

Education and Social Progress

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1. Goals

To better understand...

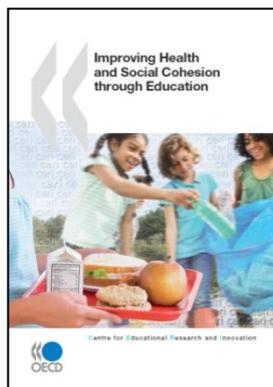
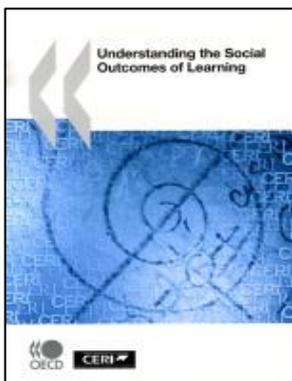
- 1. Skills that bring wider-benefits**
- 2. What works to raise these skills**
- 3. Implication for education policies and practices**

2. Previous study

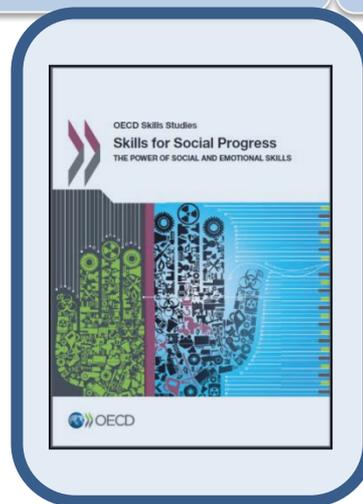
Previous OECD work ...



CERI
Social Outcomes of Learning (SOL)



