STUDY ON SOCIAL AND EMOTIONAL SKILLS
- AN OVERVIEW -

Dr Miloš Kankaraš

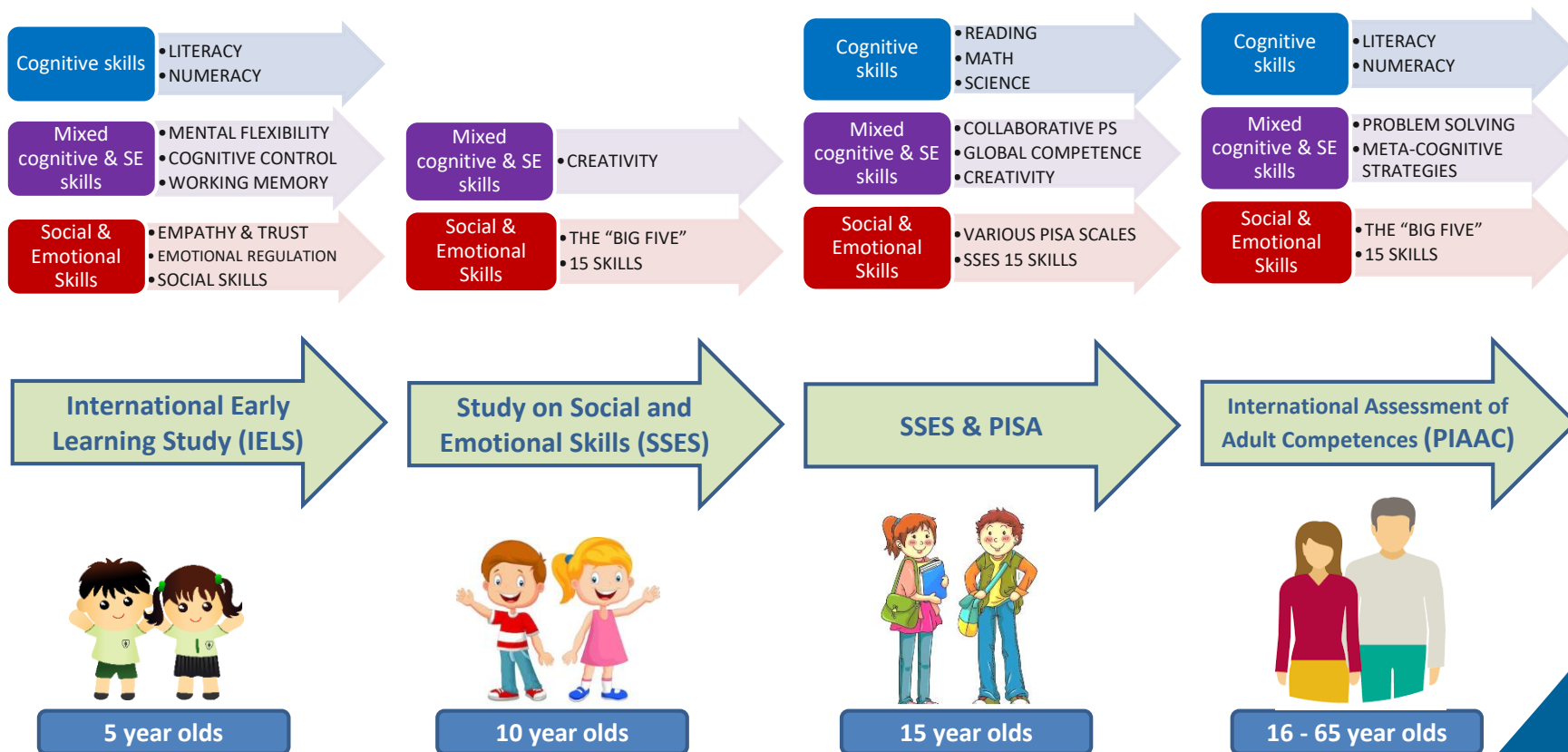Directorate for Education and Skills, OECD

OECD research projects on SE skills

- Growing number of small and large-scale projects with partial or exclusive focus on SE skills

- Two new surveys lunched recently

- Development of an overall skill framework for 21st century (Education 2030)

Overview of OECD assessment studies: target populations and assessed skills

Cognitive skills	• LITERACY • NUMERACY

Mixed cognitive & SE skills	• MENTAL FLEXIBILITY • COGNITIVE CONTROL • WORKING MEMORY

Social & Emotional Skills	• EMPATHY & TRUST • EMOTIONAL REGULATION • SOCIAL SKILLS

Mixed cognitive & SE skills	• CREATIVITY

Social & Emotional Skills	• THE "BIG FIVE" • 15 SKILLS

Cognitive skills	• READING • MATH • SCIENCE

Mixed cognitive & SE skills	• COLLABORATIVE PS • GLOBAL COMPETENCE • CREATIVITY

Social & Emotional Skills	• VARIOUS PISA SCALES • SSES 15 SKILLS

Cognitive skills	• LITERACY • NUMERACY

Mixed cognitive & SE skills	• PROBLEM SOLVING • META-COGNITIVE STRATEGIES

Social & Emotional Skills	• THE "BIG FIVE" • 15 SKILLS

International Early Learning Study (IELS)

Study on Social and Emotional Skills (SSES)

SSES & PISA

International Assessment of Adult Competences (PIAAC)

5 year olds

10 year olds

15 year olds

16 - 65 year olds

Study on Social and Emotional Skills
STUDY TOPICS

Factors at home
Relevant characteristics of family environment

Factors in peer environment
Relationships with friends and classmates

Life outcomes
Academic achievement health and personal well-being

Assessment of SE skills
Children's social and emotional skills will be assessed

Factors in school
Relevant characteristics of school and wider community environment

