

# Education and Social Progress

**Koji Miyamoto, OECD**

# 1. Goals

## To better understand...

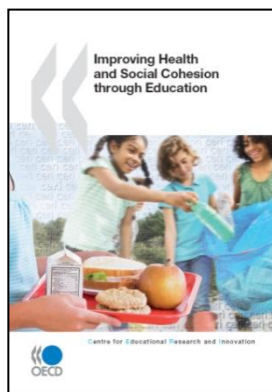
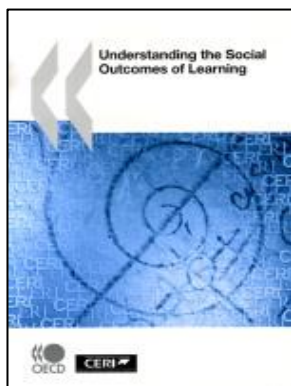
- 1. Skills that bring wider-benefits**
- 2. What works to raise these skills**
- 3. Implication for education policies and practices**

## 2. Previous study

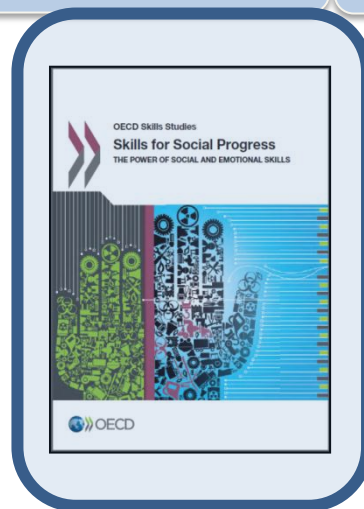
# Previous OECD work ...



**CERI**  
Social Outcomes of Learning (SOL)



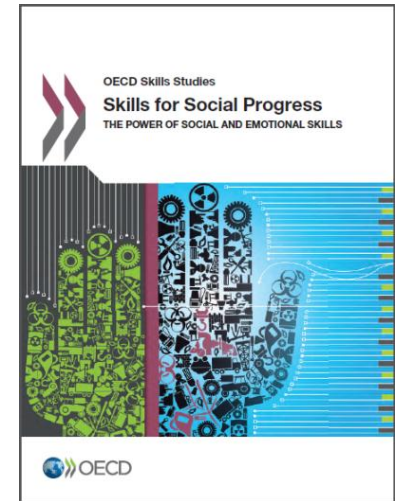
**CERI**  
ESP Phase 1



**CERI**  
ESP Phase 2

### Key messages

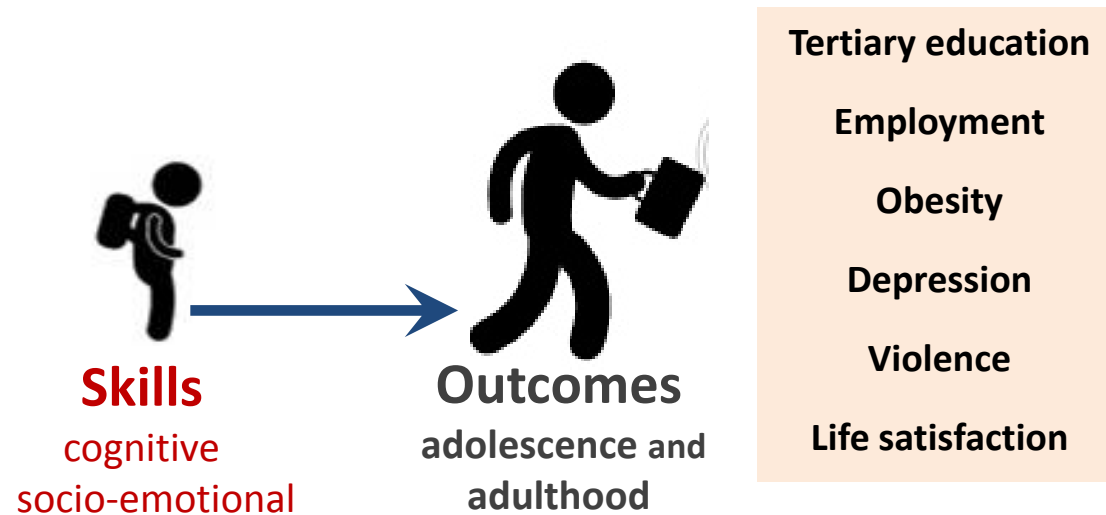
1. Socio-emotional skills **can be powerful** drivers of individual's lifetime success & social progress.
2. Children **can learn** some of these skills.
3. Although there are instruments to **measure** social and emotional skills, they **need to be better conceptualised and validated.**