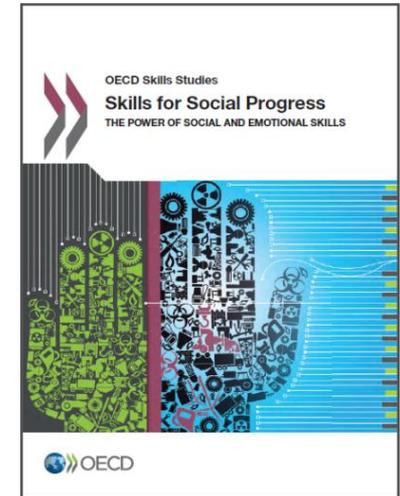
CERI
ESP Phase 1



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

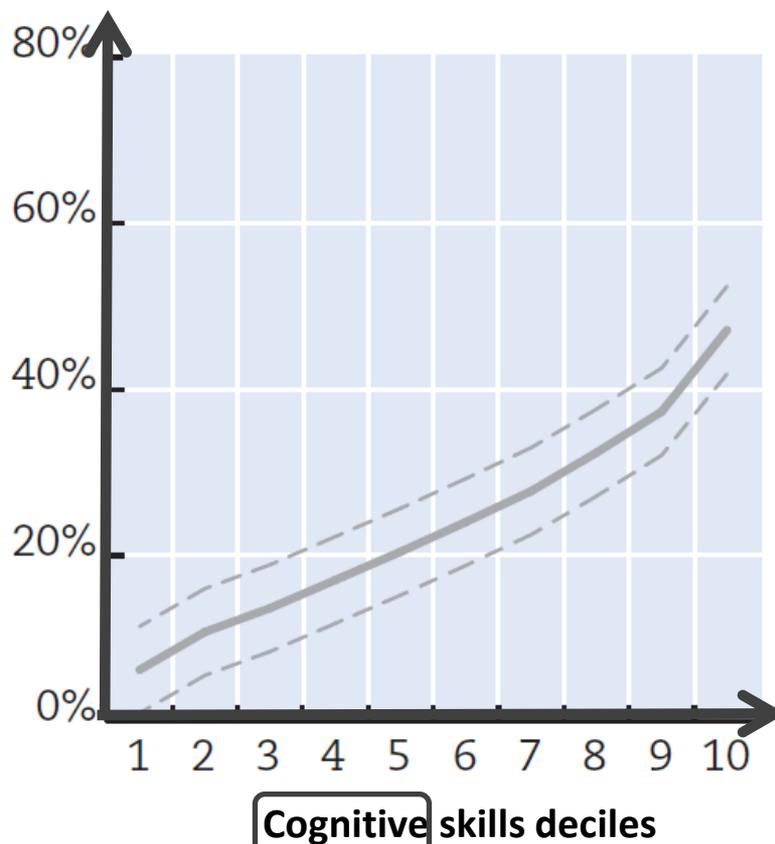


Longitudinal analysis of 9 Countries

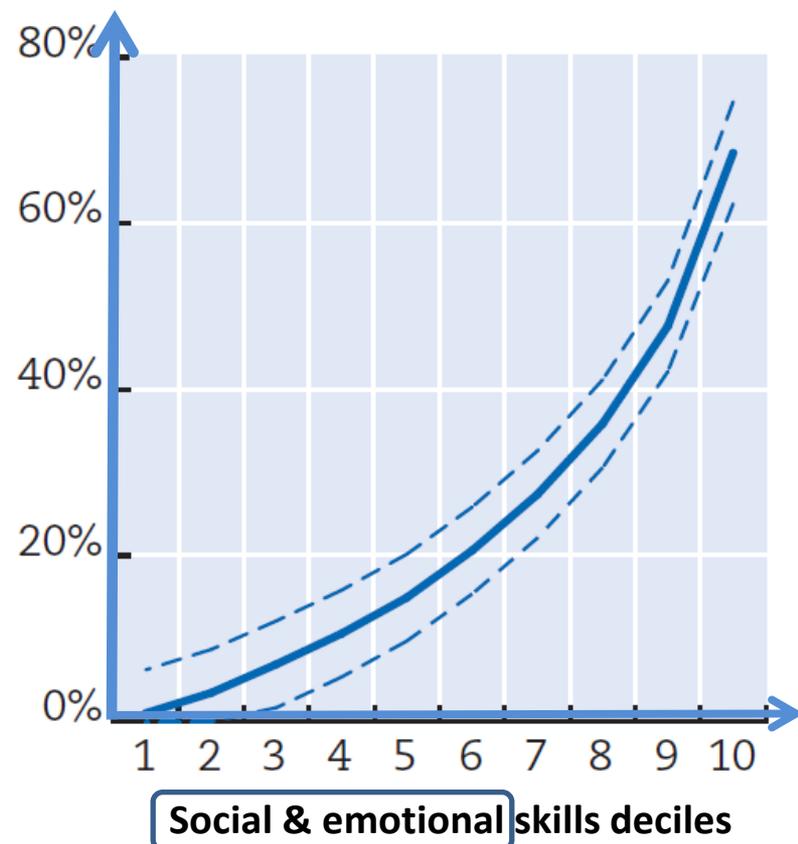


College Completion (USA)

Source: NLSY



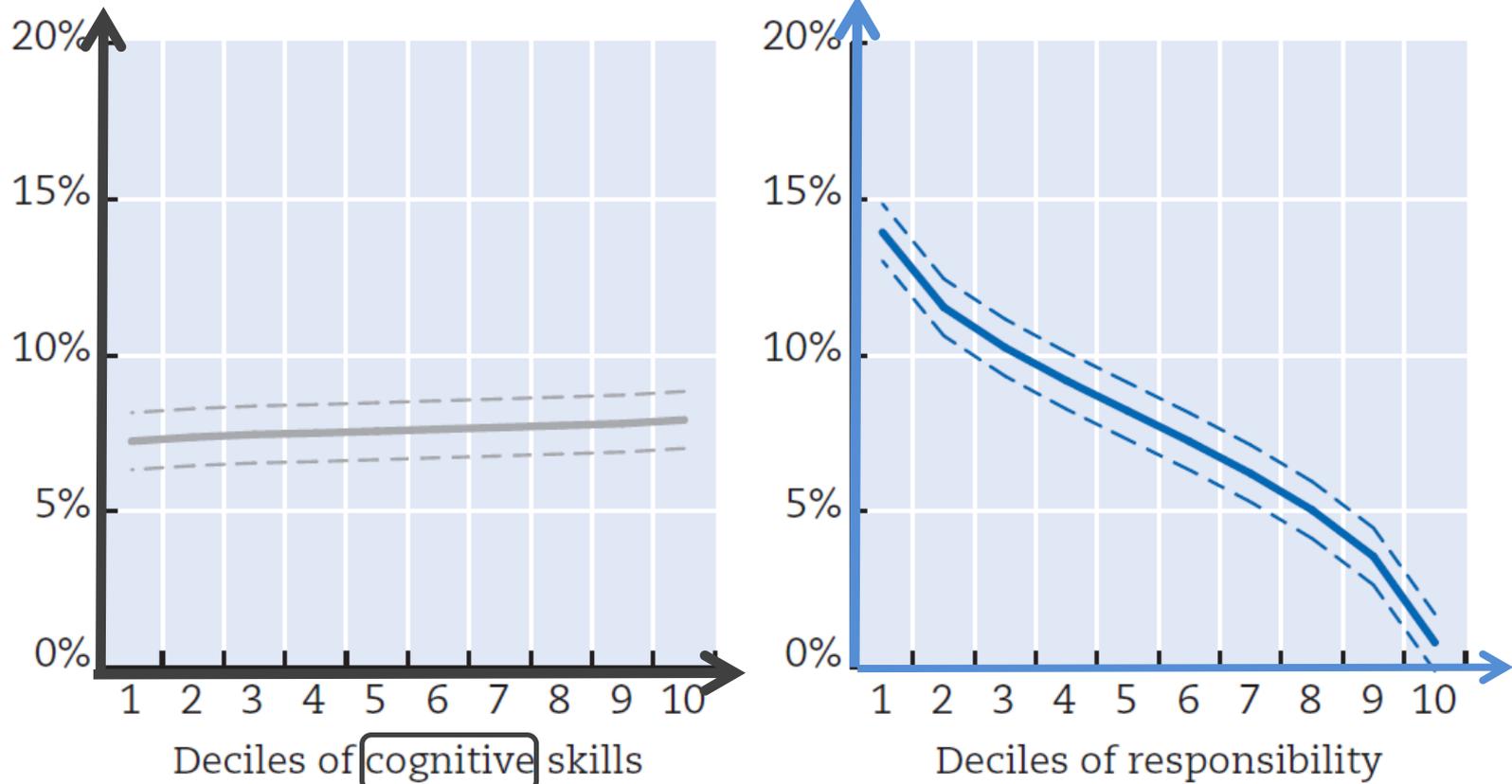
Maths, numerical and coding



Self-esteem, locus of control OECD (2015)

Bullying at 15 (Korea)