Background
Student and family background

Selected skills

- 15 skills selected for the initial testing

- 2 additional indices will be calculated

- Grouped in 5 broad domains corresponding to the Big Five model
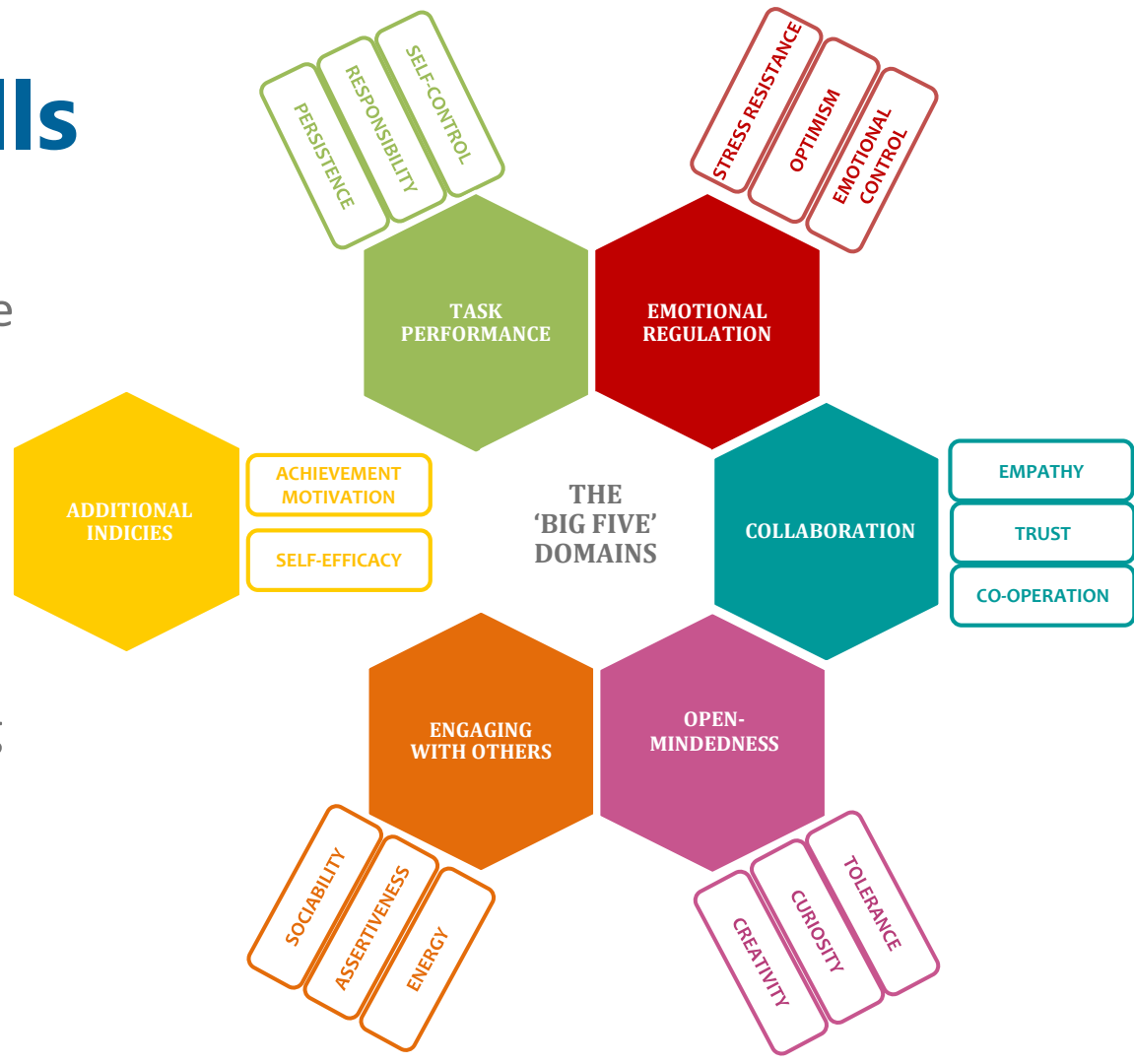
Contextual information
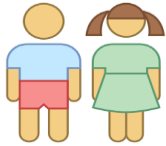
Children

- Socio-demographic background
- Daily activities
- Relations with parents
- Relations with peers
- Personal well-being
- School life
- Relations with teachers
- Class activities

Parents

- Family background
- Home environment
- Parents' skills and well-being
- Parent-child relations
- Parental styles
- Involvement with child's school
- Parent's attitudes and opinions
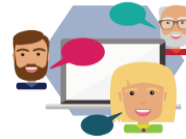
Teachers

- Teachers' background
- Teachers' professional development
- Teaching pedagogical practices
- School climate
- Role of social and emotional skills in teachers' education and work practices

Principals

- School structure and organisation
- Students and teachers demographics
- School resources
- School climate
- Role of social and emotional skills in school programme
- Principal's attitudes and opinions

Sample selection
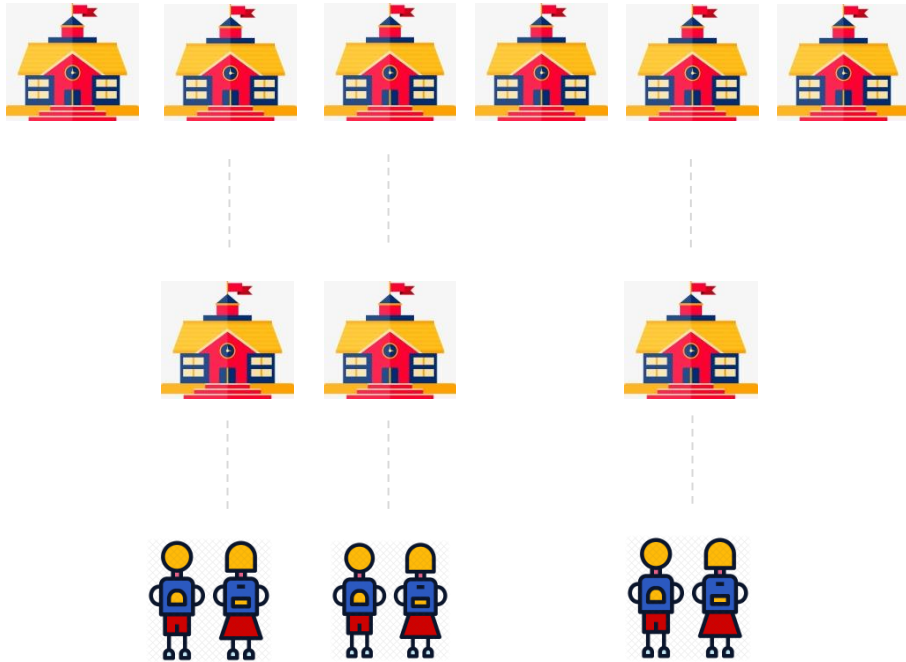
Target population

Two age groups of school students: 10-year-olds and 15-year-olds

Sample size

3,000 students for each of the two age groups in each participating city or country

Sample design

1. Initial random selection of schools
2. A follow-up random selection of students within selected schools

Participating cities and countries

Phases of the study

2016/2017
Design & preparation
Conceptual frameworks, survey documentation, instrument development

