Longitudinal study of social and emotional skills in cities
Why are we doing this?

**Rationales**
Character skills drive children’s:
1) Lifetime success and well-being
2) Cognitive development

**Objectives**
To provide policy-makers, teachers, and parents with:
1) Tools to measure the process of children’s character development
2) Guidance on ways to foster character skills
Social and emotional skills

Interpersonal engagement
Relationship enrichment
Emotional regulation
Intellectual engagement
Task completion

Source: Adapted based on John and de Fruyt (2015)
Learning contexts

Home

School

Community
Skill formation
Developmental Pathways

Learning contexts
- School
- Community
- Family

Individual characteristics
- Resources: Income, Networks
- Attributes: Information, Cognitive skills, Character skills
- Social Status: Occupational status, Educational status, Peer status

Life outcomes
- Well-being
- Healthy lifestyles
- Jobs
Impact of Character

**SOCIETY**
- Prosperous
- Tolerant
- Safe
- Equal

**FAMILY**
- Stable
- Safe

**INDIVIDUAL**
- Flourish
- Healthy
- Happy
Timeline

2016
Develop measurement instruments

2017
Collect pilot data

2018
Validate instruments

2020/21
Launch main longitudinal study (grades 1 and 7)

2019
Conduct field trial

2021~
Follow-up annually
Participating Cities

- Norway (Oslo*)
- Russia (Moscow)
- Netherlands
- Italy (Rome, Milan)
- Korea (Daegu)
- Canada (Ottawa*)
- Colombia (Bogota)
- Brazil *

* Under discussion

It's not too late to participate!
In a nutshell

Who will be assessed?
- Students (grade 1 and 7), teachers and parents for the assessment of character skills. Students will be followed over time.
- Students, parents, teacher and school administrators for the background questionnaires.

When will it take place?
- 2016-18: Development and validation of survey instruments.
- 2019: Field trial and main longitudinal study.

What will be assessed?
- Character skills (e.g., resilience, respect, assertiveness, creativity and responsibility)
- Learning contexts (e.g., parenting, curricular activities and community safety) and outcomes (e.g., stable jobs, health and civic engagement)

Where will it happen?
- Major cities in OECD member countries and partner economies.
- Optional national coverage.
Benefits of the study

- Improve character skills and well-being over the life-course
- Identify parenting practices and home settings that foster character skills
- Identify curriculum and pedagogies that foster character skills
- Identify community resources that help enrich the society and produce active citizens
Visit us here:
www.oecd.org/edu/keri/social-emotional-skills.htm

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