Source: KYPS

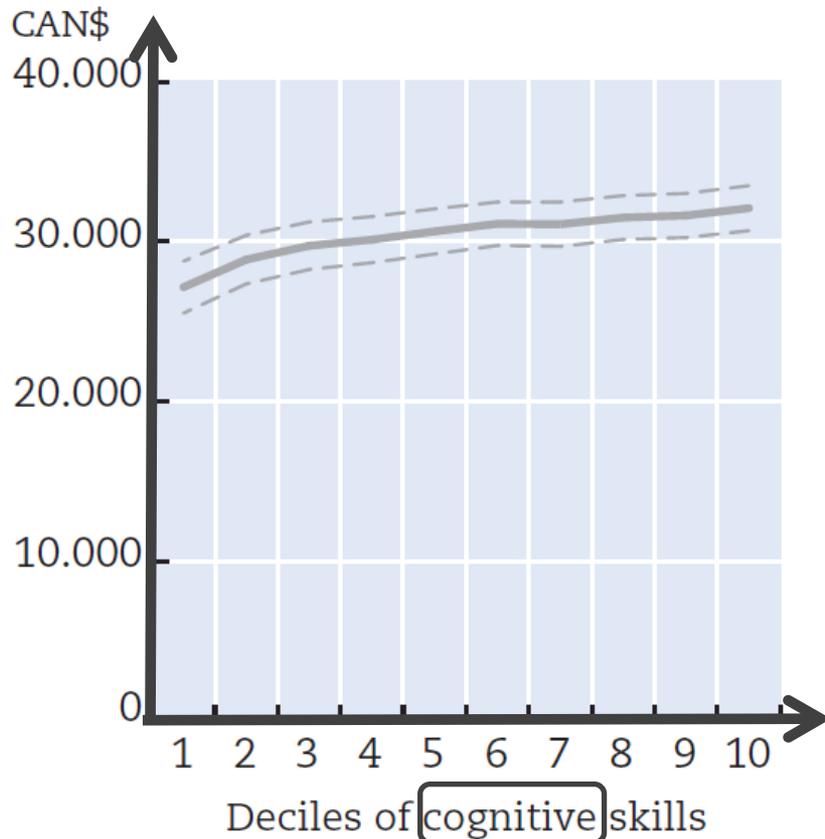


Achievement tests, report cards

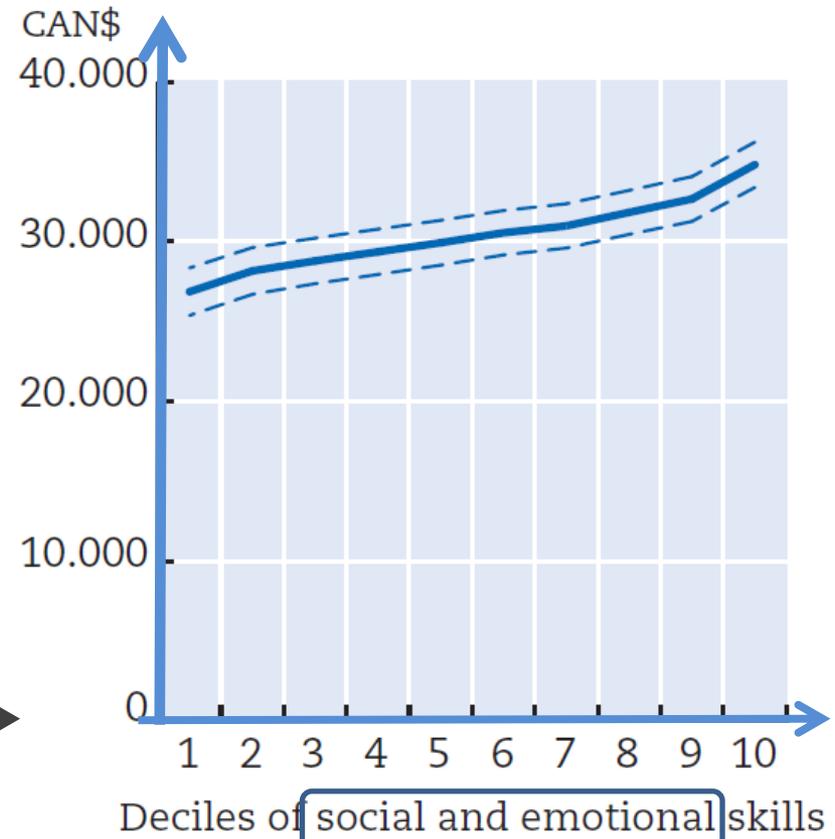
OECD (2015)

Income at 25 (Canada)