2018
Item trials
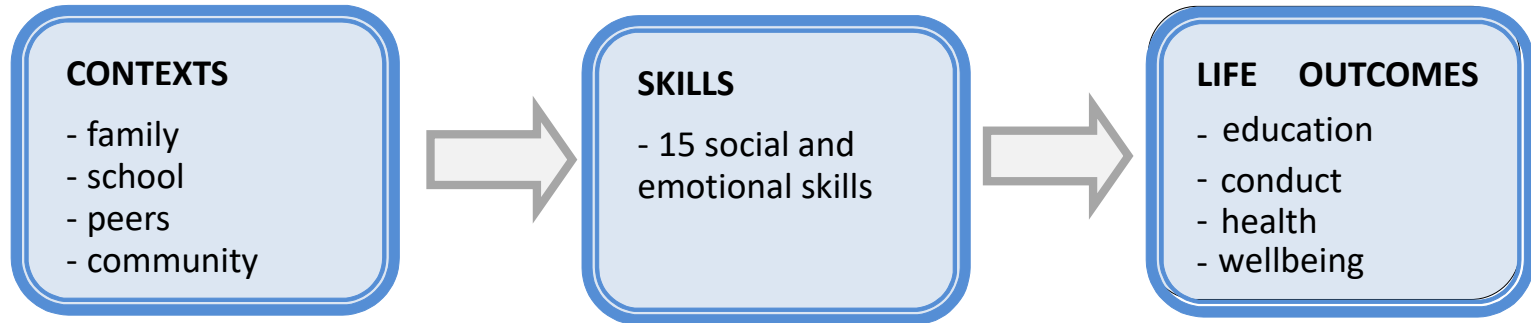Testing of initial set of direct and indirect set of items.

2018
Field test
Full test of instruments and study procedures.

2019
Main study
Delivery of the main study

2020
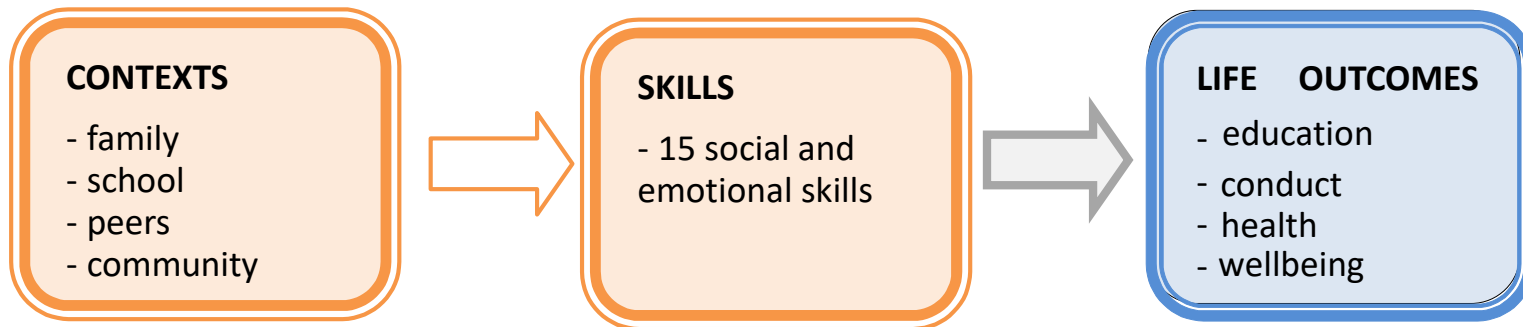**Analysis & Reporting**
Data analyses and report drafting

Analytical model of the Study

CONTEXTS

- family
- school
- peers
- community

SKILLS

- 15 social and emotional skills

LIFE   OUTCOMES

- education
- conduct
- health
- wellbeing

Analytical model of the Study: influence of students' life environment

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- family
- school
- peers
- community

SKILLS

- 15 social and emotional skills

LIFE OUTCOMES

- education
- conduct
- health
- wellbeing

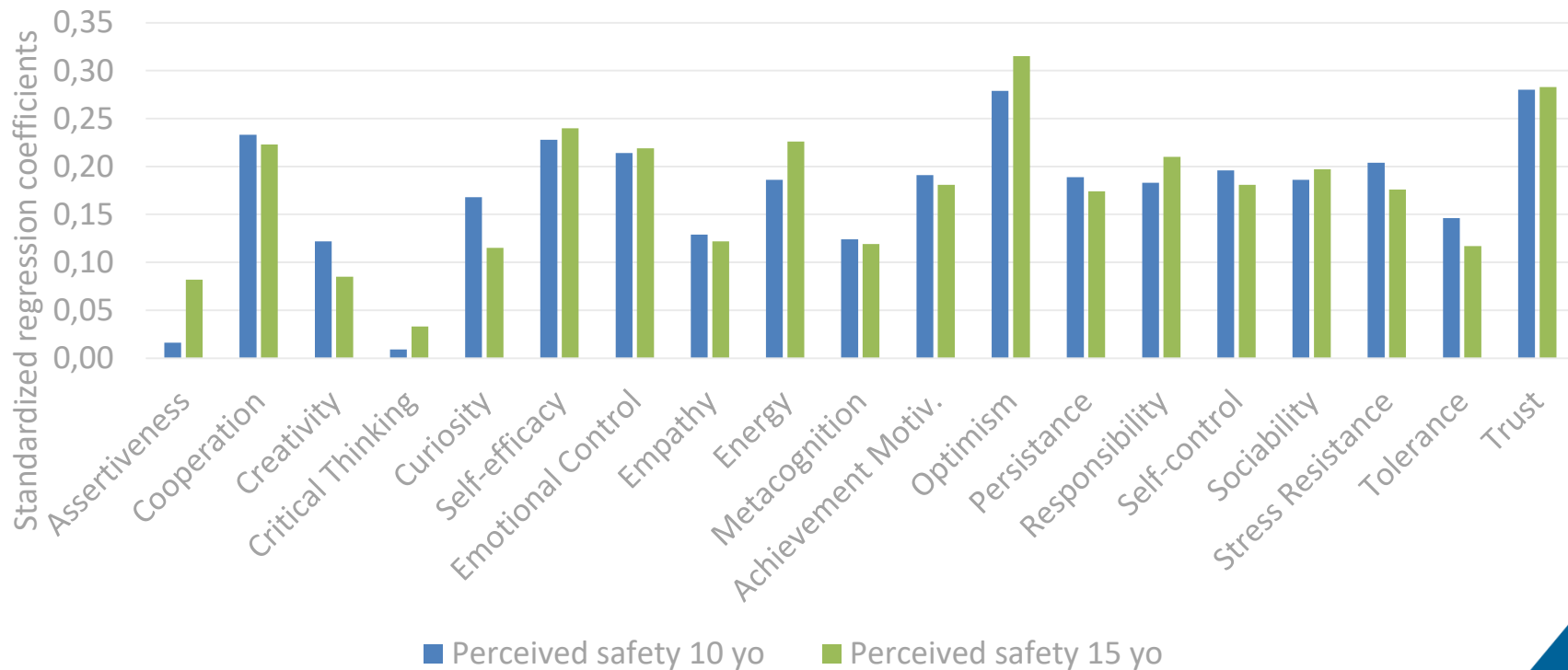# Relationship of SE skills with students' socio-economic background