# Longitudinal analysis of 9 Countries



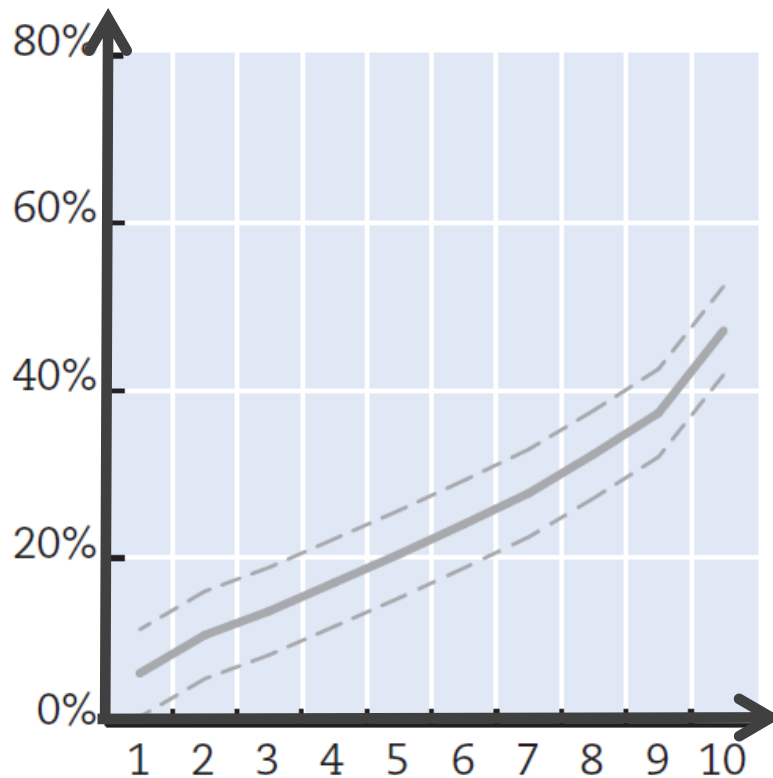
# Longitudinal analysis of 9 Countries





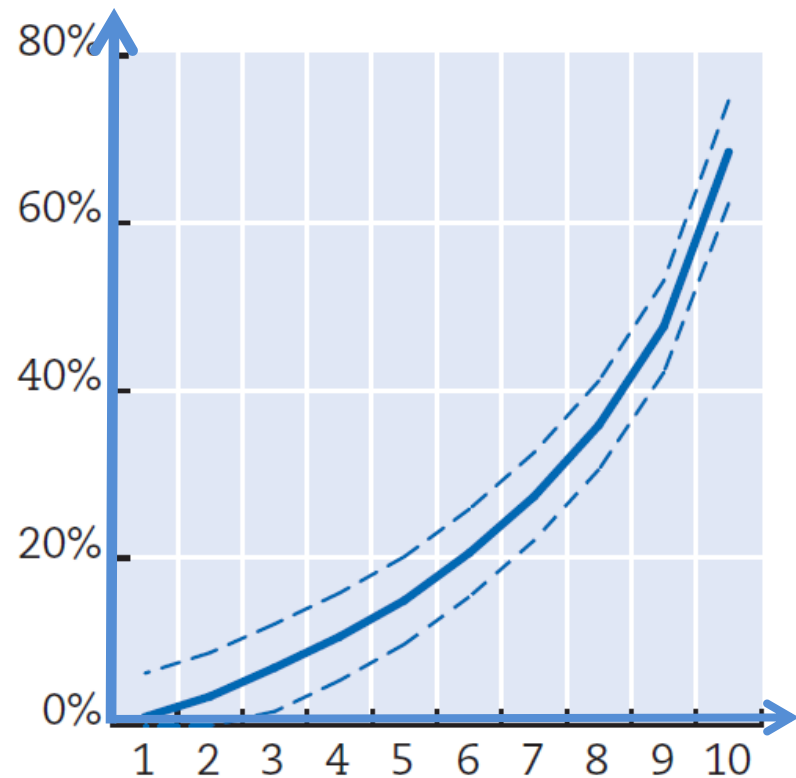
# College Completion (USA)

Source: NLSY



Cognitive skills deciles

Maths, numerical and coding

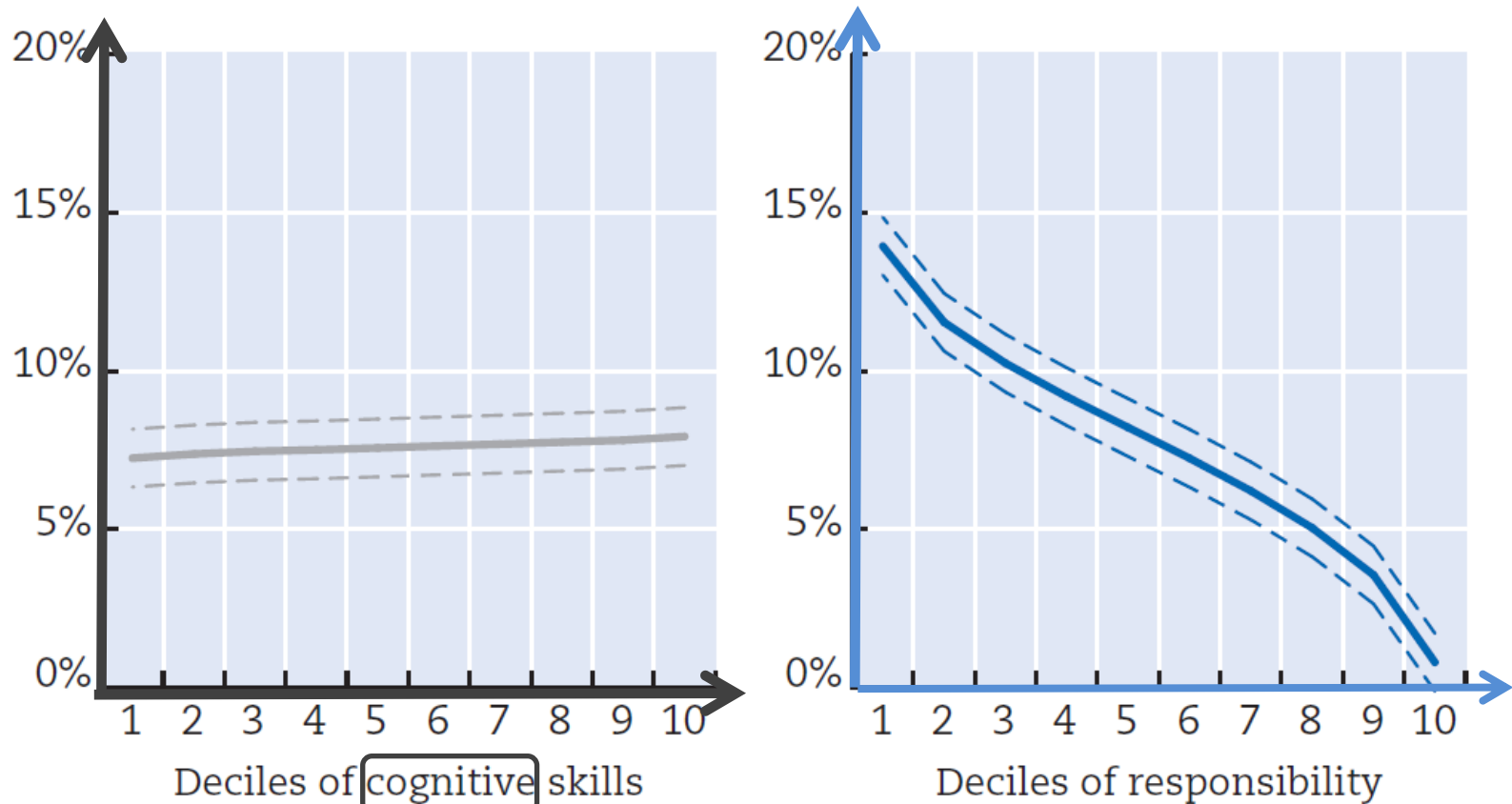


Social & emotional skills deciles

Self-esteem, locus of control OECD (2015)