Source: YITS



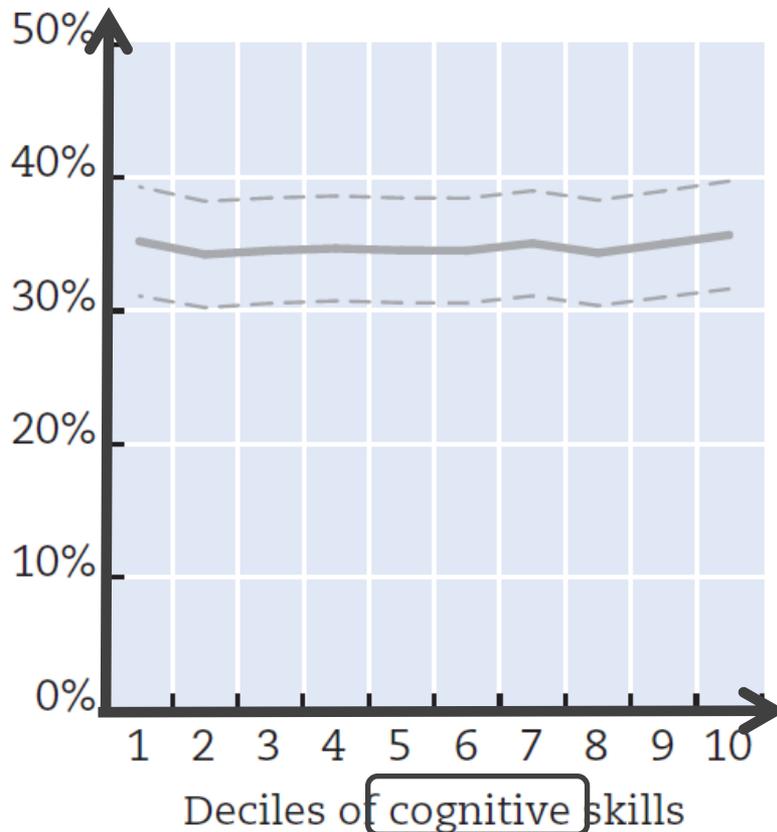
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PISA



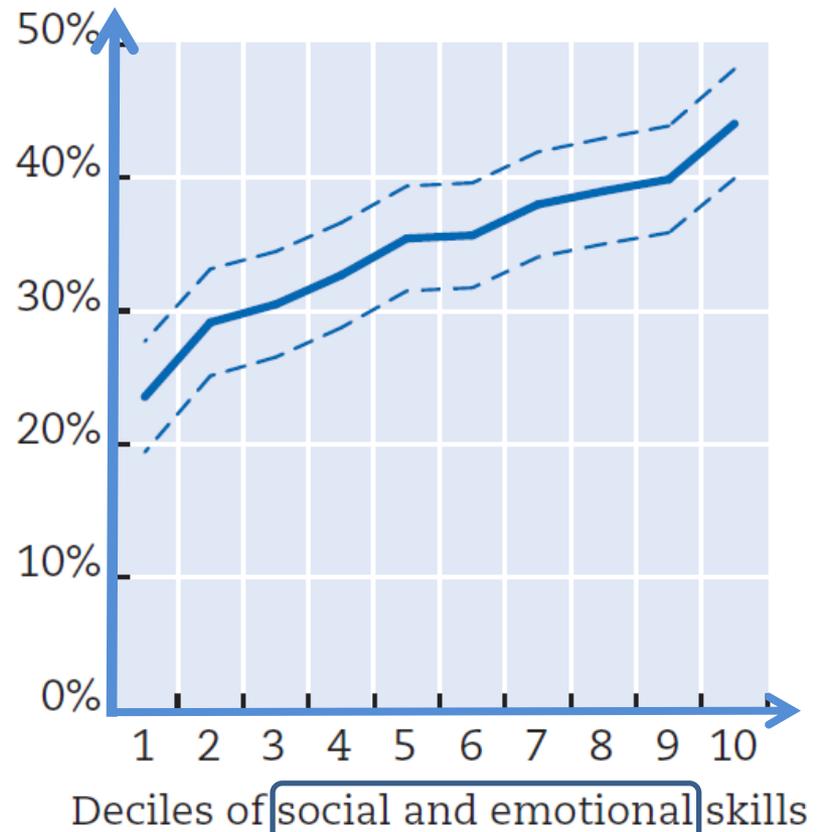
↑
Self-esteem, Self-efficacy, sense of mastery

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

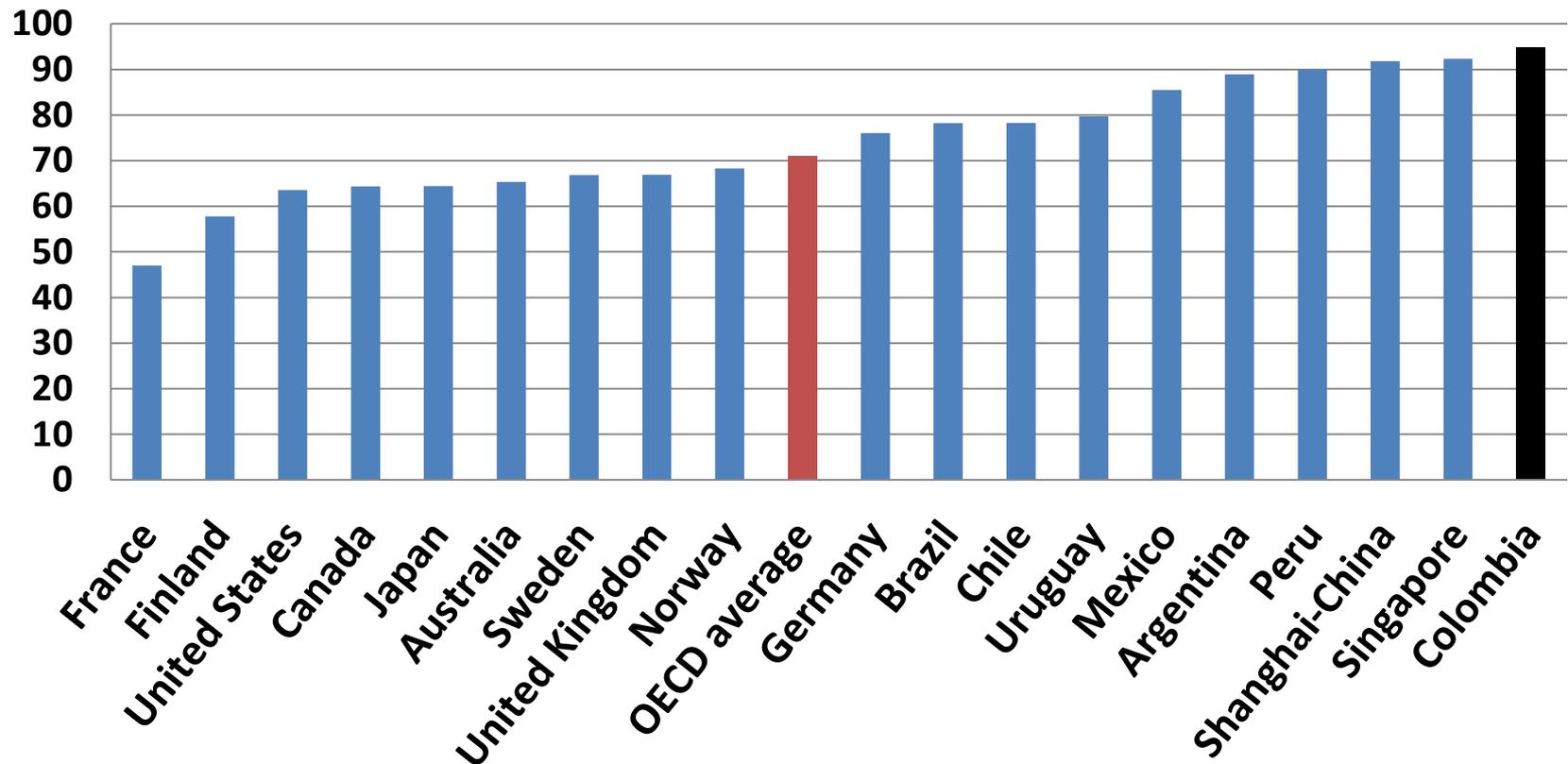
→ **Mostly evidence from the US and UK**

