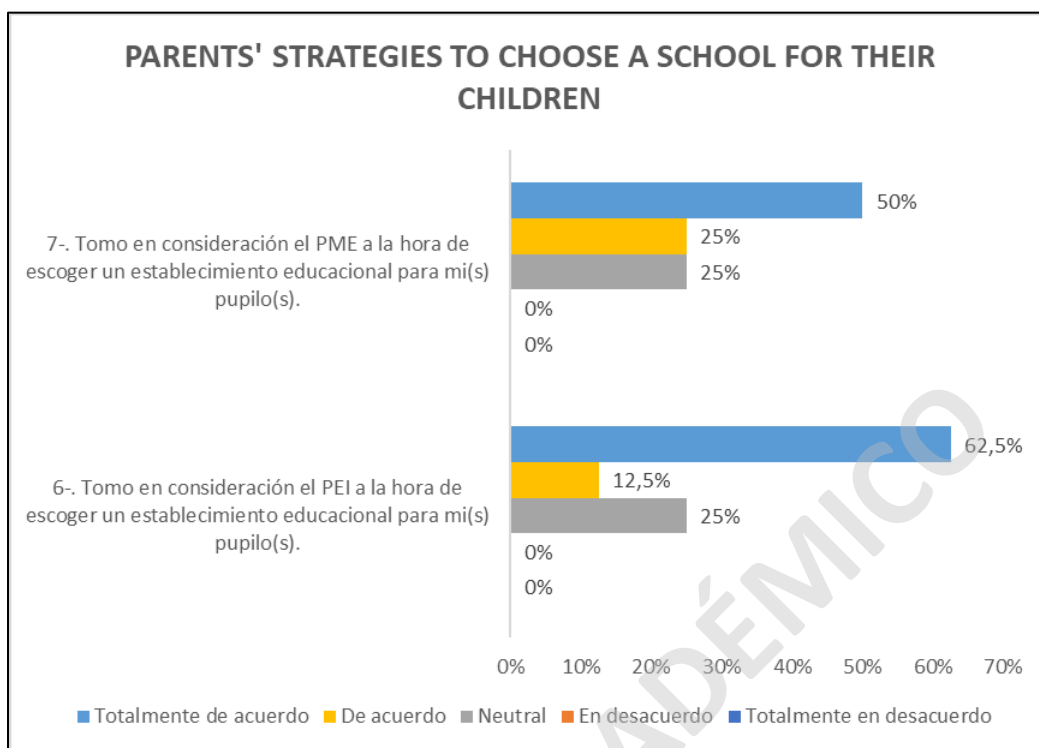
Question 3 "I have full knowledge of the Institutional Educative Project (PEI) of the institution my children are currently attending." (Original Spanish version: Tengo conocimiento sobre el Proyecto Educativo Educacional (PEI) del establecimiento en el que se encuentra mi(s) pupilo(s)") shows that 62.5% of participants are in full knowledge of the PEI of the current institution that their children attend, having chosen the "Totally agree" alternative. On the other side, 12.5% of parents chose the "Agree" option, with the same percentage for both the "Neutral" and the "Disagree" alternatives, showing that a great deal of the participants are unsure or unaware of the PEI meaning.

Question 4 "I have full knowledge of what Plan de Mejoramiento Educacional (PME) is for an educational institution." (Original Spanish version: "Conozco lo que es el Plan de Mejoramiento Educacional (PME) de un establecimiento educacional") allows us to understand that 50% of participants do have full knowledge of what PME is, having chosen the "Totally agree" option. As for the rest of the answers, they were split, with 25% each on the "Agree" and "Neutral" alternatives. This unveils the fact that the level of knowledge is mostly high regarding PME.

The analysis of the answers to Question 5 "I know the Plan de Mejoramiento Educacional (PME) of the educational institution in which my son(s) is/are." (Original Spanish version: "Tnego conocimiento sobre el Plan de Mejoramiento Educacional (PME) del establecimiento en el que se encuentra mi(s) pupilo(s)")shows that half of the participants, that is to say 50%, answered "Totally agree" regarding how much they know about the PEI in which their child/ren is/are. In addition, 25% of the participants answered "Agree" on knowing the PEI of the educational institution. On the other hand, 25% of the participants chose the alternative "Neutral" regarding their knowledge of the PEI. In general, most of the participants fully know or have knowledge of the PEI of the school in which their child/ren is/are with 75% of the answers by adding the answers of "Totally agree" and "Agree".

Figure 2

Figure 2 shows the results of two Likert-scale questions referring to the strategies parents use to choose a school for their children.

PARENTS' STRATEGIES TO CHOOSE A SCHOOL FOR THEIR CHILDREN

7-. Tomo en consideración el PME a la hora de escoger un establecimiento educacional para mi(s) pupilo(s).
- 50%
- 25%
- 25%
- 0%
- 0%

6-. Tomo en consideración el PEI a la hora de escoger un establecimiento educacional para mi(s) pupilo(s).
- 62,5%
- 12,5%
- 25%
- 0%
- 0%

■ Totalmente de acuerdo ■ De acuerdo ■ Neutral ■ En desacuerdo ■ Totalmente en desacuerdo
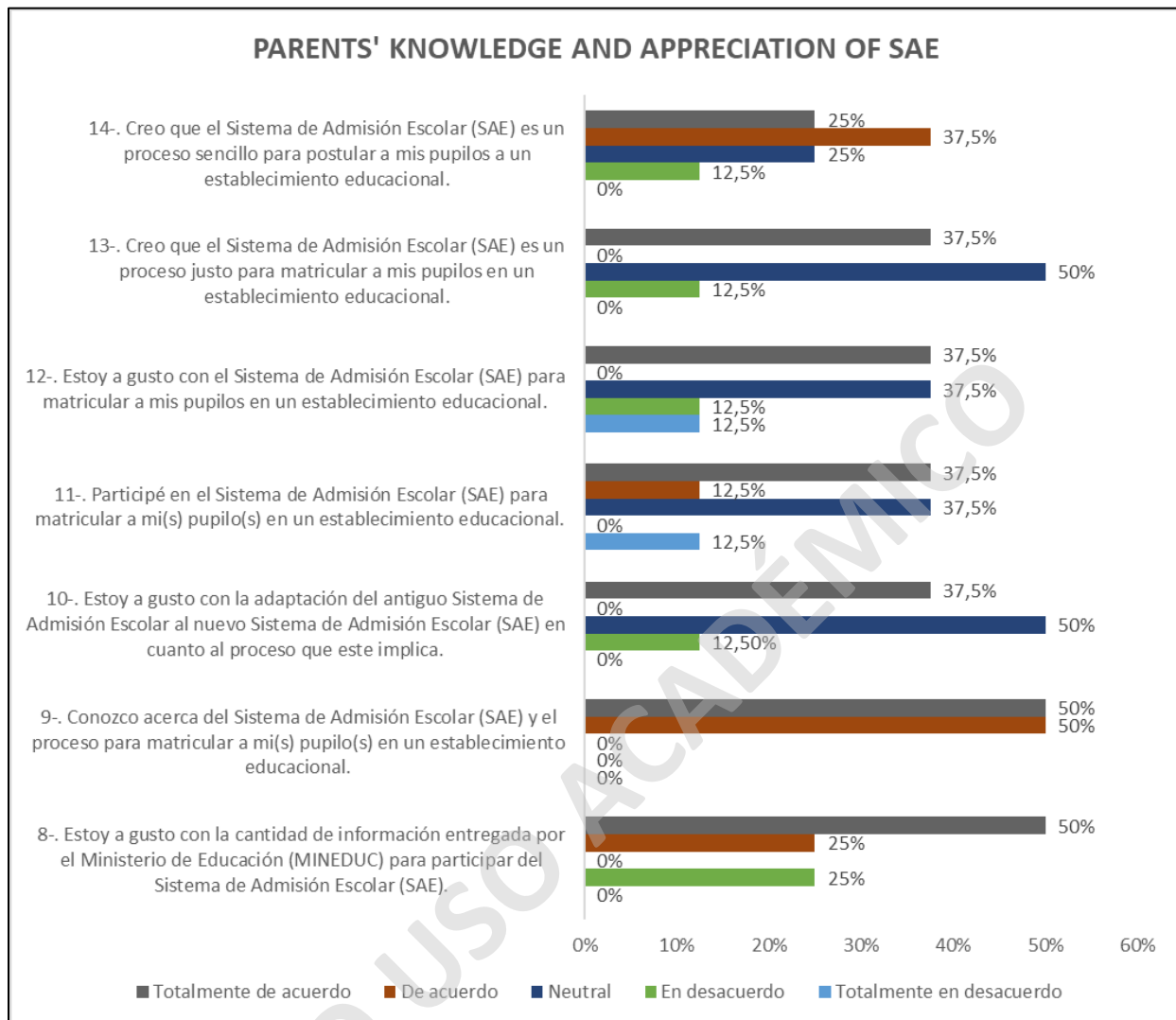
Source: Own creation.

