Longitudinal Study of Social and Emotional Skills in Cities

Child Wellbeing Workshop: Session on “How’s Life for Children”

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• The role of policy makers and practitioners
Stage 1: developmental stages

- 2015: Primary school
- 2016: Lower Secondary school
- 2017: Upper Secondary school
- 2018:
- 2019:

- Caring
- Emotional Coping
- Responsibility
**Stage 2: Main longitudinal study**

- 2020
- 2025
- 2030
- 2035

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

- Learning contexts, Skills
- Outcomes

Early adulthood
Outline

1. Rationale
2. Previous OECD work
3. Proposed study
1. Rationale
Why do we need this study?

• **Powers of social and emotional skills**
  – Impact on individual socioeconomic outcomes
  – Reduce inequalities in education and socioeconomic outcomes
  – Impact on raising cognitive or academic skills
  – Potentially cost-effective ways to address socio-economic challenges

• **Malleability from birth to adolescence**
  – Some socio-emotional skills are particularly malleable during childhood and adolescence
Why do we need this study?

• **Policy-makers, teachers and parents need to know more**
  – Limited evidence about the **types** of social and emotional skills that matter, **for whom** and under **what conditions** they matter.
  – Limited evidence about **how** teachers, parents and community can drive children’s social and emotional development.

• **Paucity of good data and measurement instruments**
  – Lack of good data that allows researchers to analyse the process of socio-emotional development.
  – Lack of cross-culturally validated and practical instruments to measure social and emotional.
2. Previous OECD Work
2. Previous OECD work – Evidence synthesis

- Wider-benefits of education.

- The role of social and emotional skills

- PISA 2012 and 2015
3. Proposed study
3. Proposed study: Objectives

1. Identify social and emotional skills that matter for children’s education, economic and social outcomes

2. Understand which/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: Framework

Social & Emotional Skills

Learning Contexts
- Family
- School
- Community

Outcomes
- Education
- Labour market
- Social
- Wellbeing
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:** Concept of S/E skills

**Social and Emotional Skills**

- **a)** *Consistent* patterns of thoughts, feelings and behaviours
- **b)** *Developed* through formal and informal learning
- **c)** *Influence* later life socioeconomic outcomes

**Interpersonal Engagement**
- Social approach
- Enthusiasm
- Assertiveness

**Relationship Enrichment**
- Compassion
- Respect
- Trust
- Harmony
- Inter-dependency

**Task Completion**
- Self-discipline
- Organization
- Responsibility
- Goal orientation
- Task initiation

**Intellectual Engagement**
- Curiosity
- Creative Imagination
- Aesthetic interests
- Self-reflection
- Autonomy

**Emotional Regulation**
- Stress resistance
- Self-confidence
- Emotional control
- Self-esteem
3. Proposed study: Framework of learning contexts

- Home
  - Parenting skills
  - Family rituals
  - Informal learning

- School
  - Teacher quality
  - School resources
  - Extra-curricular activities

- Community
  - Public services
  - Safety
  - Social cohesion

- Classroom
3. Proposed study: Framework of outcomes

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

Well-being and social progress
3. **Proposed study: Survey parameters**

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: Timelines

- **2016-18**: Feasibility study
- **2019**: Field trials
- **2020-**: Main data collection
3. **Proposed study**: Cities under consideration

- **Canada (Ottawa)**
- **Korea (Seoul, Daegu)**
- **Russia (Moscow)**
- **Netherlands (tbd)**
- **Italy (Rome, Milan)**
- **Mexico (Mexico City)**
- **Colombia (Bogota)**
- **Brazil (???)**

Map showing cities under consideration.
3. Proposed study: Deliverables

- Measurement Instruments
- Connections with other cities
- Survey platform and know-how
- Diagnostics for your city
Thank you

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