→ **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.

% 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 4</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
WORK HABITS				
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
SOCIAL DEVELOPMENT				
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	3 1/2

- 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)

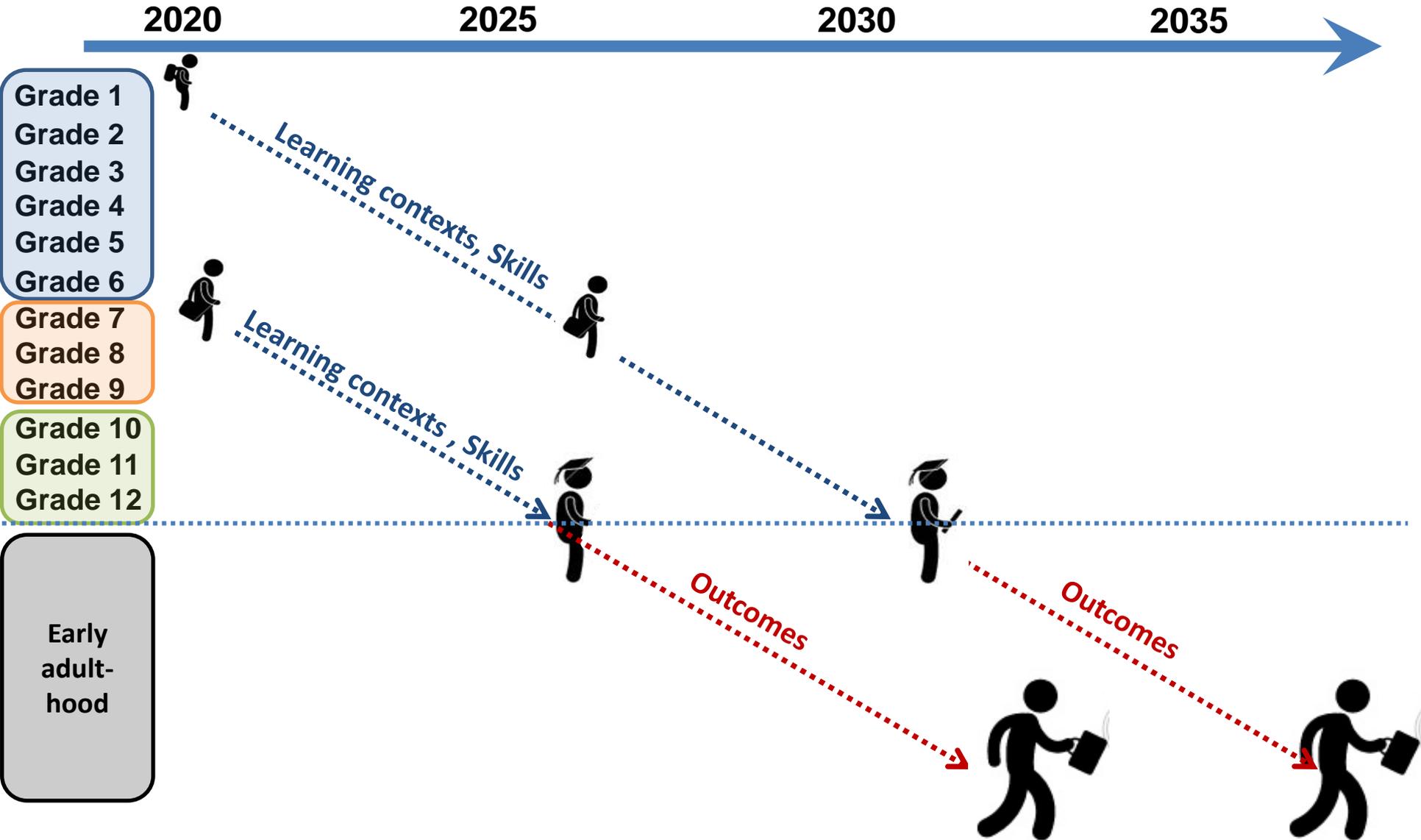
→ Existing measures are noisy & biased (hard to measure progress)