The results presented in Figure 2 about question 6 "I take into account the PEI at the moment of choosing an educational institution for my son(s)." (Original Spanish version: "Tomo en consideración el PEI a la hora de escoger un establecimiento educacional para mi(s) pupilo(s).") show that more than a half of the participants answered "Totally agree" regarding the level of importance they give to PEI when choosing an educational institution, with 62,5% of the answers. In addition, 12,5% of the participants chose "Agree" on considering the PEI of a certain school, while 25% of the participants chose "Neutral" in response to the question. In general, the great majority of participants showed high levels of interest regarding the PEI of a school in order to choose it for the education of their sons with 75% of agreement by adding the percentage of the answers of "Totally agree" and "Agree".

The figure shows that half of the participants answered "Totally agree" regarding the level of importance they give to PME when choosing an educational institution (50%).

In addition, 25% of the participants chose "Agree" on considering the PME of a certain school while 25% of the participants selected "Neutral" in response to the question. In general, the great majority of participants showed high levels of interest regarding the PME of a school in order to choose it for the education of their children, with 75% of agreement by adding the percentage of the answers of "Totally agree" and "Agree".

Figure 3

Figure 3 shows the results of seven Likert-scale questions regarding parents' current knowledge and appreciation of SAE.

PARENTS' KNOWLEDGE AND APPRECIATION OF SAE

14-. Creo que el Sistema de Admisión Escolar (SAE) es un proceso sencillo para postular a mis pupilos a un establecimiento educacional.
- Totalmente de acuerdo: 25%
- De acuerdo: 37,5%
- Neutral: 25%
- En desacuerdo: 12,5%
- Totalmente en desacuerdo: 0%

13-. Creo que el Sistema de Admisión Escolar (SAE) es un proceso justo para matricular a mis pupilos en un establecimiento educacional.
- Totalmente de acuerdo: 37,5%
- De acuerdo: 0%
- Neutral: 50%
- En desacuerdo: 12,5%
- Totalmente en desacuerdo: 0%

12-. Estoy a gusto con el Sistema de Admisión Escolar (SAE) para matricular a mis pupilos en un establecimiento educacional.
- Totalmente de acuerdo: 37,5%
- De acuerdo: 0%
- Neutral: 37,5%
- En desacuerdo: 12,5%
- Totalmente en desacuerdo: 12,5%

11-. Participé en el Sistema de Admisión Escolar (SAE) para matricular a mi(s) pupilo(s) en un establecimiento educacional.
- Totalmente de acuerdo: 37,5%
- De acuerdo: 12,5%
- Neutral: 37,5%
- En desacuerdo: 0%
- Totalmente en desacuerdo: 12,5%

10-. Estoy a gusto con la adaptación del antiguo Sistema de Admisión Escolar al nuevo Sistema de Admisión Escolar (SAE) en cuanto al proceso que este implica.
- Totalmente de acuerdo: 37,5%
- De acuerdo: 0%
- Neutral: 50%
- En desacuerdo: 12,50%
- Totalmente en desacuerdo: 0%

9-. Conozco acerca del Sistema de Admisión Escolar (SAE) y el proceso para matricular a mi(s) pupilo(s) en un establecimiento educacional.
- Totalmente de acuerdo: 50%
- De acuerdo: 50%
- Neutral: 0%
- En desacuerdo: 0%
- Totalmente en desacuerdo: 0%

8-. Estoy a gusto con la cantidad de información entregada por el Ministerio de Educación (MINEDUC) para participar del Sistema de Admisión Escolar (SAE).
- Totalmente de acuerdo: 50%
- De acuerdo: 25%
- Neutral: 0%
- En desacuerdo: 25%
- Totalmente en desacuerdo: 0%

Legend: ■ Totalmente de acuerdo ■ De acuerdo ■ Neutral ■ En desacuerdo ■ Totalmente en desacuerdo

Source: Own creation.

The survey results indicated in question 8 "I am satisfied by the amount of information provided by the Ministry of Education (MINEDUC) for participating in the School Admission System (SAE)" (Original Spanish version: "Estoy a gusto con la cantidad de información entregada por el Ministerio de Educación (MINEDUC) para participar del Sistema de Dimisión Escolar (SAE)") that a significant proportion of participants expressed high levels of satisfaction with the information provided by the Ministry of Education regarding using SAE for the admission process with an overall of

75% of participants selecting either "Totally agree" or "Agree," with the former alternative receiving a total of 50% of the total answers.

Regarding question 9 "I know about SAE and the process to enroll my children into an educational institution" (Original Spanish version: "Conozco acerca del Sistema de Admisión Escolar (SAE) y el proceso para matricular a mi(s) pupilo(s) en un establecimiento educacional"), half of the participants (50%) were confident about their knowledge of SAE and the current enrollment process, with the remaining 50% expressing agreement. Notably, no participants indicated disagreement, suggesting a wide understanding of the current enrollment system among those affiliated with educational institutions.

The answers to Question 10 "I'm satisfied with the adaptation from the old school admissions system into the new one (SAE), regarding the process that this implies" (Original Spanish version: "Estoy a gusto con la adaptación del antiguo Sistema de Admisión Escolar al nuevo Sistema de Admisión Escolar (SAE) en cuanto al proceso que este implica") revealed a lack of consensus regarding the new admission system in SAE and the process it brings with it, as 50% of participants remained neutral, while 37.5% expressed strong agreement, and 12.5% indicated disagreement. Although participants did lean towards agreement, no definitive majority was evident, showing a lack of overall opinion regarding the subject matter.

The survey responses to question 11 "I participated in the Schools Admission System (SAE) when enrolling my children into an educational institution" (Original Spanish version: Perticipé en el Sistema de Admisión Escolar (SAE) para matricular a mi(s) pupilo(s) en un establecimiento educacional) depict varied views on guardian's involvement in their children's enrollment process, with 37.5% expressing not having an opinion and another 37.5% indicating total disagreement. Additionally, 12.5% of participants agreed and another 12.5% strongly disagreed, highlighting an extremely mixed perspective, with a subtle lean towards a negative answer.

Examining the answers to question 12 "I am satisfied with the Schools Admissions System (SAE) for enrolling my children into an educational institution" (Original Spanish version: Estoy a gusto con el Sistema de Admisión Escolar (SAE) para matricular a mi(s)

pupilo(s) en un establecimiento educacional), it becomes apparent that participants' perceptions of SAE's current matriculation system were evenly distributed, with 37.5% expressing total agreement. Moreover, "disagreement" and "strong disagreement" received 12.5% of answers respectively, suggesting a balanced, yet ambiguous stance on the efficiency of the system.

Regarding question 13 "I think that the Schools Admissions System (SAE) is a fair process for enrolling my children into an educational institution" (Original Spanish version: "Creo que el Sistema de Admisión Escolar (SAE) es un proceso justo para matricular a mi(s) pupilo(s) en un establecimiento educacional"), half of the respondents (50%) selected "Neutral" on the fairness of the school admission process, indicating a neutral stance, possibly due to a potential lack of understanding. Meanwhile, 37.5% expressed strong agreement, implying that these participants do perceive SAE to be a fair process, suggesting a divide in the level of information among the surveyed parents.

The results regarding question 14 "I think that the Schools Admissions System (SAE) is a simple process to nominate my children into an educational institution" (Original Spanish version: "Creo que el Sistema de Admisión Escolar (SAE) es un proceso simple para postular a mi(s) pupilo(s) en un establecimiento educacional") illustrate a diverse range of opinions on the complexity of the enrollment process, with the majority (37.5%) agreeing that the process was not overly complicated. Both "Totally agree" and "Neutral" were tied for second place, each garnering 25% of the responses, which seems to emphasize the straightforward nature of SAE's enrollment procedures.

Figure 4

Figure 4 shows the results of a multiple-choice question on a pie chart regarding the factors that the parents consider when enrolling their children to an educational institution.


Factor	Value
Distancia desde su residencia...	6 (75 %)
La presencia de un Proyecto d...	4 (50 %)
La Misión y la visión del centro...	6 (75 %)
La infraestructura del centro ed...	2 (25 %)
Excelencia académica	7 (87,5 %)
Resultados SIMCE y PAES	4 (50 %)
La mensualidad a pagar	3 (37,5 %)

Source: Own creation.

As it was presented regarding question 15 "Which of these factors do you take into account when choosing an educational institution to enroll your pupil(s)? Choose all the alternatives that apply." (Original Spanish version: "¿Cuál de estos factores usted toma en cuenta al momento de escoger un centro educativo para matricular a su(s) pupilo(s)?. Seleccione todas las alternativas que apliquen."), the responses were divided into different factors, with "academic excellence" being the most favored by parents at 87.5%, followed by a tie between "distance from their residence to the educational center" and "the mission and vision of the educational center," both with 75% of the votes. "The infrastructure of the institution" was the least favored with 25% of the votes. With this data, it can be concluded that despite having various factors to consider when choosing an institution for their children, parents prioritize the education received, the values taught, and proximity to their residence over infrastructure, the presence of the PIE program, SIMCE and PAES results, and even over the monthly tuition to be paid.