### Bullying at 15 (Korea)

Source: KYPS

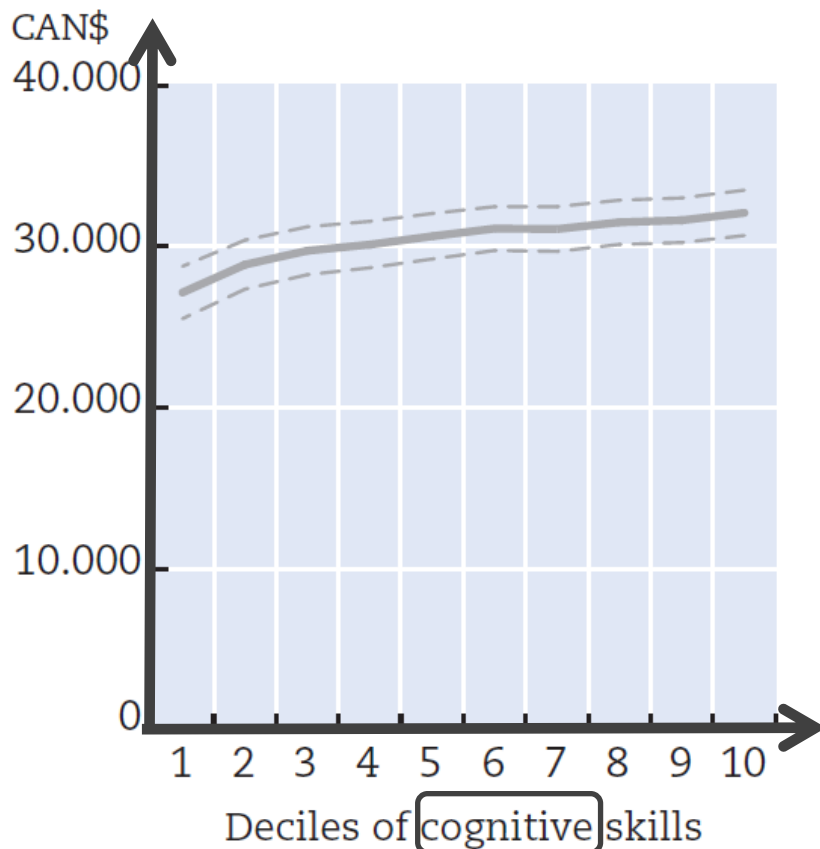


Achievement tests, report cards

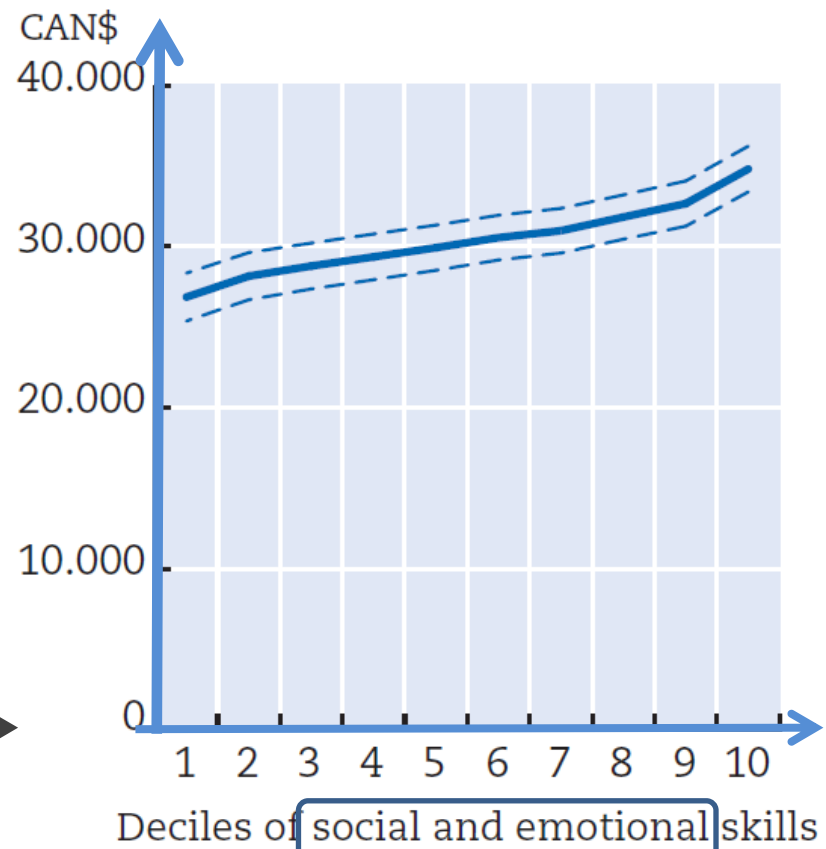
OECD (2015)