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

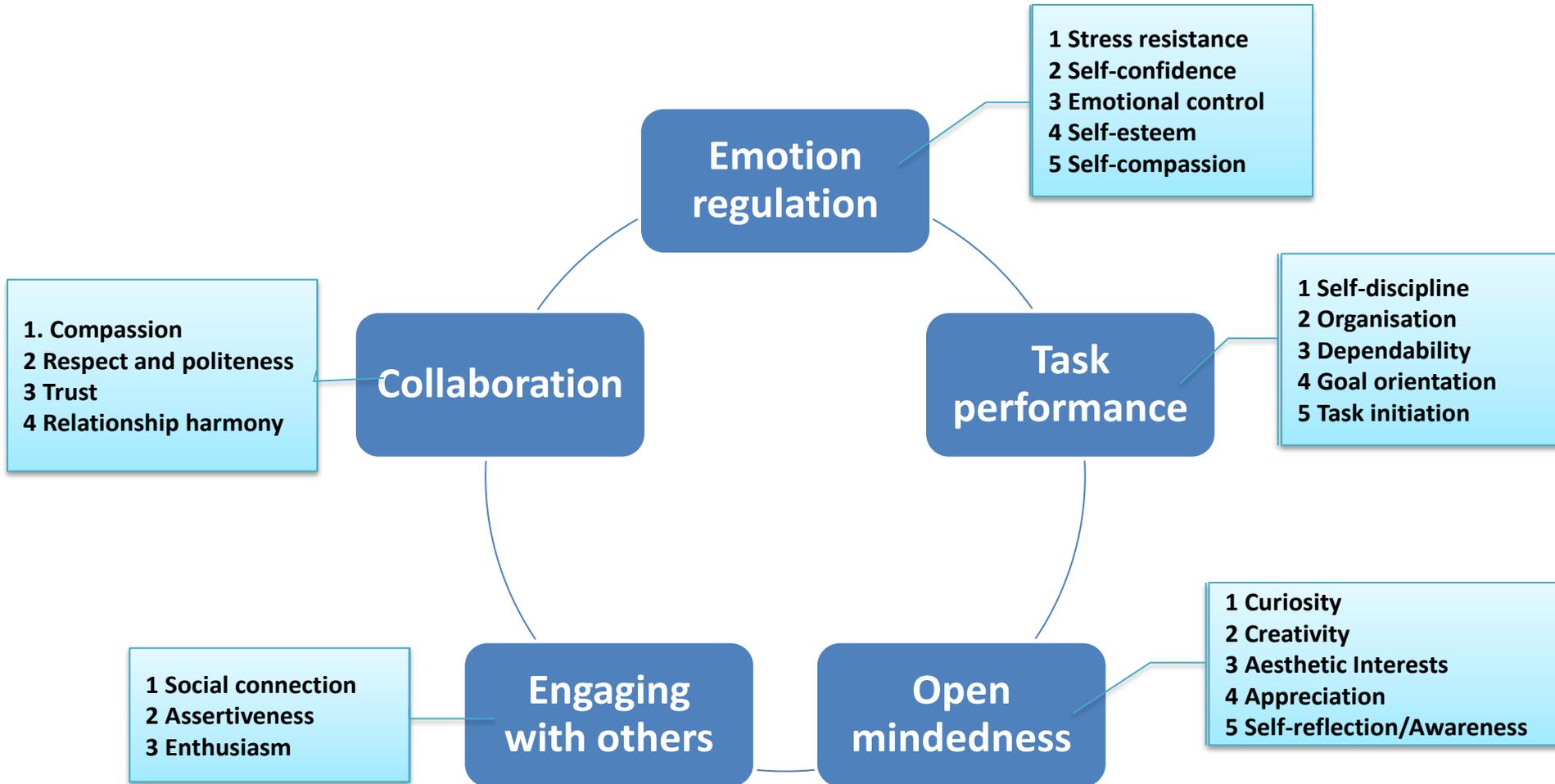


Social and emotional skills

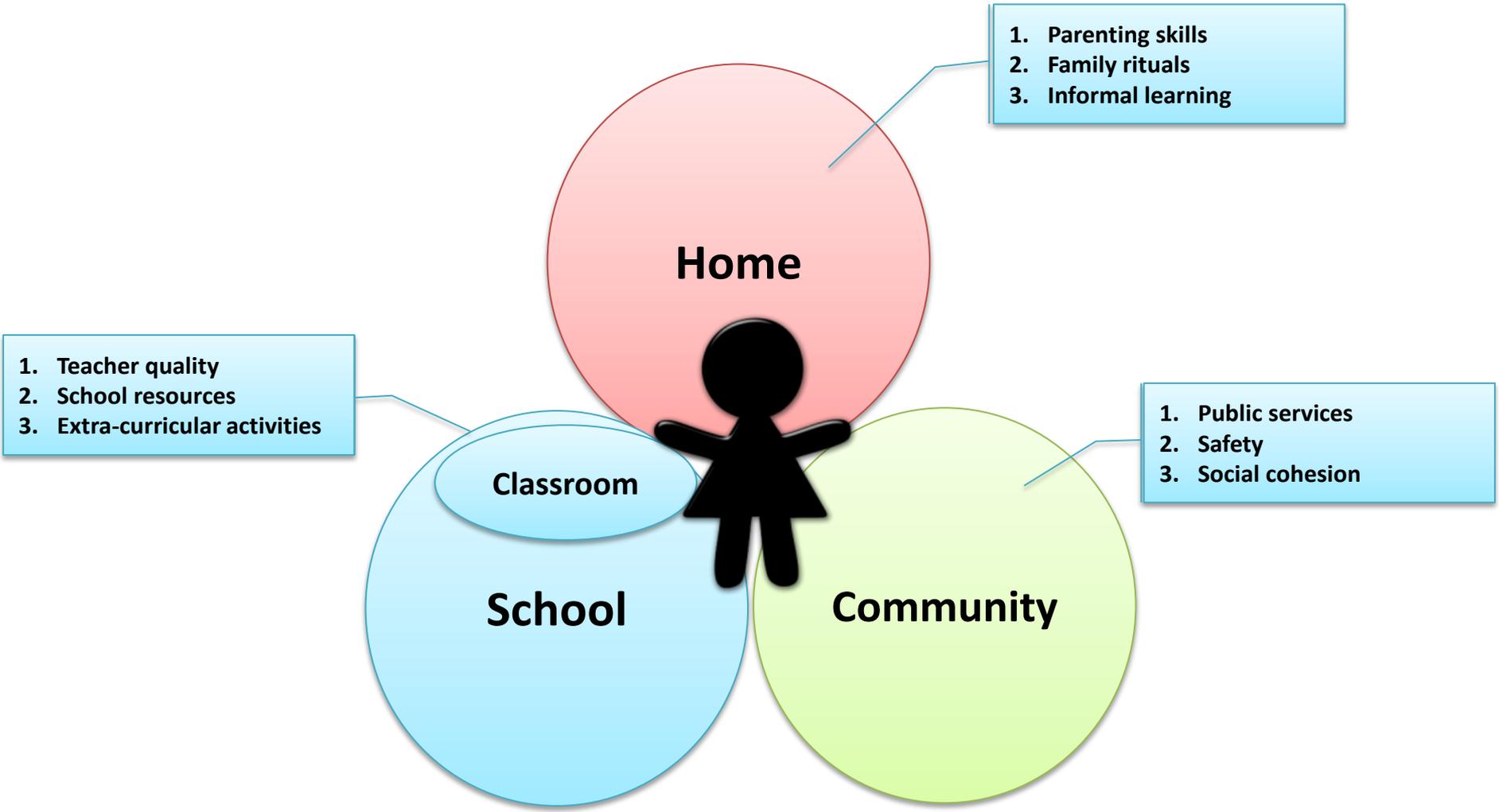