Figure 5

Figure 5 shows the result of a multiple-choice question on a pie chart regarding the type of educational institution that the parents prefer when enrolling their pupils.
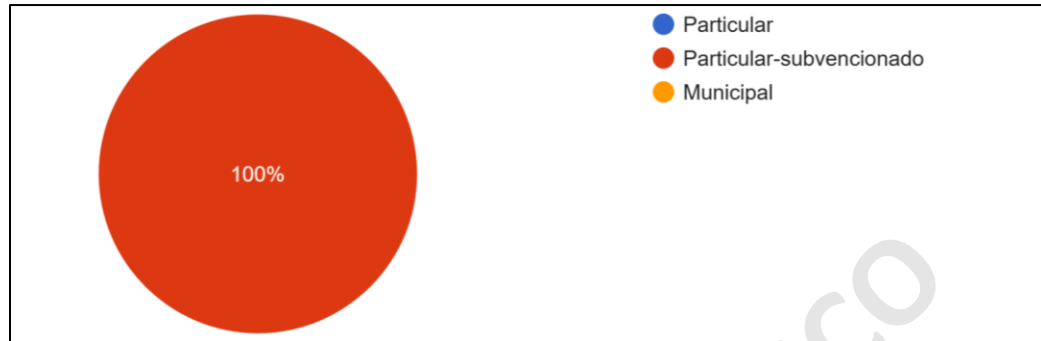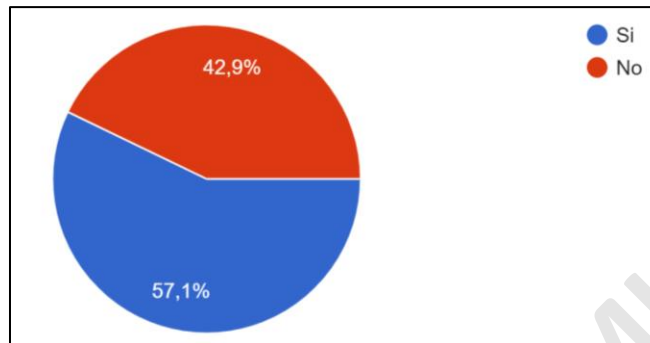
Source: Own creation.

All respondents (100%) selected the alternative "Subsidized private" in response to question 16 "What type of educational institution do you prefer when enrolling your pupil(s)?" (Original Spanish version: "¿Qué tipo de establecimiento educacional prefiere a la hora de matricular a su(s) pupilo(s)?"). Considering the location of the institution, it can be suggested that due to its proximity to considerably disadvantaged communes, parents may not be in the financial position to afford a high tuition fee. Nevertheless, they still choose it over a free public school because of the quality of education they expect their children receive.

Figure 6

Figure 6 shows a multiple-choice question in a pie chart regarding the preference of the participants and the characteristics of a public school.
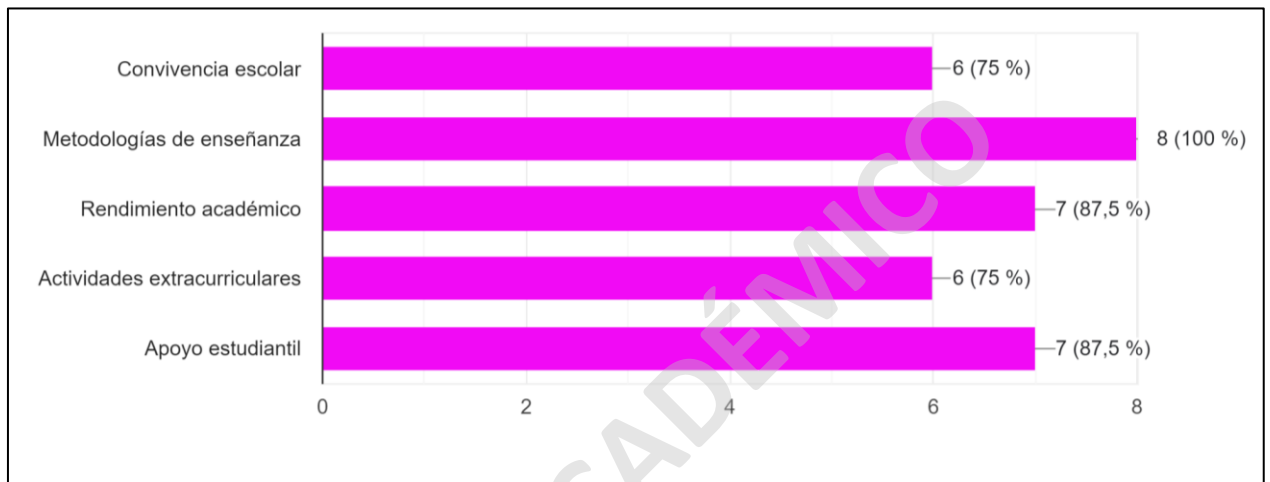

Source: Own creation.

According to the results of question 17 "In the case of choosing a public school, do I consider if this is an emblematic school?" (Original Spanish version: "En caso de escoger un establecimiento municipal, ¿considero si este es un liceo emblemático?"), the majority of the participants (57,1%) stated that they do consider if a public school is considered as an emblematic school when choosing this type of school. Notwithstanding, a 42,9% of the participants stated that they do not consider if a public school is categorized as an emblematic educational institution. In sum, there is little difference regarding the preference of the parents when choosing a public school that may or may not be emblematic.

Figure 7

Figure 7 shows a multiple-choice question regarding the preferences and importance of different factors regarding the pupil(s) continuity in an educational institution.
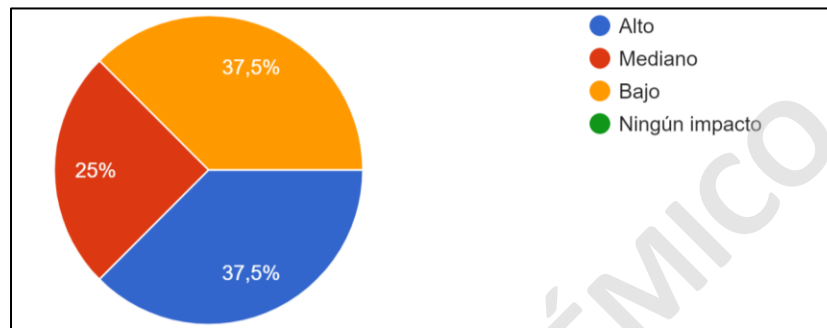
Source: Own creation.

In relation to the results of question 18 "Which factor(s) do I consider important(s) to maintain my pupil(s) in the educational institution that he/she belongs to?" (Original Spanish version: "¿Qué factor(es) considero relevante(s) para mantener a mi(s) pupilo(s) en el establecimiento al que pertenece?"), and in accordance with the parents' opinions, there are many factors that have an influence in this; but, even if there is no huge difference or variation between numbers of answers among categories, the majority (100%) decide that "metodologías de enseñanza" is the option that is in their mind when asked about a factor that is important to their children. On the other hand, "rendimiento academico" and "apoyo estudiantil" takes the second place (87.5%), and finally "convivencia escolar" and "actividades extracurriculares" are the last options (75%) but, as described previously, with no huge difference. Hence, the results showed that academic categories are the most important factors that parents have in mind when they think about keeping their children enrolled in an educational institutional.

Figure 8

Figure 8 shows a multiple-choice question in a pie chart regarding the impact that the economic aspect has on the preferences of parents when choosing an educational institution for their child/ren.

Source: Own creation.

