

Improving the development of students' social and emotional skills

OECD's Study on Social and Emotional Skills



Did you know?

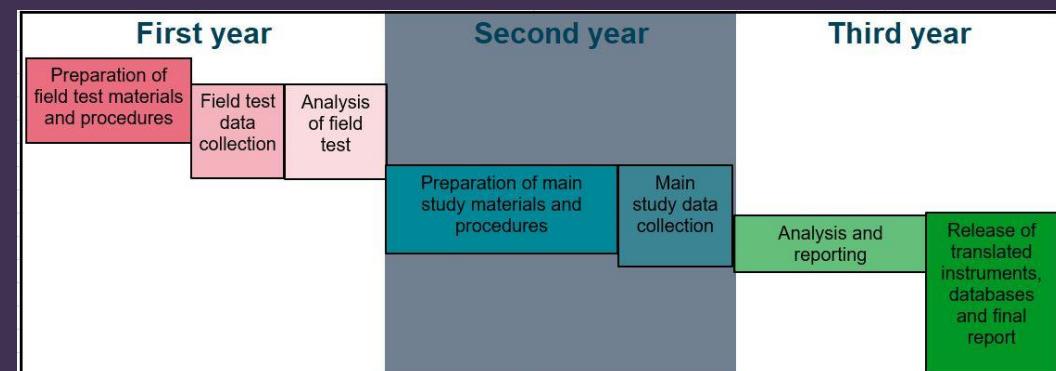
Research indicates that young people with strong social and emotional skills are more likely:

- ❖ to obtain better grades
- ❖ to have a higher income and better jobs
- ❖ to be in good health
- ❖ to be happy
- ❖ to be physically active
- ❖ to participate in their community.

Who participated in the first round of the survey (2018-2020)?



The Study on Social and Emotional Skills timeline



For further information, please contact the OECD Study on Social and Emotional Skills team at SSES.Contact@oecd.org, or visit our website at: www.oecd.org/education/ceri/social-emotional-skills-study/.

When we think about knowledge and skills, literacy or numeracy often come to mind. But social and emotional skills, such as persistence, empathy and optimism, are just as important. They help us to perform better academically, to succeed in the workplace and to play more positive roles in our communities.

For a long time, social and emotional skills were considered to be fixed at birth or dependent on the family you come from. But we now know better. They can be learnt and developed – first in the home, then at school, in sporting and community activities, and at work.

Many education systems now focus on fostering strong social and emotional skills amongst students, a real shift from the industrial approach to education of the past. And it is a shift that every education system will need to make in order to be well-positioned to adapt to change.

Social and emotional skills have been shown to influence many important life outcomes, but also to influence the development and use of cognitive skills.

What is the Study on Social and Emotional Skills?

- The Study on Social and Emotional Skills is one of the first international efforts to develop a comprehensive set of metrics around social and emotional skills designed to enhance policies to improve the development and well-being of children and young people.
- Building on previous OECD work in this field and existing evidence, this new survey seeks to **identify policies, practices, activities and environmental conditions that are associated with the development of social and emotional skills**. It also provides a **measurement tool that policy makers and education practitioners can use to monitor the development of students' social and emotional skills**, as well as measuring the impacts of changes in policies or practices on these skills.

Who will be surveyed?

- The survey takes a snapshot of students at two age groups: 10 and 15 years old. It asks students to assess their own social and emotional skills, and asks their parents and teachers to indirectly assess the social and emotional skills of their children/students.
- Apart from assessing students' social and emotional skills, the survey also gathers a wide range of information on students' family, school and community environments from their teachers, parents, school principals and the students themselves.

The survey will help address numerous questions that are considered important for policy makers, teachers, school administrators and parents. These include:

- ❖ Which social and emotional skills are most related to children's economic, health, personal and wider societal well-being outcomes?
- ❖ Which family learning contexts, such as parenting styles and learning resources available at home, are most related to children's social and emotional development?
- ❖ Which school learning contexts, such as content or type of teaching methods or school curriculums or specific practices, are most related to children's social and emotional development?
- ❖ What are the factors and conditions that promote or hinder the development of social and emotional skills across cities, countries and cultures?

What skills are included in the survey?

The survey draws on a well-established framework in the field of social and emotional skills known as the 'Big Five' model outlined below. The survey includes three skills from each of the five domains: Task Performance, Emotional Regulation, Collaboration, Open-mindedness, and Engaging with Others. It also includes two indices drawn from items that overlap with other skills.