There is a small association between students' SES and their SE skills
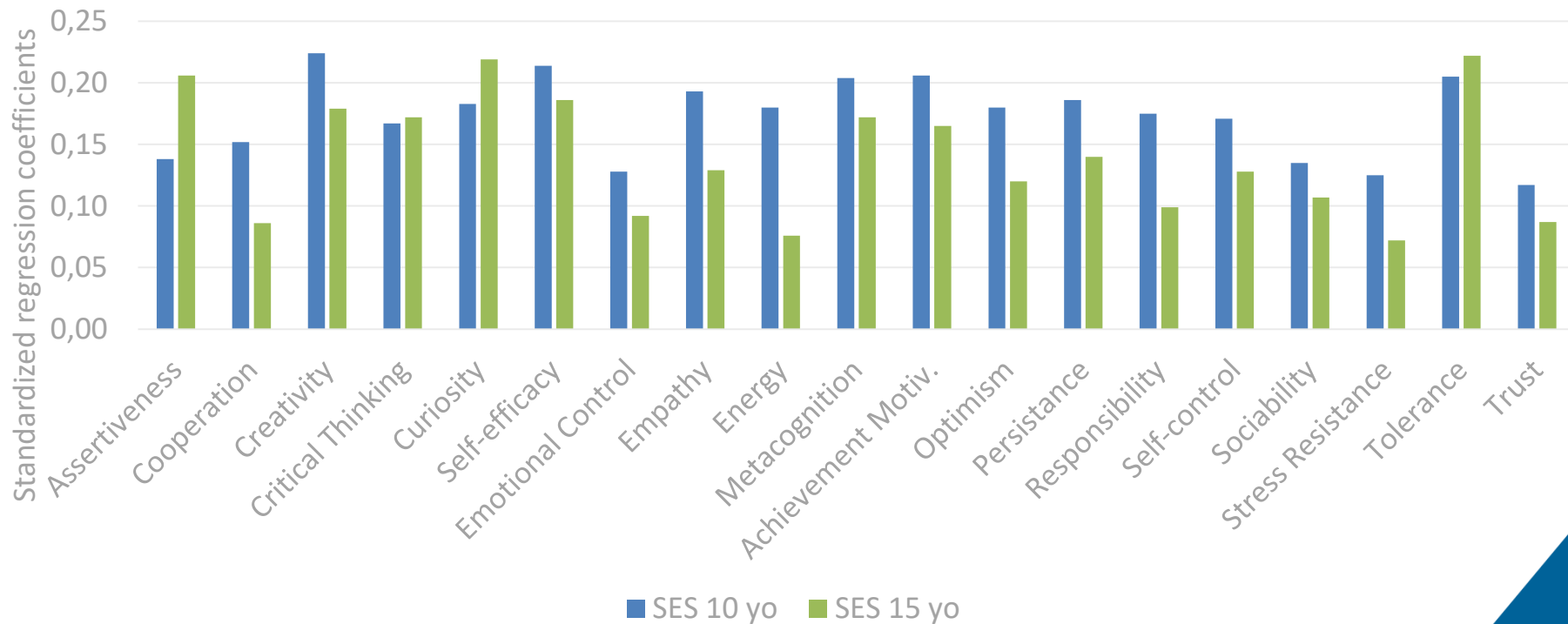
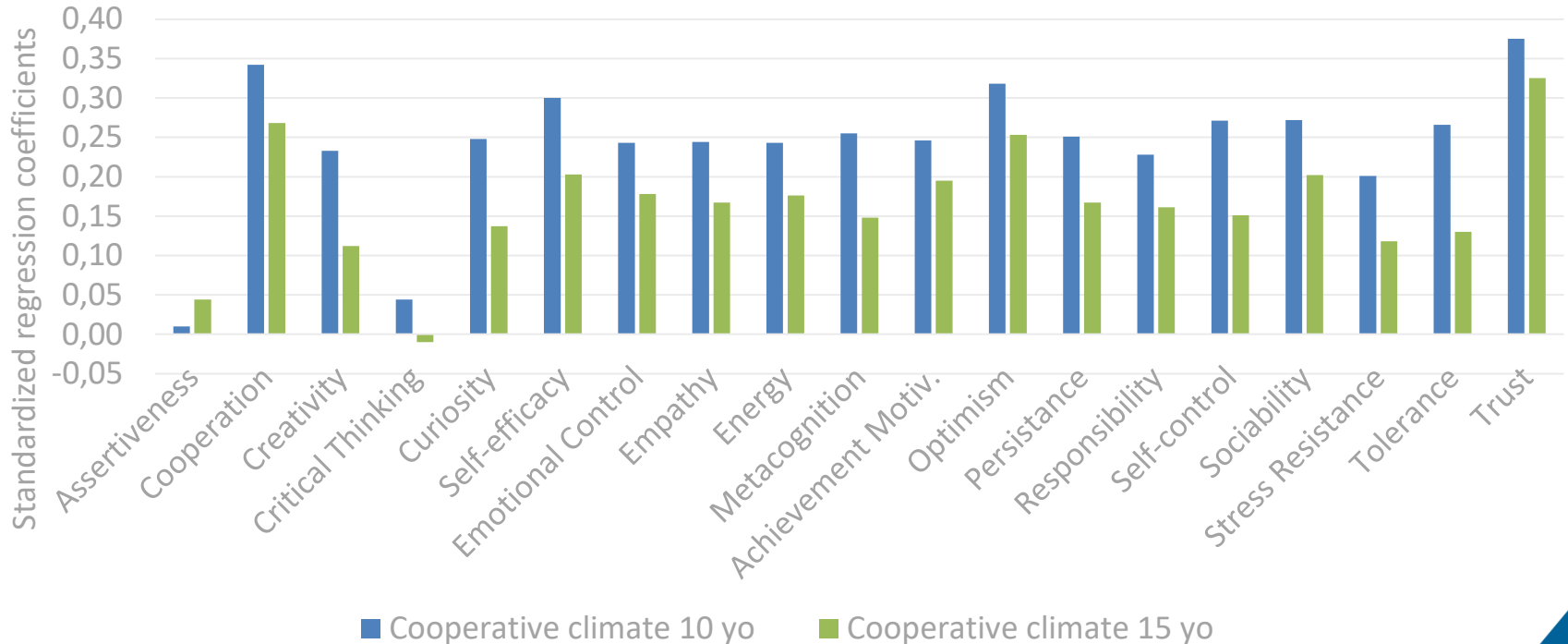# Influence of students' environment – Neighbourhood safety