According to the results of question 19 "What is the impact that the economic aspect (monthly payment, etc.) has at the moment of choosing an educational institution for my son(s) is/are?" (Original Spanish version: "¿Qué impacto tiene el aspecto económico (valor de mensualidad, etc.) al momento de escoger un centro educativo para mi(s) pupilo(s)?"), 37,5% of the respondents stated that the economic aspect has a high impact on their preference when choosing an educational institution. In addition, 25% of the participants stated that the economic factor has a medium influence on their preferences. On the other hand, 37,5% of the respondents answered that the economic aspect has a low influence on their choice of a school for their children. It can be seen that there is an equal result of "high" and "low" answers regarding the impact of the economic aspect. Notwithstanding, the economic aspect has an important impact on the preferences of parents with 62,5% of the answers by adding the percentages of high and medium impact.
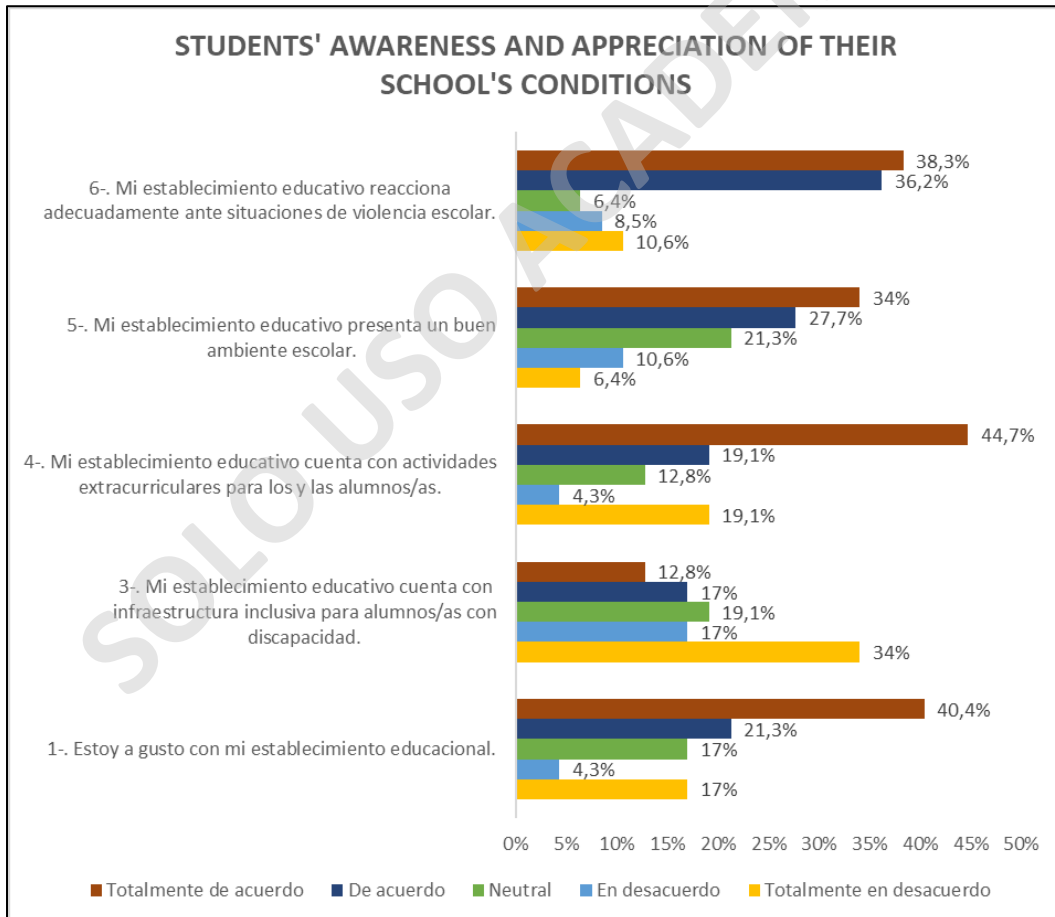
Students' Survey

Objective 2: To describe the perception of students in relation to the process of SAE.

This section presents the results provided by a survey applied to students of a certain educational institution. The results are summarized by a figure showing questions that are related to each other. In addition, a description of the collected data is included.

Figure 9

Figure 9 shows the results of five Likert-scale questions referring to students' awareness and appreciation of their school's conditions.

STUDENTS' AWARENESS AND APPRECIATION OF THEIR SCHOOL'S CONDITIONS

6-. Mi establecimiento educativo reacciona adecuadamente ante situaciones de violencia escolar.
- 38,3%
- 36,2%
- 6,4%
- 8,5%
- 10,6%

5-. Mi establecimiento educativo presenta un buen ambiente escolar.
- 34%
- 27,7%
- 21,3%
- 10,6%
- 6,4%

4-. Mi establecimiento educativo cuenta con actividades extracurriculares para los y las alumnos/as.
- 44,7%
- 19,1%
- 12,8%
- 4,3%
- 19,1%

3-. Mi establecimiento educativo cuenta con infraestructura inclusiva para alumnos/as con discapacidad.
- 12,8%
- 17%
- 19,1%
- 17%
- 34%

1-. Estoy a gusto con mi establecimiento educacional.
- 40,4%
- 21,3%
- 17%
- 4,3%
- 17%

0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%

■ Totalmente de acuerdo ■ De acuerdo ■ Neutral ■ En desacuerdo ■ Totalmente en desacuerdo

Source: Own creation.

31

According to the results of question 1 "I am pleased with my current school." (Original Spanish version: "Estoy a gusto con mi establecimiento educacional."), 40.4% of students "Totally agree" with the statement, indicating their full satisfaction with their school. 21.3% of participants chose the "Agree" option, 17% selected the "Neutral" alternative, 4.3% stated that they "Disagree," and 17% chose the "Totally disagree" alternative. It can be concluded that even though the majority of students felt content with their current educational institution, a significant portion of participants expressed dissatisfaction with their current school, amounting to a total of 21.3% of negative responses. Question 2 of the student survey was an open-ended question related to question 1, allowing students who provided a negative response about their satisfaction with their school to propose solutions to issues that troubled them. The majority of the responses did not concern infrastructure, curriculum, or academic matters. Most students dissatisfied with their current school attributed their feelings to their interactions with fellow students and the resulting atmosphere. Only two responses related to the curriculum, expressing personal reasons such as a desire for fewer math hours due to boredom. Additionally, two responses criticized the school's size. These findings suggest that most students primarily prioritize improvements that directly affect them, without considering broader factors, such as inclusive infrastructure for SEN classmates.

Question 3 "My school has an inclusive building for students with disabilities." (Original Spanish version: "Mi establecimiento educativo cuenta con infraestructura inclusiva para alumnos/as con discapacidad.") exhibits that most answers were negative, with 34% of the answers "Totally disagree" to the given statement, followed by 17% who "Disagree", 19.1% that stay "Neutral" on the issue, 17% choosing the alternative "Agree", and finally only a 12.8% selecting "Totally agree" with the statement. This indicates that the school must have little to none inclusive infrastructure for students with special needs given the fact that 51% of the participants responded negatively towards the statement, as opposed to the 29.8% who gave positive answers.

Question 4 "My school has extracurricular activities for the students." (Original Spanish version: "Mi establecimiento educativo cuenta con actividades extracurriculares para los y las alumnos/as") exposes that 44.7% of students have knowledge of extracurricular activities being implemented in their school, given the fact that they answered "Totally agree", 19.1% of students "Agree" with the statement as opposed to the 4.3% of students that "Disagree," and the 19.1% that "Totally disagree". This exposes the fact that the institution does have extracurricular activities, but these might not be well promoted among the students, given the fact that a significant number of students stated that they were straight-up non-existent.

Question 5 "My school has a good school environment." (Original Spanish version: "Mi establecimiento educativo presenta un buen ambiente escolar.") shows that the responses lean 34% towards "Totally agree," while 27,7% of the responses correspond to "Agree" answers regarding the school having a good environment. In addition, 21,3% of the students had stated "Neutral" regarding the question, in contrast to 10,6% of "Disagree" answers and 6,4% "Totally disagree" answers in response to the school having a good school environment. It is concluded that the majority of the students are satisfied with the school environment provided by the school with 61,7% corresponding to "Totally agree" and "Agree" answers.

Question 6 "My school reacts properly in situations of school violence." (Original Spanish version: "Mi establecimiento educativo reacciona adecuadamente ante situaciones de violencia escolar.") shows that the answers lean 38.3% towards "Totally agree", followed by "Agree" with 36.2% regarding the school responding properly to these particular situations. In addition, 6.4% of the students stated "Neutral" regarding the question, in contrast to 8.5% of "Disagree" answers and 10.6% of "Totally disagree answers" in response to the school's response towards situations of violence within its premises. It is concluded that the majority of the students are satisfied with the school response, with 74,5% corresponding to "Totally agree" and "Agree" answers.

Figure 10

Figure 10 shows the results of five Likert-scale questions referring to the students' appreciation of their experience in their school

STUDENT'S APPRECIATION OF THEIR EXPERIENCE IN THEIR SCHOOL
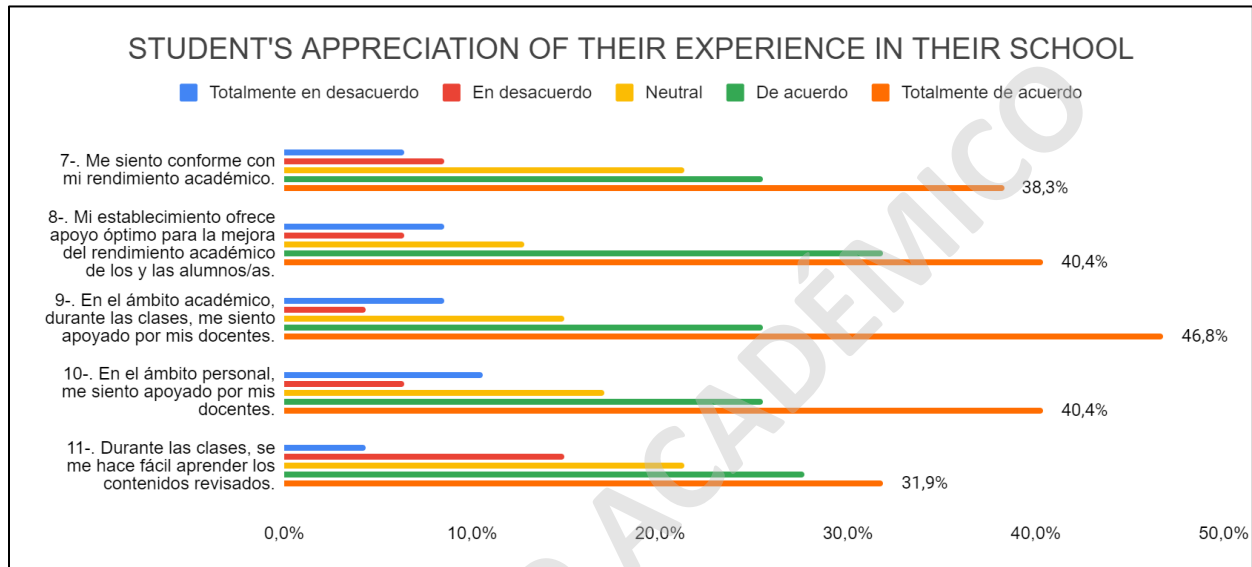
Source: Own creation.

