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
2. Previous study

Previous OECD work ...

- CERI Social Outcomes of Learning (SOL)
- CERI ESP Phase 1
- CERI ESP Phase 2
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

- USA (ECLS, NLSY)
- Canada (YITS)
- USA (ECLS, NLSY)
- Belgium (LOSO)
- UK (BCS)
- Switzerland (TREE)
- Norway (YiN)
- Sweden (ETP)
- Korea (KYPS)
- New Zealand (CC)

OECD (2015)
Longitudinal analysis of 9 Countries

Skills
- cognitive
- socio-emotional

Outcomes
- adolescence and adulthood

Tertiary education
- Employment
- Obesity
- Depression
- Violence
- Life satisfaction

OECD (2015)
College Completion (USA)

Source: NLSY

2. Previous study

- Cognitive skills deciles
- Social & emotional skills deciles

Maths, numerical and coding
Self-esteem, locus of control

OECD (2015)
Bullying at 15 (Korea)

Achievement tests, report cards

Source: KYPS

OECD (2015)
2. Previous study

Income at 25 (Canada)

Source: YITS
Happy at 20 (New Zealand)

Source: CC

2. Previous study

Achievement tests: Deciles of cognitive skills

Perseverance, responsibility and social skills: Deciles of social and emotional skills
Successful Programmes

School-based

- Social and emotional learning (all)
Social and Emotional Learning
Service Learning Programmes
## Successful Programmes

### School-based
- Social and emotional learning (all)  
  **Effect-size** Low-medium
- Service learning (all)  
  **Effect-size** Low-medium

### Community-based
- Mentoring programmes (target)  
  **Effect-size** Low
- Outdoor adventure (all)  
  **Effect-size** Low–medium

2. Previous study
## Successful Programmes

### School-based
- Social and emotional learning (all) | **Effect-size** Low-medium
- Service learning (all) | Low-medium

### Community-based
- Mentoring programmes (target) | Low
- Outdoor adventure (all) | Low–medium

### Family-based
- Enhancing family-child attachments | high rate of returns

→ Mostly evidence from the US and UK
→ Mostly short-term evaluations

Schoon and Gutman (2013); Kautz et.al, (2014); OECD (2015)
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

- France
- Finland
- United States
- Canada
- Japan
- Australia
- Sweden
- United Kingdom
- Norway
- OECD average
- Germany
- Brazil
- Chile
- Uruguay
- Mexico
- Argentina
- Peru
- Shanghai-China
- Singapore
- Colombia

PISA (2012)
2. Previous study

- 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

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http://steveandcat.net/mrswalker/meet_mrs_walker.htm
• 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
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

- Learning contexts, Skills
- Outcomes

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Early adulthood
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

**Emotion regulation**

- 1 Stress resistance
- 2 Self-confidence
- 3 Emotional control
- 4 Self-esteem
- 5 Self-compassion

**Task performance**

- 1 Self-discipline
- 2 Organisation
- 3 Dependability
- 4 Goal orientation
- 5 Task initiation

**Collaboration**

- 1 Compassion
- 2 Respect and politeness
- 3 Trust
- 4 Relationship harmony

**Engaging with others**

- 1 Social connection
- 2 Assertiveness
- 3 Enthusiasm

**Open mindedness**

- 1 Curiosity
- 2 Creativity
- 3 Aesthetic Interests
- 4 Appreciation
- 5 Self-reflection/Awareness

Oliver John and Filip de Fruyt, 2015
3. Proposed study: Framework of learning contexts

- **Home**
  1. Parenting skills
  2. Family rituals
  3. Informal learning

- **School**
  1. Teacher quality
  2. School resources
  3. Extra-curricular activities

- **Community**
  1. Public services
  2. Safety
  3. Social cohesion

- **Classroom**
3. Proposed study: Framework of outcomes

- Material conditions
- Environment
- Subjective well-being
- Education and skills
- Labour market
- Health status
- Civic engagement
- Family and social connections
- Personal security

Well-being and social progress
1. Cohorts
   - Grade 1
   - Grade 7

2. Survey Cycle
   - Annual
   - Bi-annual?

3. Respondents
   - Children
   - Teachers
   - Parents

4. Coverage
   - Major cities
   - Other jurisdictions

5. Sampling
   - School-based
   - All students

6. Duration
   - Minimum 3 years
   - Until adulthood

3. Proposed study: Survey parameters
3. Proposed study: Timelines

- **2014-15**
  - Conceptual framework

- **2016-18**
  - Feasibility study

- **2019**
  - Field trials

- **2020-**
  - Main data collection

**Develop, test and validate measures of social and emotional skills**
Thank You

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Directorate for Education and Skills

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