### Income at 25 (Canada)

Source: YITS



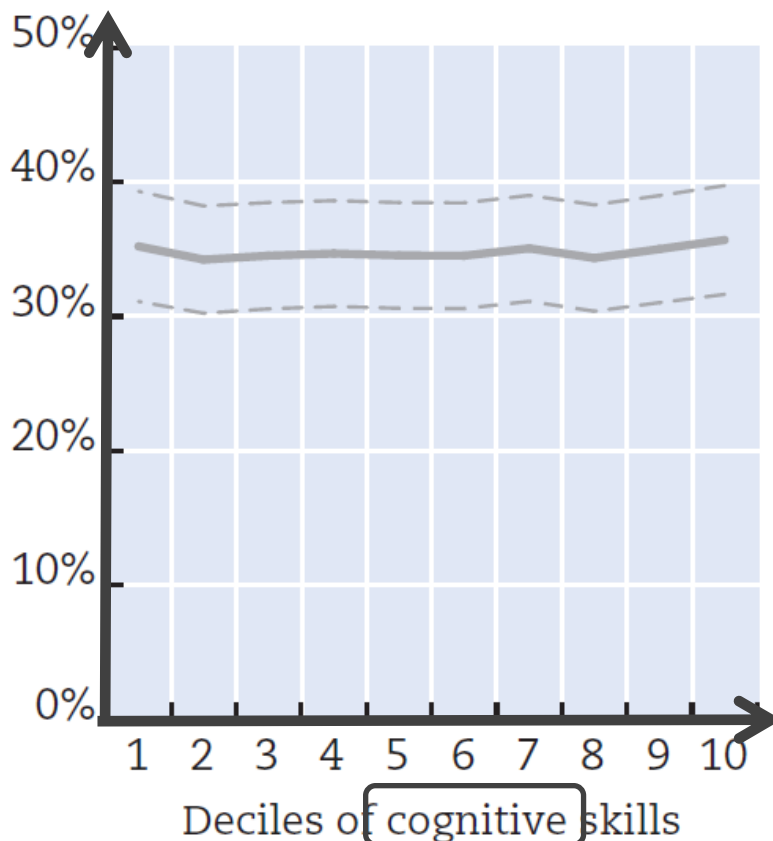
PISA



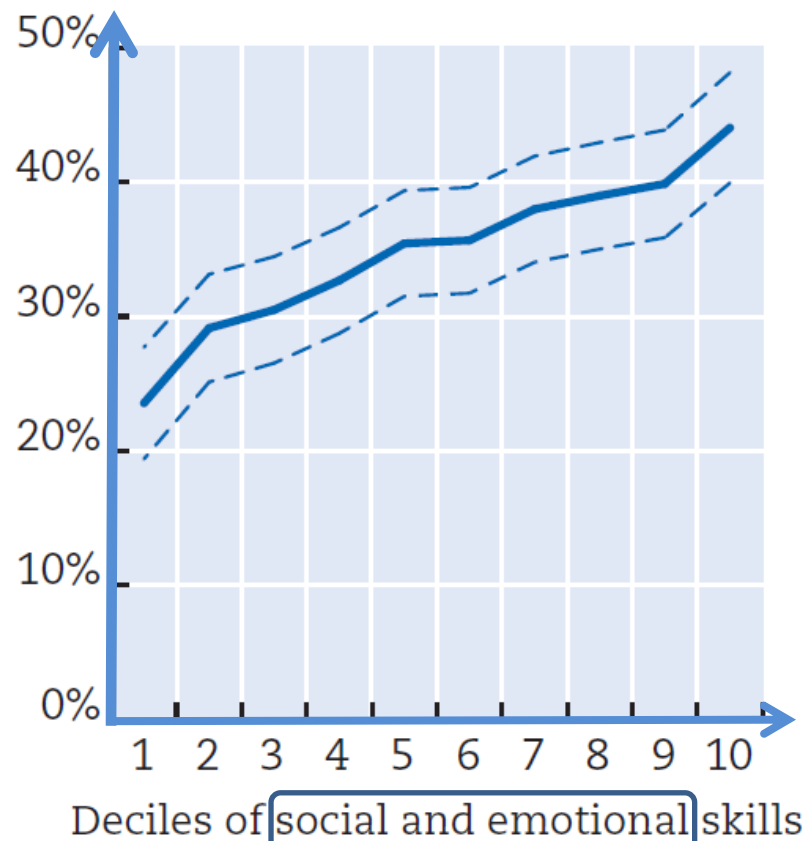
Self-esteem, Self-efficacy, sense of mastery

# Happy at 20 (New Zealand)

Source: CC



Achievement tests



Perseverance, responsibility and social skills

# Successful Programmes

### School-based

- Social and emotional learning (all)

### Effect-size

Low-medium

# Social and Emotional Learning





# Service Learning Programmes



# Successful Programmes

### School-based

- Social and emotional learning (all)
- Service learning (all)

### Effect-size

Low-medium

Low-medium

### Community-based

- Mentoring programmes (target)
- Outdoor adventure (all)

Low

Low–medium



# Mentoring Programmes



# Successful Programmes

### School-based

- Social and emotional learning (all)
- Service learning (all)

### Effect-size

Low-medium

Low-medium

### Community-based

- Mentoring programmes (target)
- Outdoor adventure (all)