The results regarding question 7 "I am satisfied with my academic performance." (Original Spanish version: "Me siento conforme con mi rendimiento académico.") show that the majority of the students are satisfied with their academic performance, with 38.3% selecting "Totally agree" in the survey. However, a significant portion of the students only "Agree" or remain undecided, with 25.5% and 21.3% respectively, leaving behind the options of "Disagree" and "Totally disagree" with 8.5% and 6.4% each one respectively. It is concluded that, when being in an institution with academic excellence, students feel prepared to face the school year and are satisfied with their academic results, with the opposite thought being held by a minority.

Question 8 "My institution provides optimal support for the improvement of academic performance for students." (Original Spanish version: "Mi establecimiento ofrece apoyo óptimo para mejorar el rendimiento académico de los y las alumnos/as") shows a large majority of the students claimed to be completely in agreement with the school's support in improving their academic performance with 40.4%, followed by "Agree" at 31.9% and a 12.8% answered "Neutral". On the other hand, the options "Disagree" and "Totally disagree" had a 6.4% and 8.5% each one. As a result, the support provided by the school to the students is optimal, as the satisfaction levels are high compared to dissatisfaction (8.5%). Therefore, the necessary academic tools are appropriately provided to the students.

Question 9 "Related to the academic aspect, during classes, I feel supported by my teachers." (Original Spanish version: "En el ámbito académico, durante las clases, me siento apoyado por mis docentes") shows that a great number of participants answered "Totally agree" when stating feeling supported in the academic aspect by their teachers (46.8%). In addition, 25.5% of the respondents had "Agree" on feeling supported during lessons. In contrast 14.9% had stated "Neutral" on feeling supported. In addition, 4.3% of the participants answered "Disagree" and 8.5% answered "Totally disagree" on feeling supported by their teachers. In general, most respondents stated feeling supported within the academic aspect with 74.3% by adding the percentages of "Totally agree" and "Agree" answers, contrasted by 12.8% of the summation of "Totally disagree" and "Disagree" answers; nevertheless, the 14.9% of "Neutral" answers is still remarkable.

Question 10 "Related to the personal aspect, I feel supported by my teachers." (Original Spanish version: "En el ámbito personal, me siento apoyado por mis docentes") shows that a great number of participants answered "Totally agree" when stating feeling supported in the personal aspect by their teachers (40.4%). In addition, 25.5% of the respondents selected "Agree" on feeling supported by their teachers. In contrast, 17% chose "Neutral" on feeling supported. Moreover, 6.4% of the participants answered "Disagree" and 10.6% answered "Totally disagree" on feeling supported by their teachers.

In general, more than a half of the respondents stated feeling supported within the personal aspect, with 65.9% by adding the percentages of "Totally agree" and "Agree" answers, contrasted by 17% of the summation of "Totally disagree" and "Disagree" answers. Nevertheless, the 17% of "Neutral" answers is still remarkable for being the same percentage as the answers expressing disagreement.

Question 11 "During classes, It is easy for me to learn the contents checked." (Original Spanish version: "Durante las clases, se me hace fácil aprender los contenidos revisados") shows that a third of the participants answered "Totally agree" on finding it easy to learn the contents seen during classes (31.9%). As follows, 27.7% of the students answered "Agree" in not finding difficulty in learning the contents. In contrast, a similar number of participants (21.3%) chose "Neutral" regarding the question, and 14,9% of them answered "Disagree" on finding it easy to learn during classes, and 4.3% answered "Totally disagree" in not finding difficulty in learning the contents. In general, half of the students showed agreement in finding it easy to learn the contents seen in class (59.6% in "Totally agree" and "Disagree" answers).

Figure 11

Figure 11 shows the answers to a multiple-choice question in a pie chart regarding taking into account students' opinion before being enrolled in a certain school.
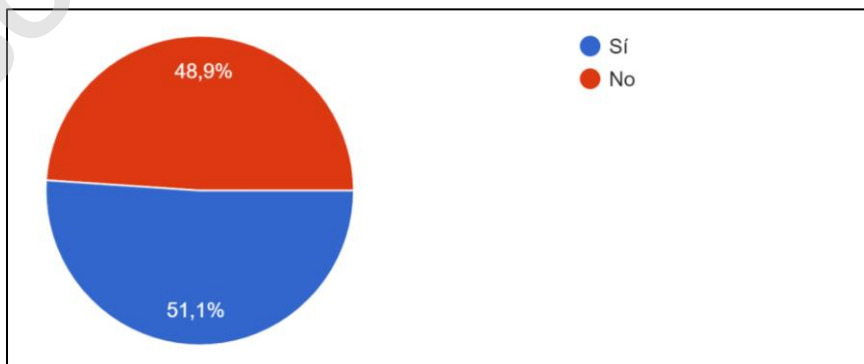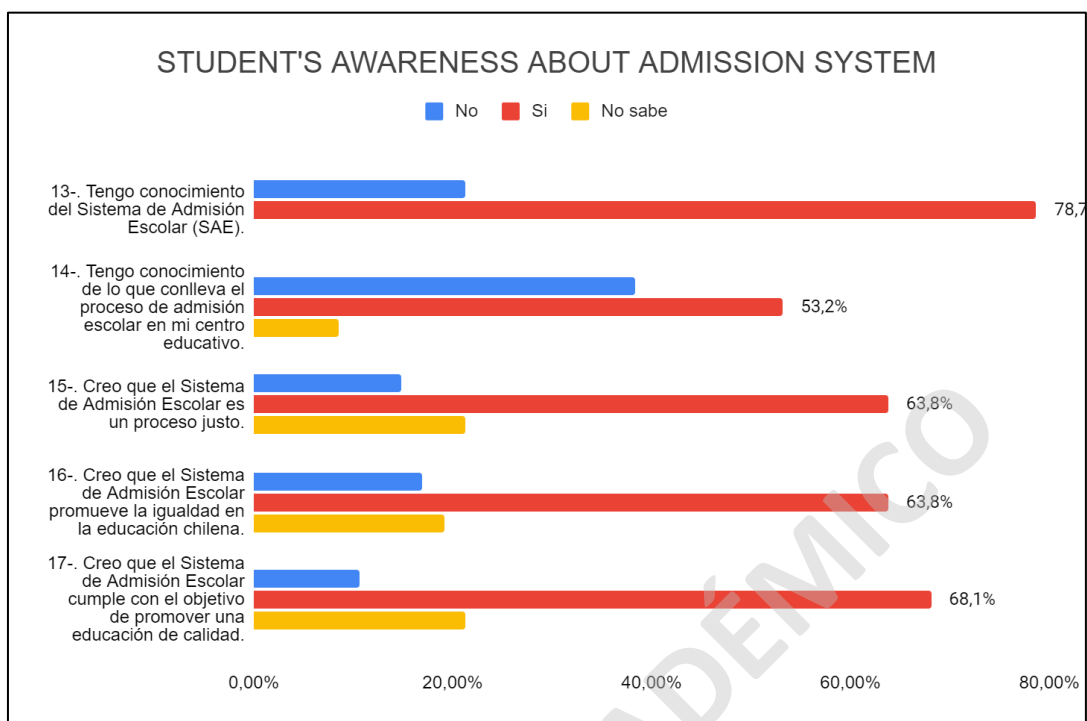
The results regarding question 12, "My parents consulted me before enrolling me in this school." (Original Spanish version: "Mis padres me consultaron antes de matricularme en este colegio."), showed that the majority of the students answered "yes" in being consulted before being enrolled in their school with 51.1% of the population. On the other hand, 48.9% of the respondents answered "No" about having been consulted. Generally, there is not a big difference between students who were asked and those who were not asked in order to be enrolled in their school, with only 2.2% of difference. In addition, and in concordance with Figure 10, the results show that both parents' and students' perception towards the school is positive, meaning that both look for the same criteria to have an education of quality to support their children's educational progress.

Figure 12

Figure 12 shows the results of five multiple-choice questions referring to students' awareness about the actual admission process that is working in our country.

STUDENT'S AWARENESS ABOUT ADMISSION SYSTEM

Source: Own creation.

