Central questions

- What is the nature of childhood in the 21st century?
- How can we protect and guide children while still allowing them to be children, and learn by making mistakes?
- What does this mean for teaching and learning?
Approach

- Deliberately *multi-disciplinary*, drawing from a number of different policy and research traditions.

- Takes a *lifespan approach*, looking at childhood (ages 0-18) as a whole.
Our modern world

- “The complexity and rush of modern life is not only affecting adult [sleeping patterns] but is reflected in children”
  – Lucas (1923)

- “This is a sleepless age and more and more …we are turning night into day”
  – Browne (1905)

- The stress and strain of modern life necessitates increased brain activity… Insomnia, brain fatigue are products of the last few decades
  – Hyslop (1905)
Sleep: Historical trends

Source: Matricciani et al, 2012
Main themes

Physical Health
• Play
• Eating habits
• Alcohol and drug consumption
• Sleep

Technology
• Digital divide
• Information as power
• Social networks
• Cyber risks

Emotional well-being
• Stress
• Depression, anxiety
• Social/emotional skills
• Suicide

Families and peers
• Changing values
• Diverse families
• Ageing parents
• Role of peers
Physical health trends

Since 2000, in OECD countries young people

- Smoke less
- Sleep less
- Have higher body weight
- Are less active
- Drink less alcohol
- Consume more fruits and vegetables
Emotional well-being: Trends

- **INCREASING LEVELS OF**
  - Internalizing behaviours (depression, anxiety)
  - Pressure*
  - Bullying
  - Somatic complaint

- **DECREASING LEVELS OF**
  - Suicide
  - Average life satisfaction

- **NO SIGNIFICANT CHANGE**

* No change from 1994 to 2002
New technologies

Change in use of digital devices at school between 2012 and 2015, by type of activity (PISA 2015)

Percentage of students who engage in each activity at least once a week, student self-report
New technologies

Change between 2012 and 2015 in the share of children who used the Internet when they were six years old or younger (PISA 2015)

<table>
<thead>
<tr>
<th>Country</th>
<th>6 years or younger (PISA 2015)</th>
<th>6 years or younger (PISA 2012)</th>
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<tbody>
<tr>
<td>Israel</td>
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</table>

OECD Centre for Educational Research and Innovation
New technologies

The Internet is a good resource for obtaining practical information, 2015

New technologies and emotional well-being

Extreme users and feeling bad if not connected (PISA 2015)
Digital literacy: Challenges

- Defining and measuring digital skill and competency
  - Agreeing a nuanced and holistic concept of competence and risks
  - Connecting these to measurement
- Capacity of teachers
Teachers’ training needs

Percent of teachers who report a "high" level of need for professional development

Teachers' use of ICT for students' projects or class work, 2013

Digital literacy: Challenges

- Defining and measuring digital skill and competency
  - Agreeing a nuanced and holistic concept of competence and risks
  - Connecting these to measurement

- Capacity of teachers and parents
  - Partnerships, governance, regulation

- Powerful pedagogy
  - Moving from learning *from* technology
  - Towards learning *with* technology
Improving digital skills in K-12 girls, including production of content

- Digital literacy, creativity, problem solving
- Building on interests, participation
- Linking formal and informal education

- Scaling up? Linking to resilience?
Next steps

- WPs: Physical Health, Emotional Well-Being, New technologies
- Ongoing review: families and peers
- Expert meetings/conferences:
- Questionnaire
Thank you!

www.oecd.org/edu/ceri/21st-century-children

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What matters for children’s well-being?

**PROTECTIVE FACTORS**
- Social and emotional skills
- Stable and positive relationships with parents
- Positive relationships with teachers and peers
- Disciplined learning environment

**RISK FACTORS**
- Family distress, maltreatment and negative relationships with parents
- Family history and incidence of mental health problems
- Financial constraints
- Negative relationships with peers and teachers