Individual capacities that:

- *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



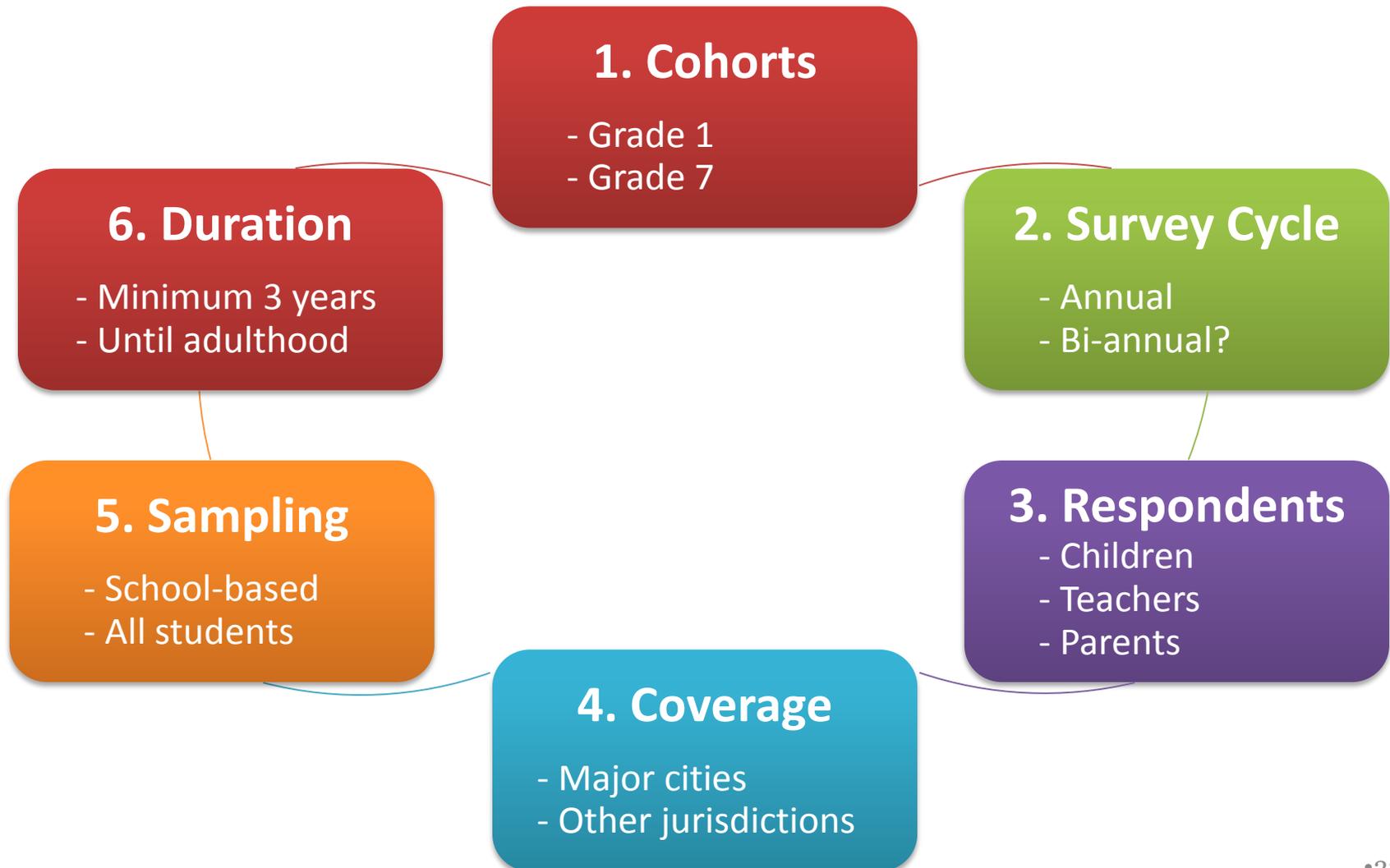
3. Proposed study: Framework of learning contexts