According to Figure 12, the results regarding question 13 "I am aware of the "Sistema de Admisión Escolar" (SAE)" (Original Spanish version: "Tengo conocimiento del Sistema de Admisión Escolar (SAE)") show that the majority of the answers were to the option "Yes" with 78.7%, while the minority of them were to the answer "No" with 21.3%, and according to these results, the majority of the students are aware of, or have knowledge about, the current admission system that is operating in our country.

Question 14 "I have knowledge about what entails the admission process in my school." (Original Spanish version: "Tengo conocimiento de lo que conlleva el proceso de admisión escolar en mi centro educativo") shows that the majority of the answers regarding the level of knowledge were the option "yes" with 53.2% while the answer "no" is the second choice selected, with 38.7%. On the other hand, qualitative answers like "tal vez", "tengo una breve idea", "nose" and "nunca pregunte" are answers provided by participants with 2.1% each one and with 8.5% in total. Hence, the majority of the students

seem to have knowledge about the implication of the admission system, but not too far away participants answer that they are not aware or they do not have enough knowledge to answer "Yes".

Question 15 "I think that the "Sistema de Admisión Escolar" is a fair process." (Original Spanish version) shows that the majority of the participants responded that they think that the process is fair with 63,8%, the 14,9% responded "no" regarding to the topic, in the meantime, with a qualitative possibility" answers regarding to do not have enough knowledge to give their opinion, with answer like: "me suena", "no se que es", among others, occupy the last position with a total of 10 responses with 2.1% each one and with 21% in total. Therefore, the majority of the participants think that the current admission process is a fair process; on the other hand, there are many students that do not think that and others that could not answer because of their lack of knowledge about it.

Question 16 "I think the "Sistema de Admisión Escolar" promotes equality in Chilean education." (Original Spanish version: "Creo que el Sistema de Admisión Escolar promueve la igualdad en la educación chilena") shows that the majority of the participants think that the current admission process promotes the equality in the education of the country with 63,8%, the 17% responded that they do not think so, and 9 participants, with the possibility of a qualitative response, answered "no se" or were unable to answer due to lack of criteria, information, knowledge, giving answers like: "no lo se", "no tengo conocimiento", among others, with 2.1% each one and with 19.2% in total. In consequence, the majority of the participants are in favor that the current admission system is and promotes equality in the actual education, while the rest of the participants do not think so or are uninformed about the current system and how it works in terms of equality and inequality.

Question 17 "I believe that the School Admissions System (SAE) fulfills the objective of promoting a quality education." (Original Spanish version: "Creo que el Sistema de Admisión escolar cumple con el objetivo de promover una educación de calidad") shows the fact that a great part of students does believe that SAE promotes

the concept of quality education, with 68.1% having chosen "yes" as their answer. Only 10.6% of students answered negatively choosing "no" as their preferred alternative showing that for them, SAE is not a system that works towards making education in Chile the best that it can be. As for the remaining 18.9% they all stated the fact that they are not aware of what SAE is and of how it works answer "nose" "en parte", among others, giving the possibility of a qualitative response.

Figure 13

Figure 13 shows the answers to a multiple-choice question in a pie chart seeking the students' opinions regarding the quality of education within their school.
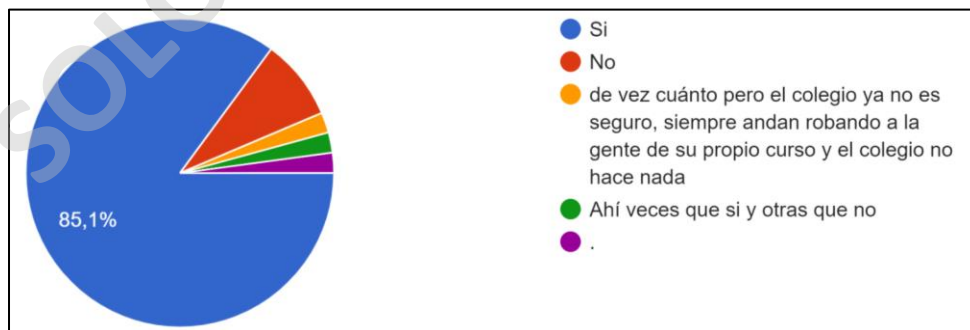
Source: Own creation.

Figure 13 shows, as presented, that a whopping 85.1% of students agree with the fact that their current education is being implemented with great quality as opposed to the 8.5% of students denying an education of great quality within their institution with 6.3% of answers being inconclusive towards the matter. Nevertheless, there was an opinion regarding the security within the school stating that the school is not secure as situations of robbery had occurred and there is no proper management of the school towards them. This exposes the fact that plenty of students do agree with the way in which their institution approaches education with good quality.

Document Analysis Scheme

Objective 3: To describe essential components of the documents PME (Plan de Mejoramiento Educativo) and PEI (Proyecto Educativo Institucional) of the institution and how they are related with SAE.

Regarding the PEI and PME documents analyzed by the research team, there are criteria that show the current point of view of the institution, and how it works at the moment of the students' enrollment.

Criteria 1: The documents reference or recognize SAE.

The documents exposed the fact that there is mention of SAE only in PEI, which defines it as a threat within their own school system, wanting to implement their own admission system in the future. This is in contrast to PME, in which there was no mention of SAE whatsoever.

In PEI, there were two mentions of SAE, both of them entailing the fact that SAE does not meet the schools' needs, and only emphasizes the want for their own admission system, for instance, "Nuevo Sistema de Admisión Escolar (SAE), no garantiza la

adhesión al PEI (Proyecto Educativo Institucional)." (p. 37) in which the school states that SAE does not agree with the current PEI. Another exemplification of this is "Asesorar al Director en la supervisión del cumplimiento de las Normativas del proceso de Admisión y Matrícula y aplicación del proceso del Financiamiento Compartido y otorgamiento de becas FC." (p. 66) in which the school hammers down even more the idea of their own admission system.

Criteria 2: The documents are coherent between each other by coinciding on their statements regarding SAE.

As previously stated, only one of the documents, which is PEI, makes a reference towards SAE. As a result, a coherent relation between the documents cannot be established as PME does not mention SAE in contrast to PEI.

Criteria 3: The documents include statements regarding achieving inclusion within their admission system.

As presented, both documents reference the concept of Inclusion and what its purpose is within the educational institution. Notwithstanding, a relationship between inclusion within the admission system was not stated in both of the documents. Regarding PEI, the concept of inclusion only appears when referring to the fostering of students; for instance: "Christian school that promotes an education based on solid biblical values and the principles of the Seventh-day Adventist Church; developing skills and competencies to face the changes and challenges of today's society, for the formation of inclusive (...) students (...)." (p. 35). In addition, it is mentioned when referring to students' opportunities within the school: "Inclusive school, where all students have equal opportunities to learn, develop skills and competencies." (p. 35).

Furthermore, the document makes a statement regarding diversity in the educational institution and the importance it gives to: "Attention to educational diversity through collaborative work and pedagogical support for inclusion." (p. 37). Finally, it is mentioned in order to present inclusive programs for those SEN. As an example: "School Integration Program. Objective: To welcome students with Transitory SEN through a School Integration Project, promoting access, progress and permanence in regular education, with the specialized support required, thus achieving the maximum development of their potential, favoring full integration at different levels of interaction, whether educational, personal and social" (p. 59). On the other hand, PME mentions of inclusion were discreet as it only mentions it as a concept to be improved: "Plan de Apoyo a la Inclusión" (p. 6).

Criteria 4: The documents establish previous requirements (grades, behavior records, among others) for their applicants.

There were no previous requirements in both documents at the time of enrollment. Nevertheless "PEI" established a desired student profile. This desired profile mentioned criteria such as: "student that shows a reflective spirit…" or "student that respects ideas and opinions" (p. 18) among others, but there is a profile and criteria that apply when the pupil is a student of the institution and not before it.

4. DISCUSSION

This research project aimed to search for and propose improvements to SAE by deep-diving into the system by recollecting information from parents and students as well

as public school resources and documents to get a better understanding of the context in which the system functions inside a subsidized school. Results suggest that SAE is a more equitable system than the one used prior, despite this finding, it can be concluded that this does not guarantee that children will not be segregated and discriminated against inside the school once they are in and fully enrolled due to the fact that income inequality and the prejudice that comes with it is a very pressing problem in Chile. It is also shown in the results that students mainly have a positive view regarding SAE and the process of enrollment claiming to be more inclusive. In spite of this, many students still remain with some prejudice and preconceived notions regarding the admission process of their own school. In addition, a thorough study of school documents showed that SAE is frowned upon within the institution without providing any reasoning, putting in the spotlight the fact that they disagree with the inclusivity of the system, wanting to create an enrollment process of their own that relies primarily on selectivity for possible students of the educational institution. All of these discoveries are discussed in further detail next, liking each one to their corresponding research objective.

Objective 1: To describe the perception of parents in relation to the process of SAE.