Low

Low–medium

### Family-based

- Enhancing family-child attachments

high rate of returns

→ Mostly evidence from the US and UK

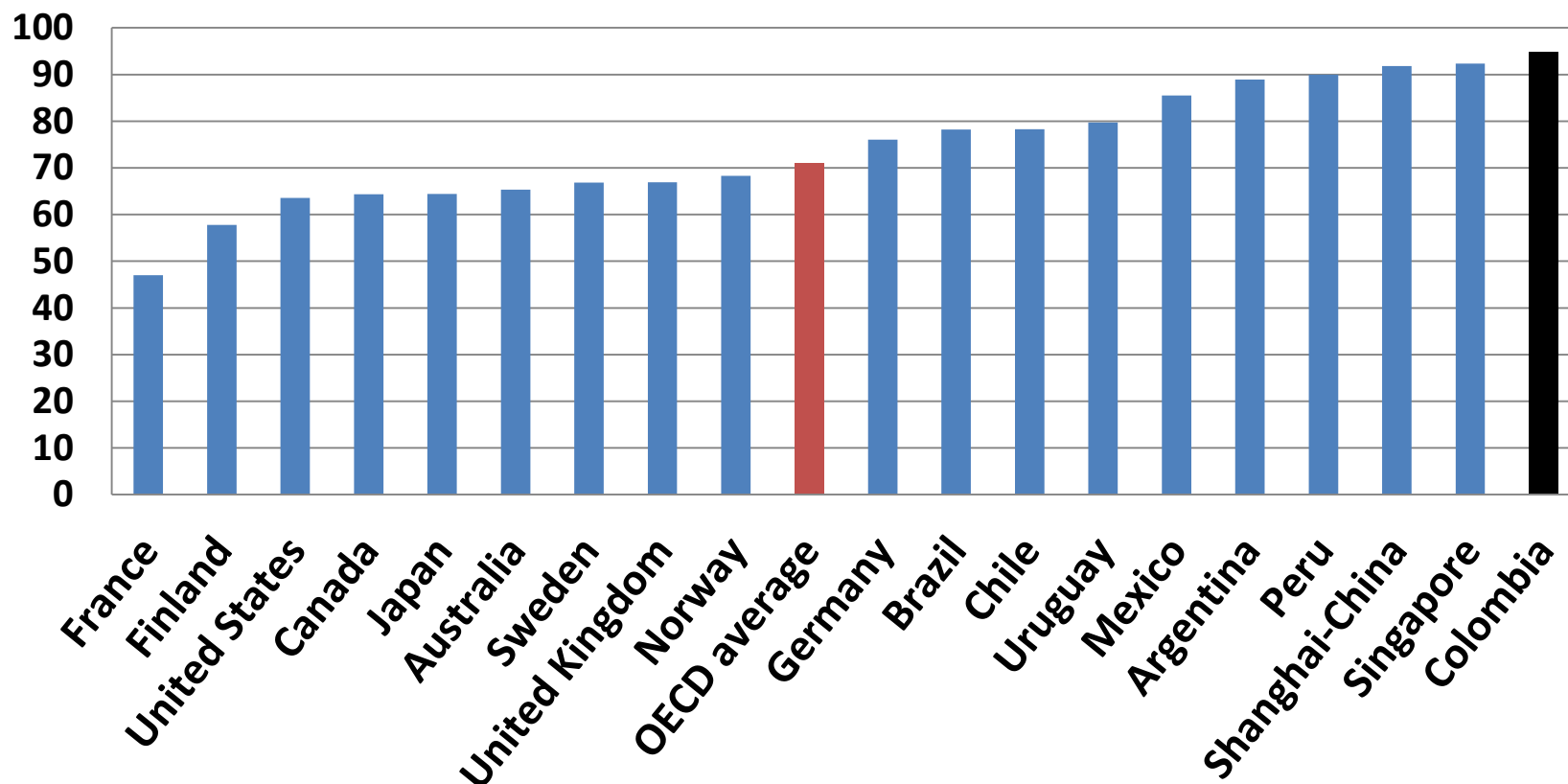
→ Mostly short-term evaluations

***So... do we invest sufficiently in  
social and emotional skills?***

- Ongoing policies and practices recognise the importance of social and emotional skills.
- Many schools have activities intended to directly and/or indirectly improve social and emotional skills.

## 2. Previous study

### % Students in Schools that Emphasise Social and Emotional Development



- Ongoing policies and practices recognise the importance of social and emotional skills.
- Many schools have activities intended to directly and/or indirectly improve social and emotional skills.
- There are some guidelines to measure and enhance social and emotional skills in most OECD countries.

# School Report Cards

## 2. Previous study

ACADEMIC	I	II	III	IV
DATE	11/86	1/87	4/87	4/87
READING	B-	B	B-	C
GRADE LEVEL <i>Level 11</i>	5	5	5	5
ENGLISH	B	B+	B	B-
SPELLING	B	B	B	B
GRADE LEVEL	5	5	5	5
HANDWRITING	B	B	B	B-
MATHEMATICS	B	B+	C	C
GRADE LEVEL	5	5	5	5
SCIENCE	B	C	C-	C
SOCIAL STUDIES	A	B+	B	C+
INSTRUMENTAL MUSIC	B	B+	A-	A

EXPRESSIVE ARTS	II	IV
ART	A	B+
PHYSICAL EDUCATION	A-	A
VOCAL MUSIC	B	B-

CITIZENSHIP	I	II	III	IV
<b>WORK HABITS</b>				
SHOWS EFFORT	S	S	S	S
USES TIME EFFECTIVELY	S	S	S	S
LISTENS & FOLLOWS DIRECTIONS	S	S	S	S
COMPLETES ASSIGNMENTS	S	S	S	S-
WORKS NEATLY AND CAREFULLY	S	S	S	S
WORKS INDEPENDENTLY	S	S	S	S
ABLE TO WORK IN GROUPS	S	S	S	S
PARTICIPATES IN CLASS	S	S	S	S
<b>SOCIAL DEVELOPMENT</b>				
COOPERATES WITH ADULTS	S	S	S	S
COOPERATES WITH PEERS	S	S	S	S
ACCEPTS CONSTRUCTIVE CRITICISM	S	S	S	S
RESPECTS PROPERTY	S	S	S	S
IS SELF-DISCIPLINED	S	S	S	S

**EXPLANATION OF CITIZENSHIP GRADES**  
S SATISFACTORY N NEEDS TO IMPROVE

ATTENDANCE	I	II	III	IV
Times Tardy	0	0	0	0
Days Absent	4	0	6	32

- Ongoing policies and practices recognise the importance of social and emotional skills.
- Many schools have activities intended to directly and/or indirectly improve social and emotional skills.
- There are some guidelines to measure and enhance social and emotional skills in most OECD countries.

### HOWEVER.....

→ Detailed evidence-based guidance is very limited (teachers have limited means to improve practices)

→ Existing measures are noisy & biased (hard to measure progress)