Perceived neighbourhood safety is positively related to SE skills

Standardized regression coefficients chart showing Perceived safety 10 yo (blue) and Perceived safety 15 yo (green) across: Assertiveness, Cooperation, Creativity, Critical Thinking, Curiosity, Self-efficacy, Emotional Control, Empathy, Energy, Metacognition, Achievement Motiv., Optimism, Persistance, Responsibility, Self-control, Sociability, Stress Resistance, Tolerance, Trust

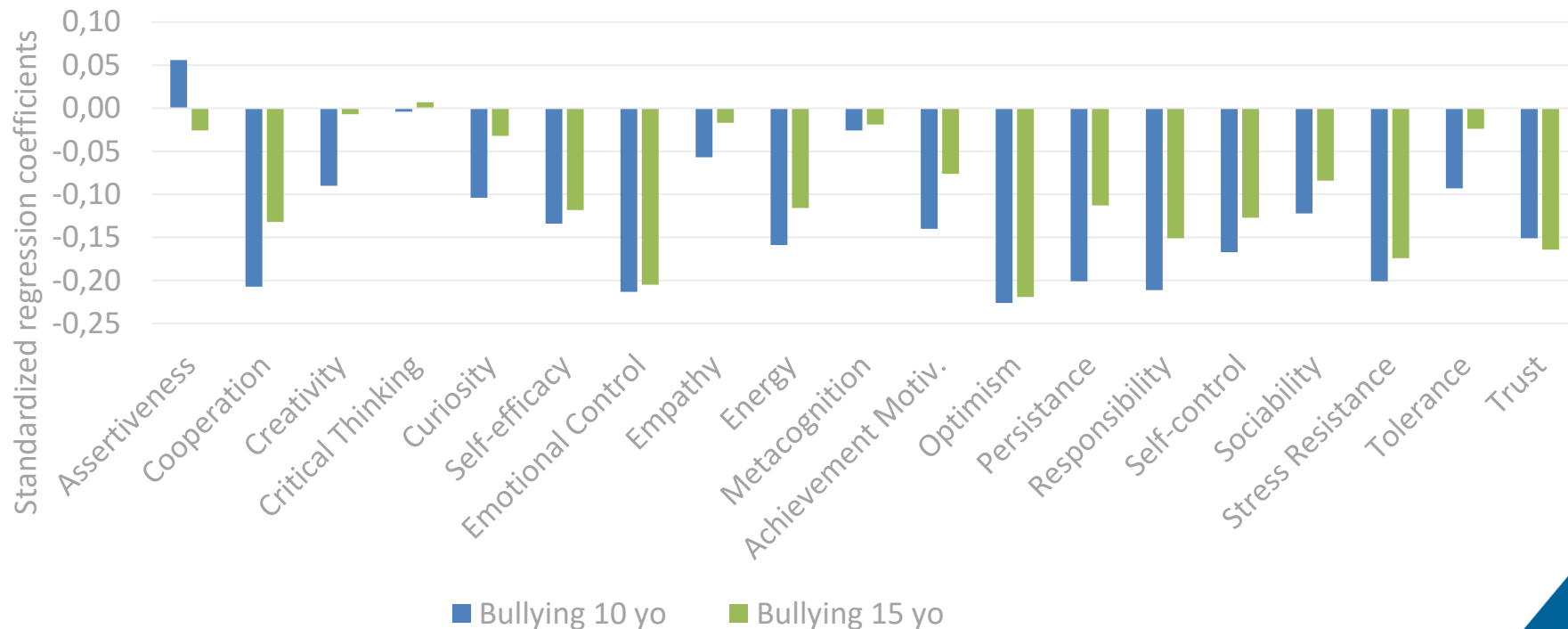# Influence of students' environment –
Classroom climate

Cooperative classroom climate is positively related to SE skills

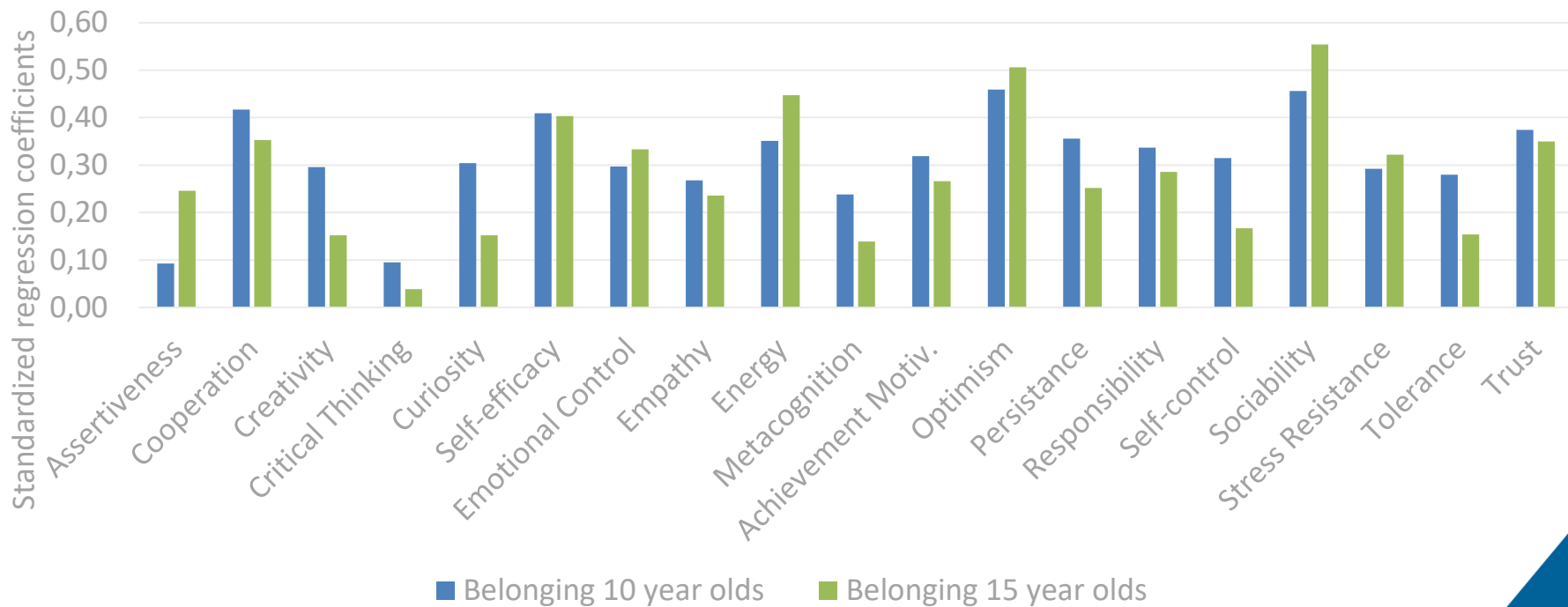# Influence of students' environment – School bullying