The access to quality education in our country has always been associated with large sums of money, and even nowadays the concept is still valid. According to Asahi, Baloian, and Figueroa (2021) "Chile has one of the highest levels of income inequality in the world. With a Ginni coefficient of 0.44, it is among the 22% of the most unequal countries." (p. 80). In a country with a high level of income inequality the quality education has become a business, a business where only the richest part of the country has access, and it is confusing because school inclusion aims to "allow everyone to be incorporated into social processes of schools and communities" (Ryan, 2016, p. 181), but this is not possible when money is a requirement to join a school with educational quality. On the other hand, but in the same line, regarding the parents surveyed, the

majority are not sure about the new admission system, and among the factors that parents consider to keep or enroll their children in a school, the factors related with academic things are the most important. So, regarding previous commentaries, parents lean towards academic excellence, excellence that is presented mostly in particular schools.

Even though the access to the education with the SAE's plan is guaranteed, the quality of the education is not, and there still persisting a socioeconomic gap that is reflected in academic results. According to Asahi, Baloian, and Figueroa (2021) "the average gap of SIMCE scores between the first and fifth socioeconomic quintile is 63 points in fourth grade, and this difference increases to 110 points in eleventh grade" (Pontificia Universidad Católica de Chile, 2019, p. 80). On the other hand, the majority of the students surveyed think that their current school gives them a quality education and feel that they are improving academically, but not totally. Even though the majority of the students have a positive point of view about this topic, there are a lot of students that think that the current education (academically speaking) is not enough for what is expected and to reach a desired high level.

Objective 2: To describe the perception of students in relation to the process of SAE.

MINEDUC has aimed to facilitate an education of quality that is directed to the totality of the population regardless of their individualities. As previously stated in this research: "the development of relationships and educational communities as spaces for meeting, dialogue and recognition of the diversity of those who integrate them (...)" (Avances en diversificación de la enseñanza, 2017, p. 10). In relation to students' opinion towards that statement, the results show that there is a positive perception of the students towards the education provided by the school, considered as an education of good quality. In relation to SAE, most students know about the process, how it is applied in their school, and have a positive view towards the system claiming that it contributes to inclusion. Nevertheless, and more importantly, is that some students have a prejudice towards SAE

and its aim to reduce the segregation gap between priority and nonpriority students, as it allows any student to be part of their educational community, claiming "any student" with a negative connotation. In general, SAE can allow some students to be part of a school of their preference; notwithstanding, inequality and segregation is not only an issue directed to the authorities, but also, the population's perception and aim to make an inclusive school for anyone.

In relation to the previously stated and the process of education itself, the concept of quality education extends far beyond the mere contents of the curriculum, enveloping an integrated approach that emphasizes inclusivity and diversity within the learning environment. As Infante (2010) highlights, the concept of educational inclusion not only regulates educational practices such as methodology, and curriculum but also involves recognizing and valuing the diversity of students and creating an inclusive and welcoming learning environment for all. Within the research process, it was unveiled that when students think of the concept of quality inside education, most don't immediately think of the curriculum, but they tend to think of the atmosphere in which they are living, claiming to feel uneasy with the dynamics inside the school such as their relationships with their classmates and teachers, and how the higher-ups at school handle conflicts claiming that they "do nothing". SAE may be a way to get into a good school, but once they are inside, students still have the risk of being thrown into an environment where they will be looked down upon and left aside by their equals.

Objective 3: To describe essential components of the documents PME (Plan de Mejoramiento Educativo) and PEI (Proyecto Educativo Institucional) of the institution and how they are related with SAE.

According to the found results, the school does not seem to pay enough attention to SAE and even consider it as a danger or threat towards their school without starting reasons behind this consideration. This, of course, shows that many schools have a stigma towards this admission process and do not seem to actually want to be part of it

or, if they do, they are not interested in making their community more diverse, nor to provide the proper tools to support the learning process and educational experience of each one of their students, regardless of them getting in their school by using SAE or not. On the other hand, and according to the point of views of the parents surveyed, they know and consider the PEI and PME as important factors to provide inclusion in the current system. In conclusion, schools do not aim to provide an inclusive education, they aim to encourage segregation within their community.

In addition to what was stated previously, the results show a lack of information in relation to how the school aims to accept SEN in their community. Furthermore, students state that it does not count with proper buildings to accept SEN that might present physical disabilities. Hence, as conditions do not permit, the school relies on inequality and segregation by not permitting SEN students to be part of their community as they do not count with the necessary building or tools to support their academic process nor their experience within the school contradicting the 1oth article of General Law of Education (Law 20.370) which establishes that every student with SEN must receive the necessary support to ensure a complete learning process for these students.

Limitations of the study

In relation to the limitations of this study and its aim to relate parents' and students' perception towards the admission process, the main issue was related to the willingness of participation by the parents, resulting in a general overview of the problems that SAE is facing in order to provide an education of quality without segregation. In addition to providing a good quantity of solutions to improve the admission system and make it fairer to the applicant population. In addition, the chosen school directs its education to a specific part of the population related to their customs and beliefs, which can affect the general perception towards SAE in contrast to other types of schools.

Suggestions for future research

For future research, it can be suggested to look for improvements in SAE and its application in schools that have an education directed to promote customs and beliefs, considering the that fact parents take more importance in academic excellence and the distance of the school and their house according to According to Asahi, Baloian, and Figueroa (2021). That can result in parents choosing, for instance, a religious school because of their quality education of quality regardless of the values provided by the school. There is a need to include any student, regardless of their religious beliefs and other customs and values. In addition, future researchers can aim to know the teachers' perception towards SAE and how education can improve in terms of curriculum and strategies to provide an education of quality and free of segregation to all students regardless of their individualities. It would also be advised to look into a way in which more students can get into their first choice of a school while making sure to not diminish the quality of education provided by the institution, given the fact that a lot of parents are not able to enroll their children into their preferred institution seeing that all the available spots are already taken within the school, causing a situation in which they have to settle for an institution that maybe they do not fully believe in.

Conclusion

In order to fulfill the aim of this investigation of proposing improvements to SAE in relation to the found results, some proposals will be presented as follows. As this research was carried out in a religious school that has a strict mission and vision of their values and beliefs aimed to encourage in their students, SAE could provide more specific information regarding each school including this relevant data in order to align with whatever parents want to foster in their children and what is going to be taught in the school. Moreover, a great amount of support towards parents of SEN students is needed by providing information regarding the tools or infrastructure conditions that the school has, so that they know that their children will receive everything that they need to

cover their needs. In addition, MINEDUC must take action to start a modernization of building and teaching strategies in every Chilean school, so that more and greater options of schools can be provided in SAE. On the other hand, considering the great concern towards the educational environment in which the students that participated in this research are, SAE must provide greater internal information regarding problematic situations within the community and how was the answer of the school towards the issue. The need for transparency is mandatory for parents to secure a healthy educational experience for their children. Finally, more information on the process itself must be provided, as a great number of the participants stated partial or no knowledge of SAE, which will allow a greater amount of the population to not only know about it but to participate in it.

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APPENDIXES

Appendix A. Parents' Survey

Encuesta para Padres y/o Apoderados: Proceso de Admisión Escolar

Mediante esta encuesta se busca conocer e indagar sobre las opiniones de los estudiantes a la hora de referirse a su y otros establecimientos educativos en cuanto al proceso de admisión escolar. Cabe señalar que el uso de la información entregada en este cuestionario es de total confidencialidad y se requiere autorización de uso de aquella por parte de los participantes de esta encuesta.

Autorizo el uso de la información entregada para propósitos de investigación además de estar en conocimiento de que el uso de esta información es de total confidencialidad para el estudio desarrollado.

☐ Si
☐ No

Para responder esta parte de la encuesta se debe seleccionar una de las casillas para establecer niveles de satisfacción con respecto al criterio planeado.

Se considera:
1: Totalmente en desacuerdo.
2: En desacuerdo.
3: Sin Opinión.
4: De acuerdo.
5: Totalmente de acuerdo.

¿Declaro entendimiento de estos requerimientos?

☐ Si
☐ No
☐ Desea no responder

PREGUNTAS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	SIN OPINIÓN	DEACUERDO	TOTALMENTE DE ACUERDO
1-. Estoy a gusto con el establecimiento en el que se encuentran mi(s) pupilo(s).					
2-. Conozco lo que es el Proyecto Educativo Institucional (PEI) de un establecimiento educacional.					
3-. Tengo conocimiento sobre el Proyecto Educativo Institucional (PEI) del establecimiento en el que se encuentran mi(s) pupilo(s).					
4-. Conozco lo que es el Plan de Mejoramiento Educacional (PME) de un establecimiento educacional.					
5-. Tengo conocimiento sobre el Plan de Mejoramiento Educacional (PME) del establecimiento en el que se encuentran mi(s) pupilo(s).					
6-. Tomo en consideración el PEI a la hora de escoger un establecimiento educacional para mi(s) pupilo(s).					
7-. Tomo en consideración el PME a la hora de escoger un establecimiento educacional para mi(s) pupilo(s).					
8-. Estoy a gusto con la cantidad de información entregada por el Ministerio de Educación (MINEDUC) para participar del Sistema de Admisión Escolar (SAE).					