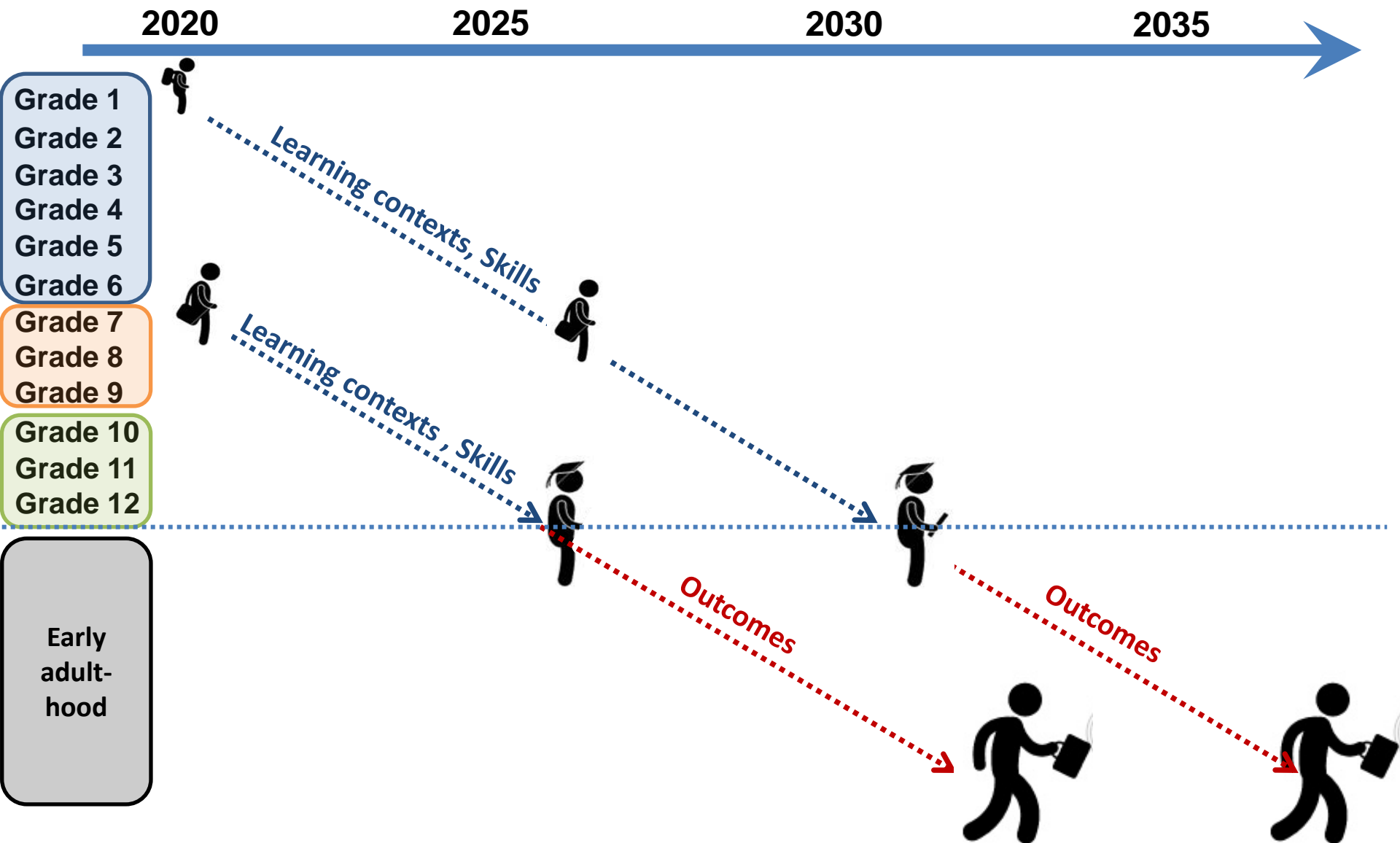


# **3. Longitudinal Study of Social and Emotional Skills in Cities**

### *3. Proposed study: Objectives*

1. Identify social and emotional skills that matter for children's education, economic and social outcomes
2. Understand how learning contexts progressively drive social and emotional development
3. Develop measurement tools, analyses and guidelines for policy-makers, educators and researchers

