Abstract
This paper presents a program to foster socioemotional learning and wellbeing in 3rd and 4th graders, and its impact on evaluation. The program is conceptually grounded in the socioemotional learning perspective, which integrates factors both at the individual and contextual levels. Development of quality interpersonal bonding is emphasized, as is the development of the necessary socioemotional skills to achieve this goal. A quasiexperimental design was implemented which included 647 students in five private subsidized schools in Santiago, Chile. Evaluation with Anova analysis of repeated measures showed an impact of the program on students’ self-esteem reported by the teacher (measured with TAE). Seemingly, the program mitigated the decrease in the perception of school social climate (measured with ECLIS), in social integration, and in academic performance, as observed in the control group. Results are discussed in terms of their implications for the development of interventions in this field.

Keywords
Socioemotional Learning, Well-Beig, Educational program.