

OVERVIEW

Consejo Nacional de Educación (CNED) is proud to present the *Calidad en la Educación* (Quality in Education) journal number 50. Printed for the first time in 1993, our journal is the outcome of effort and dedication by a great number of people. That is why today, as we commemorate this 25th anniversary, we would like to extend our warmest gratitude to authors and peer reviewers, members of the editorial committee, editors, and of course our readers. To them and everyone who has one way or another contributed to publication of the *Calidad en la Educación* journal.

Over the last 25 years *Calidad en la Educación* has constantly adapted in response to the changing needs of the education system and policy. As such, albeit the journal was originally born as a channel to inform about the activities of the *Consejo Superior de Educación* – CSE, legal predecessor of CNED– in 2001 we modified its purpose to what it is today: a means for disseminating and promoting research on issues related to nursery, school, and higher education at Iberian-American level. Since then, *Calidad en la Educación* has consolidated as a central instance in promoting scientific research and public debate; a space for dialogue and exchange of ideas and opinions among academics, researchers, political authorities, and other actors in the education system. Since 2001 and to date we have published 444 articles, engaging 673 authors, and the collaboration of almost 500 peer reviewers. Fifteen education professionals and academics have been members of the editorial committee, both in Chile as well as other countries such as the United States, Germany, Canada, Spain, Mexico, and Uruguay.

Our journal seeks to provide space for informed discussion on a theoretical and empirical basis, and which may contribute to nourish the education system with evidence and reflection beyond the always urgent onslaughts of contingency. Today this is more relevant than ever for CNED activities in the midst of profound challenges in the country. These impose a series of legal changes as well as systemic and institutional redirections of nursery, school,

and higher education. CNED has taken on the mission to direct institutions and those responsible for education policies in Chile, assessing and feeding-back on its activities or proposals to ensure quality education for all students in the country, promoting learning throughout life. *Calidad en la Educación* is for this a priceless platform from where to project expert knowledge to design strategies, policies, plans, projects, and effective interventions based on evidence for education systems.

Developing the *Calidad en la Educación* journal has been possible thanks to a series of efforts and advances made for its professional management and indexation over the past decade. Since 2010 the *Calidad en la Educación* journal has a blind refereed system which enabled access to multiple international reference databases such as Latindex, CLASE, and EBSCO. After a demanding assessment process, in 2012 the journal became part of the SciELO Chile database. Then in 2018 the Open Journal System (OJS) platform was adopted for editorial management, and which has enabled raising the standard of editorial management of *Calidad en la Educación* and apply for Scopus and Web of Science (WOS) indexations, the most relevant at world level.

This issue number 50 of *Calidad en la Educación* presented today includes 15 previously unpublished articles that contribute to educational discussion and improvement in various topics and from different viewpoints. The issue opens with three studies on initial teacher training, covering topics related to the undergraduate curriculum and non-sexist education, another focused on the educational choice process at secondary level, and lastly another on developing generic skills in higher education. This is followed by four articles analyzing issues related to higher education in Chile, particularly standard tests for access, b-learning courses, institutional quality administrators, and measuring levels of institutional development. Next are three studies on creative thought, healthy living habits, and hidden curriculum at school level, followed by two articles on the world of labor, one on the impact of maladjustment between studies and employment, and the other on academic opportunities for women. Lastly, we present an essay attempting to answer if we are assessing what really matters.

At CNED it is with great joy that we commemorate a quarter century of existence and would like to reiterate our gratitude to everyone making it possible to publish *Calidad en la Educación*. At the same time, we take this opportunity to extend a cordial invitation to everyone with a genuine interest in collaborating with the journal in the most various ways, to join the enlightened discussion that nobly addresses new challenges and seeks to strengthen our education systems.

Anely Ramírez Sánchez
Executive Secretary
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