### 3. Proposed study: Dynamics

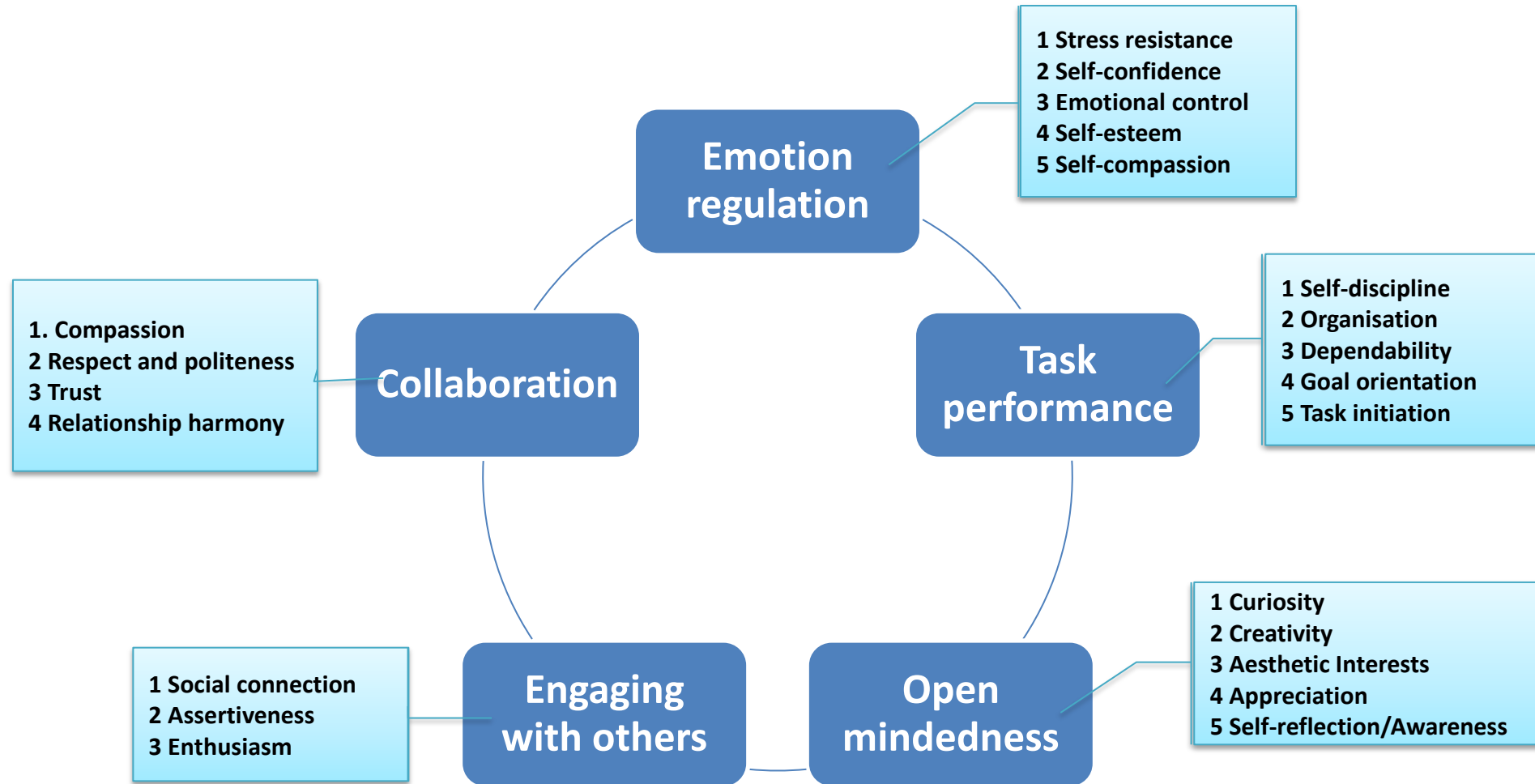


## **Social and emotional skills**

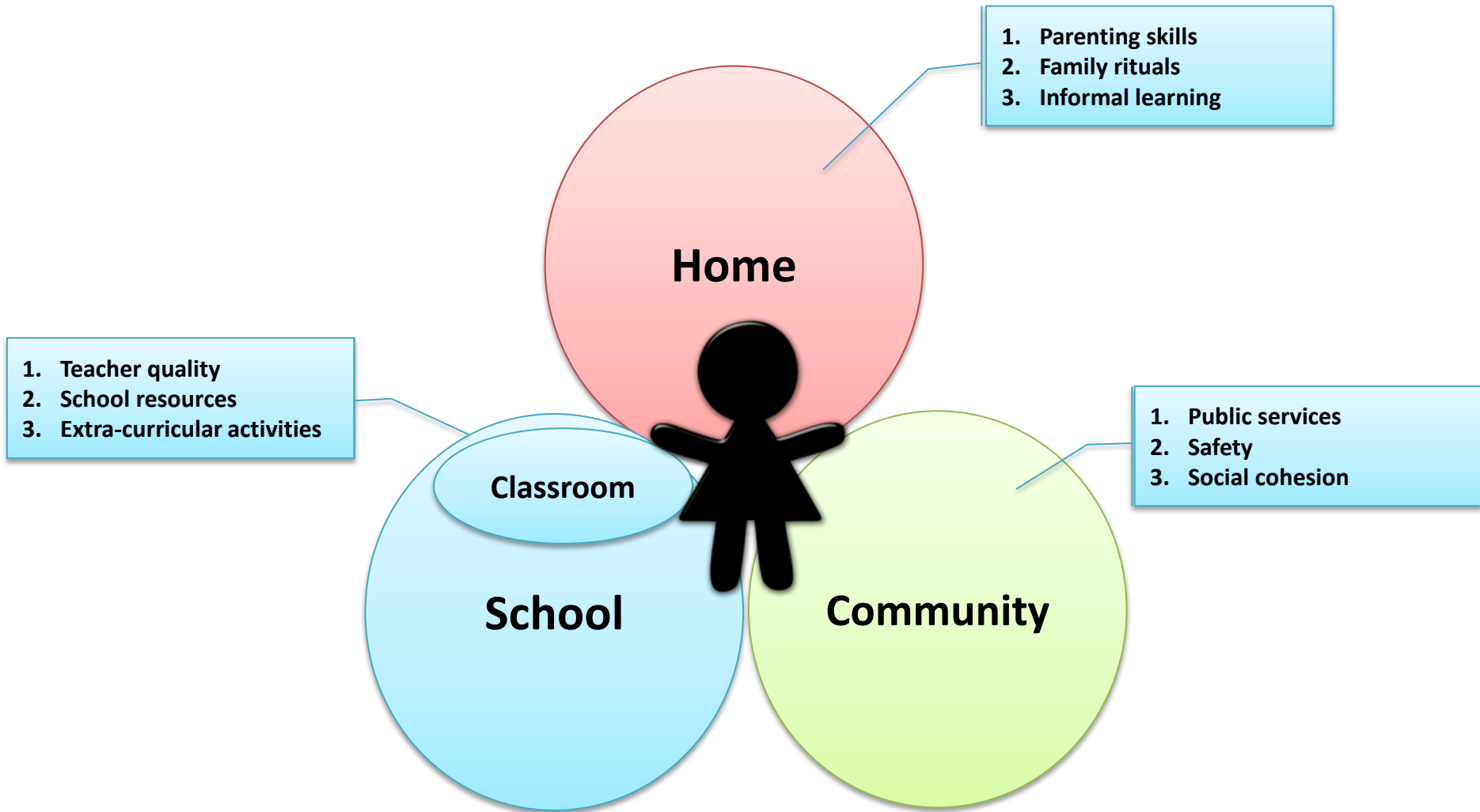
*Individual capacities that:*

- *are manifested in consistent patterns of thoughts, feelings and behaviours,*
- *can be developed through formal and informal learning experiences, and*
- *influence important socioeconomic outcomes throughout individual's life.*

### 3. *Proposed study: Framework of S/E skills*



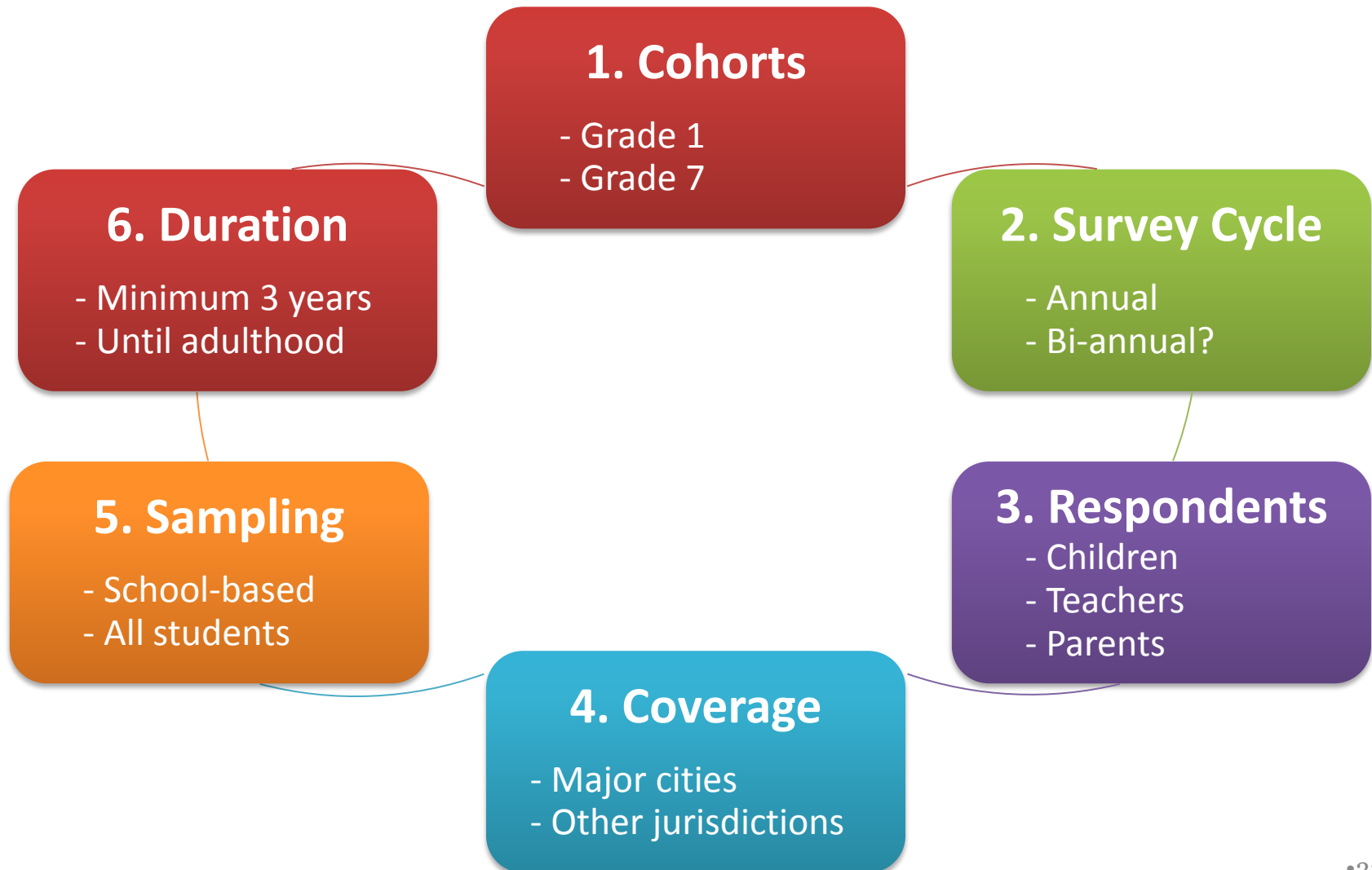
### 3. *Proposed study: Framework of learning contexts*