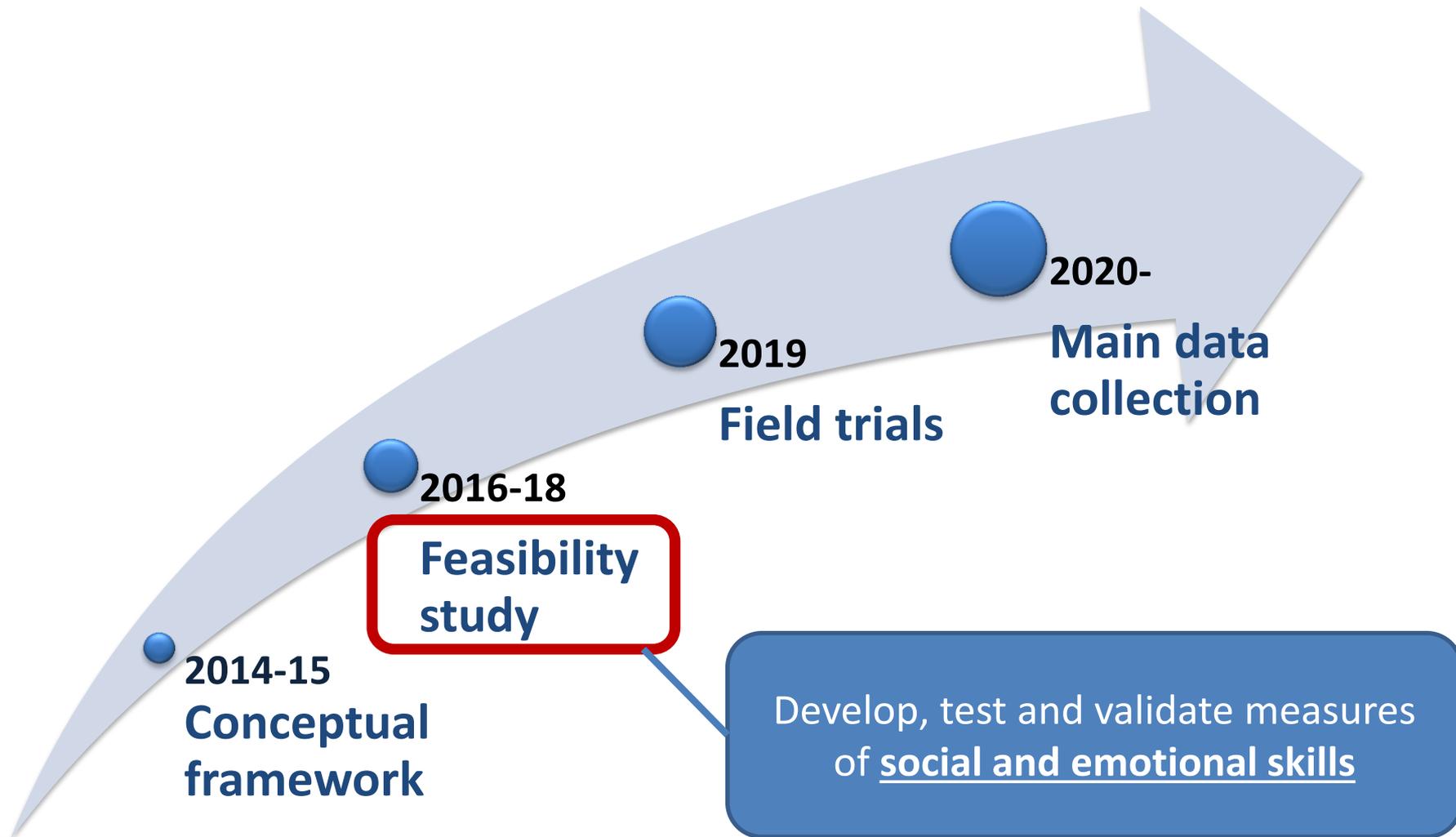
3. Proposed study: Framework of outcomes



3. Proposed study: Survey parameters



3. Proposed study: Timelines



Thank You

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

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www.oecd.org/edu/ceri/educationandsocialprogress.htm