School bullying is negatively related to students' SE skills
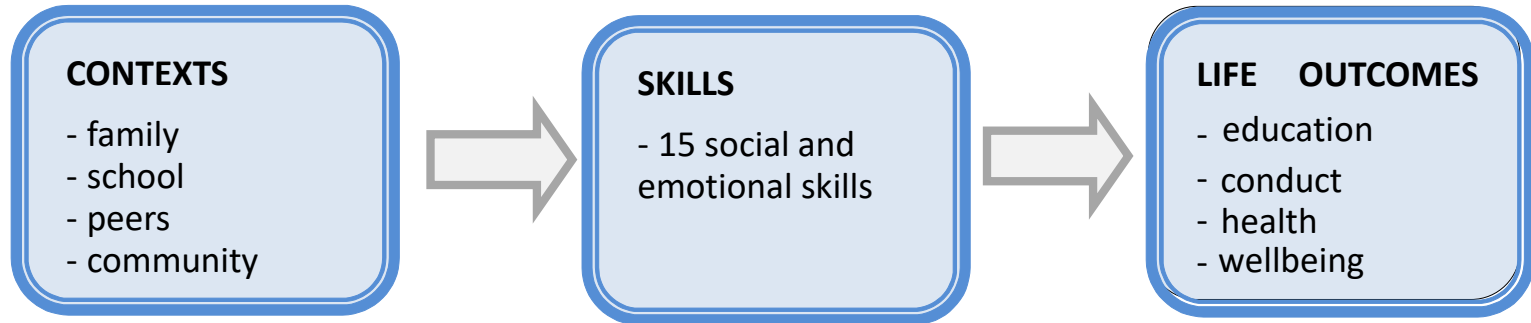

Bullying 10 yo   Bullying 15 yo

Influence of students' environment –
Stronger sense of school belonging

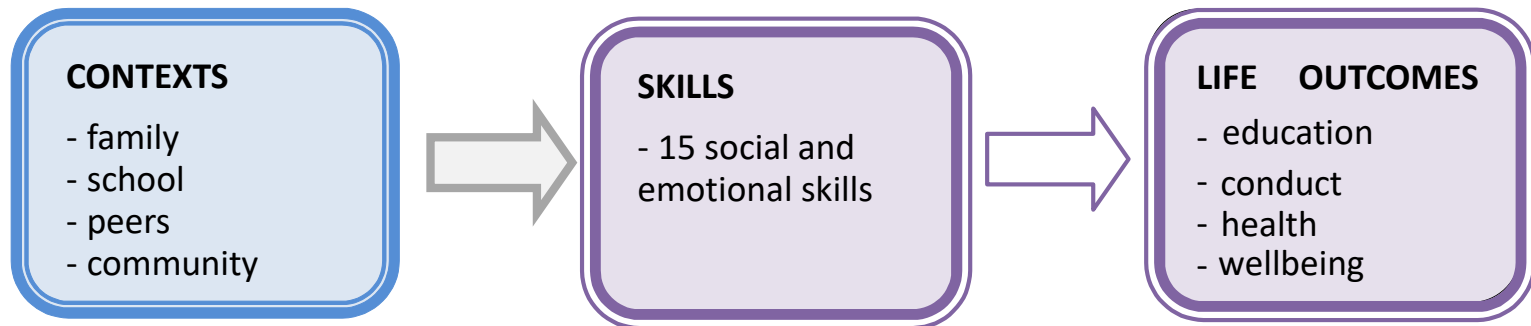Students' sense of belonging is positively related to their SE skills
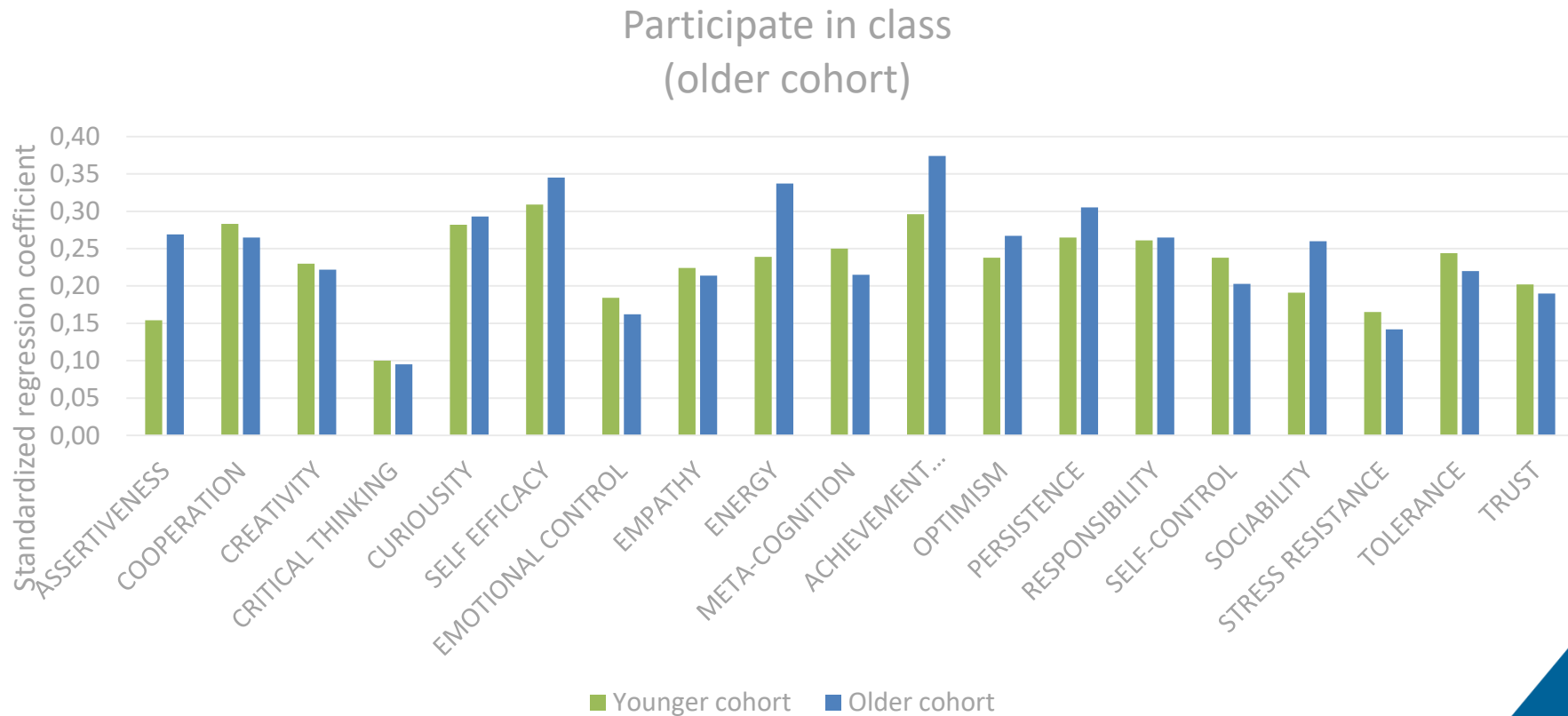
Analytical model of the Study