9-. Conozco acerca del Sistema de Admisión Escolar (SAE) y el proceso para matricular a mi(s) pupilo(s) en un establecimiento educacional.				
10-. Estoy a gusto con la adaptación del antiguo Sistema de Admisión Escolar al nuevo Sistema de Admisión Escolar (SAE) en cuanto al proceso que este implica.				
11-. Participé en el Sistema de Admisión Escolar (SAE) para matricular a mi(s) pupilo(s) en un establecimiento educacional.				
12-. Estoy a gusto con el Sistema de Admisión Escolar (SAE) para matricular a mis pupilos en un establecimiento educacional.				
13-. Creo que el Sistema de Admisión Escolar (SAE) es un proceso justo para matricular a mis pupilos en un establecimiento educacional.				
14-. Creo que el Sistema de Admisión Escolar (SAE) es un proceso sencillo para postular a mis pupilos a un establecimiento educacional.				

Para responder esta parte de la encuesta se requiere seleccionar una de las opciones señaladas con respecto al criterio planteado. En caso de no estar de acuerdo con alguna de las opciones hacer favor de escoger "otra" y escribir su respuesta. (Para responder las preguntas, por favor considerar su propia experiencia como estudiante.)

¿Declaro entendimiento de estos requerimientos?

☐ Si
☐ No

15-. ¿Cuál de estos factores usted toma en cuenta al momento de escoger un centro educativo para matricular a su(s) pupilo(s)?. Seleccione todas las alternativas que apliquen.

☐ Distancia desde su residencia hacia el centro educativo
☐ La presencia de un Proyecto de Integración Escolar (PIE)
☐ La Misión y la visión del centro educativo
☐ La infraestructura del centro educativo
☐ Excelencia académica
☐ Resultados SIMCE y PAES
☐ La mensualidad a pagar
☐ Otra

16-. ¿Qué tipo de establecimiento educacional prefiere a la hora de matricular a su(s) pupilo(s)?

☐ Particular
☐ Particular-Subvencionado
☐ Municipal

17-. En caso de escoger un establecimiento municipal, ¿considero si este es un liceo emblemático?

☐ Si
☐ No

18-. ¿Qué factor(es) considero relevante(s) para mantener a mi(s) pupilo(s) en el establecimiento al que pertenece?

☐ Convivencia escolar
☐ Metodologías de enseñanza
☐ Rendimiento académico
☐ Actividades extracurriculares
☐ Apoyo estudiantil
☐ Otro

19-. ¿Qué impacto tiene el aspecto económico (valor de mensualidad, etc.) al momento de escoger un centro educativo para mi(s) pupilo(s)?

☐ Alto
☐ Mediano
☐ Bajo
☐ Ningún impacto

Appendix B. Students' Survey

Encuesta para Estudiantes: Proceso de Admisión Escolar

Mediante esta encuesta se busca conocer e indagar sobre las opiniones de los estudiantes a la hora de referirse a su y otros establecimientos educativos en cuanto al proceso de admisión escolar. Cabe señalar que el uso de la información entregada en este cuestionario es de total confidencialidad y se requiere autorización de uso de aquella por parte de los participantes de esta encuesta.

Autorizo el uso de la información entregada para propósitos de investigación además de estar en conocimiento de que el uso de esta información es de total confidencialidad para el estudio desarrollado.

☐ Si
☐ No

Para responder esta parte de la encuesta se debe seleccionar una de las casillas para establecer niveles de satisfacción con respecto al criterio planeado.

Se considera:
1: Totalmente en desacuerdo.
2: En desacuerdo.
3: Sin Opinión.
4: De acuerdo.
5: Totalmente de acuerdo.

¿Declaro entendimiento de estos requerimientos?

☐ Si
☐ No
☐ Desea no responder

PREGUNTAS	TOTALMENTE EN DESACUERDO	EN DESACUERDO	SIN OPINIÓN	DEACUERDO	TOTALMENTE DE ACUERDO
1-. Estoy a gusto con mi establecimiento educacional.					
2-. En caso de no estar totalmente de acuerdo, ¿Qué mejorarías en tu establecimiento educacional?					
3-. Mi establecimiento educativo cuenta con infraestructura inclusiva para alumnos/as con discapacidad.					
4-. Mi establecimiento educativo cuenta con actividades extracurriculares para los y las alumnos/as.					
5-. Mi establecimiento educativo presenta un buen ambiente escolar.					
6-. Mi establecimiento educativo reacciona adecuadamente ante situaciones de violencia escolar.					
7-. Me siento conforme con mi rendimiento académico.					
8-. Mi establecimiento ofrece apoyo óptimo para la mejora del rendimiento académico de los y las alumnos/as.					
9-. En el ámbito académico, durante las clases, me siento apoyado por mis docentes.					
10-. En el ámbito personal, me siento apoyado por mis docentes.					

11-. Durante las clases, se me hace fácil aprender los contenidos revisados.					
12-. Mis padres me consultaron antes de matricularme en este colegio.					

Para responder esta parte de la encuesta se requiere seleccionar una de las opciones señaladas con respecto al criterio planteado. En caso de no estar de acuerdo con alguna de las opciones hacer favor de escoger "otra" y escribir su respuesta. (Para responder las preguntas, por favor considerar su propia experiencia como estudiante.)

¿Declaro entendimiento de estos requerimientos?

☐ Si
☐ No

13-. Tengo conocimiento del Sistema de Admisión Escolar (SAE).
☐ Si
☐ No

14-. Tengo conocimiento de lo que conlleva el proceso de admisión escolar en mi centro educativo.

☐ Si
☐ No
☐ Otro

15-. Creo que el Sistema de Admisión Escolar es un proceso justo.

☐ Si
☐ No
☐ Otro

16-. Creo que el Sistema de Admisión Escolar promueve la igualdad en la educación chilena.

- ☐ Si
- ☐ No
- ☐ Otro

17-. Creo que el Sistema de Admisión Escolar cumple con el objetivo de promover una educación de calidad.

- ☐ Si
- ☐ No
- ☐ Otro

18-. Creo que mi establecimiento ofrece una educación de calidad.

- ☐ Si
- ☐ No
- ☐ Otro

Appendix C. Document Analisys Scheme

Documents: PME & PEI			
Objective	Question	Answer	Comments/Excerpts
To unveil to what extent the schools can adapt and improve their educational programs, according to the characteristics of each student.	1. The documents reference or recognise SAE.		
	2. The documents are coherent between each other by coinciding on their statements regarding SAE.		
	3. The documents include statements regarding achieving inclusion within their admission system.		
	4. The documents establish previous requirements (grades, behavior records, among others) for their applicants.		

Appendix D. Validation Form of Instruments or Interventions by Trial

¡Muchas gracias por su participación y recomendaciones!

Constancia de Validación de Instrumentos

Juicio Experto

Yo, María José González, Magíster, y académico/a de la Universidad Mayor, dejó constancia de la validación del(de los) instrumento(s) para la investigación *The Shortcomings of SAE a Deep View into Inequality and Segregation in Chilean Education*, conducente a lograr el grado de Licenciatura en Educación para la carrera de *Pedagogía en Inglés para Educación Básica y Media* de la Escuela de Educación de la Universidad Mayor.

Criterio de validación	Validado	Validado con observaciones	Deficiente
Suficiencia	X		
Coherencia	X	X	
Claridad	X		
Relevancia		X	

FECHA: 07 de septiembre de 2023

_____

Firma de validador/a experto

Appendix E. Informed Consent Form

Facultad de Humanidades
ESCUELA DE EDUCACIÓN
UNIVERSIDAD MAYOR
para espíritus emprendedores

Consentimiento informado para participar en un proyecto de investigación

THE SHORTCOMINGS OF SAE: A DEEP VIEW INTO INEQUALITY AND SEGREGATION IN CHILEAN EDUCATION

Estimada(o) participante, nuestros nombres son Annais Cancino, Antonia Caniulao, Axel Figueroa y Lissette Puentes, y somos estudiantes de la carrera Pedagogía en Ingles para educación básica y media de la Escuela de Educación en la Facultad de Ciencias Sociales y Arte de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en* Educación, el cual tiene como objetivo averiguar en qué medida la consideración de las preferencias y características de los alumnos podría mejorar el SAE, desde la perspectiva de la comunidad educativa.

a participar de este proyecto de investigación académica que consiste en responder una serie de preguntas a través de encuesta online con una duración de 3 meses a partir del mes de agosto de 2023.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) investigadoras(es), o bien comunicarse con el Coordinador de Tesis de Licenciatura de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.

....

ACTA DE CONSENTIMIENTO INFORMADO

Yo ...., Rut:................., **acepto participar/que mi hijo/a** .... participe voluntaria y anónimamente en la investigación "SAE: THE HIDDEN INEQUALITY PROBLEMS UNDERNEATH", dirigida por las(os) estudiantes Annais Cancino, Antonia Caniulao, Axel Figueroa y Lissette Puentes de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

_____   _____
Firma   **Fecha**

Coordinación de Tesis de Licenciatura
Escuela de Educación
Universidad Mayor
Manuel Montt Oriente 318, Providencia, Santiago de Chile