### ***3. Proposed study: Framework of outcomes***

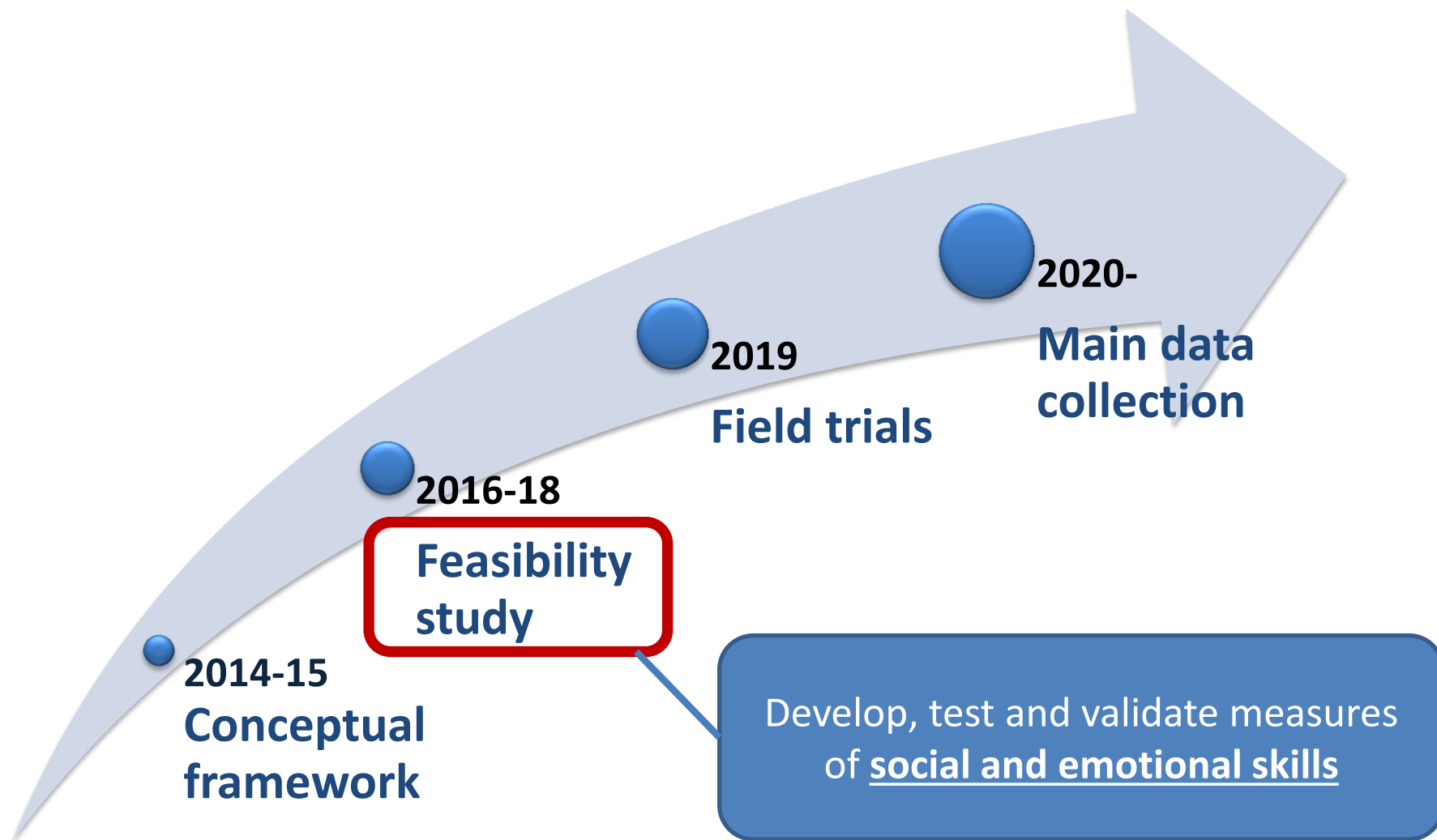


### ***3. Proposed study: Survey parameters***





### 3. *Proposed study: Timelines*



# Thank You

**Education and Social Progress (ESP) Project  
Directorate for Education and Skills**

**Koji Miyamoto**

[Koji.miyamoto@oecd.org](mailto:Koji.miyamoto@oecd.org)

[www.oecd.org/edu/ceri/educationandsocialprogress.htm](http://www.oecd.org/edu/ceri/educationandsocialprogress.htm)