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- school
- peers
- community

SKILLS

- 15 social and emotional skills

LIFE   OUTCOMES

- education
- conduct
- health
- wellbeing

Analytical model of the Study:
influence of skills on life outcomes

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Importance of SE skills – Better class participation
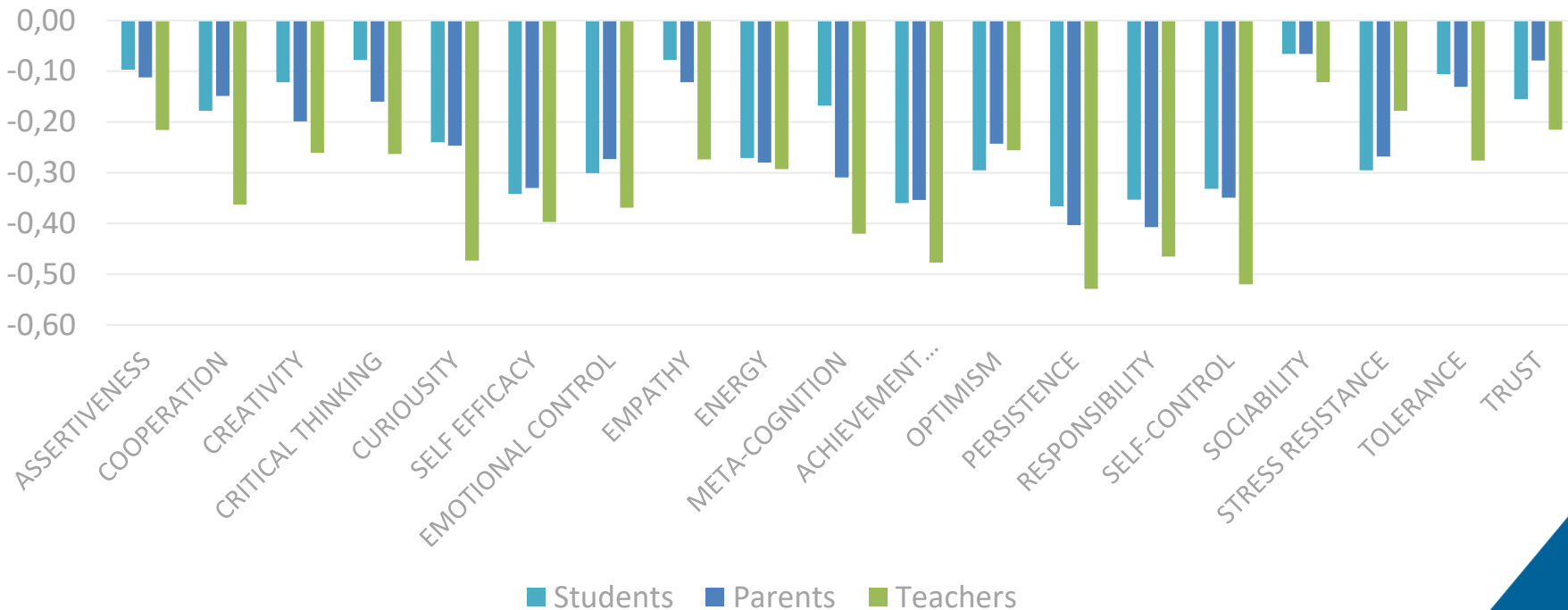

Participate in class
(older cohort)

Importance of SE skills – Harder to distract during class

Trouble focusing is related to social and emotional skills
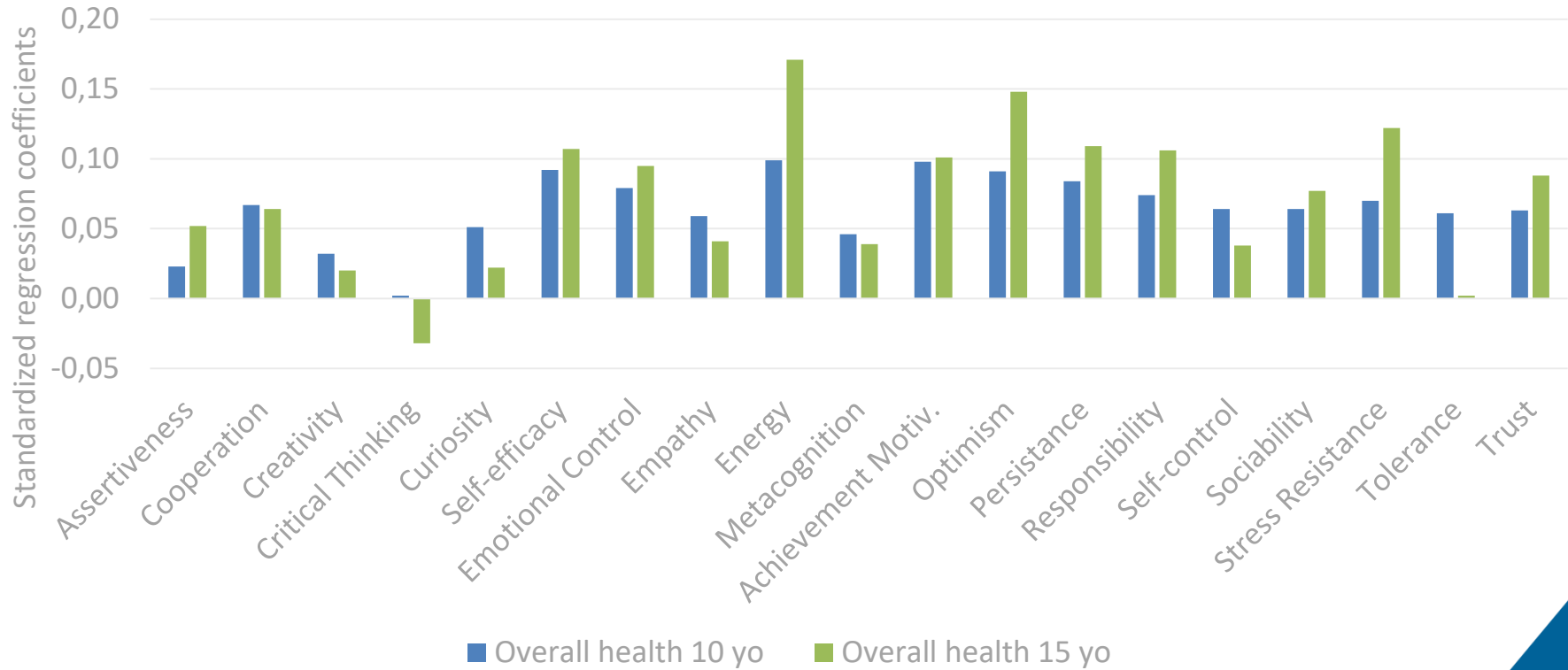(based on student, parent and teacher reports – older cohort)

Importance of SE skills – Better health

SE skills are positively related with overall health


Legend: Overall health 10 yo · Overall health 15 yo

Y-axis: Standardized regression coefficients (from -0,05 to 0,20)

Categories: Assertiveness, Cooperation, Creativity, Critical Thinking, Curiosity, Self-efficacy, Emotional Control, Empathy, Energy, Metacognition, Achievement Motiv., Optimism, Persistance, Responsibility, Self-control, Sociability, Stress Resistance, Tolerance, Trust

Importance of SE skills – Improved personal wellbeing

SE skills are positively related to subjective wellbeing

■ Subjective wellbeing 10 yo   ■ Subjective wellbeing 15 yo
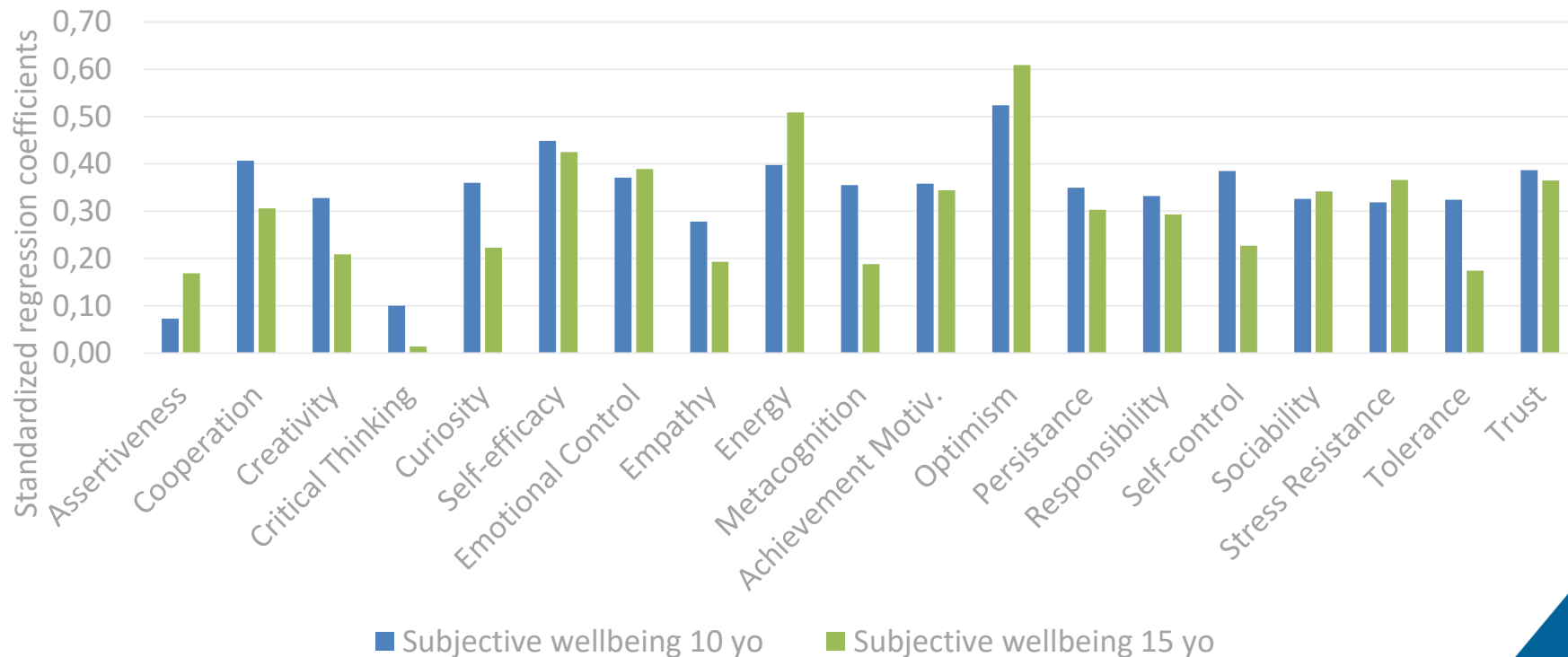
Contact us

OECD

Directorate for education and skills

Study on Social and Emotional Skills

✉ Milos.Kankaras@oecd.org

Visit our website:

http://www.oecd.org/education/ceri/TheStudyOnSocialAndEmotionalSkills.htm

Information about the Study

Study brochures

Study documents

Related OECD projects and publications

News and events