The powers of fostering and measuring socio-emotional skills

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The World Bank Group
Policy contexts
How important is it for schools to develop social and emotional skills?

“Very/fairly important”
- Very important: 76%
- Fairly important: 17%

“Somewhat important”
- Somewhat important: 7%

Skills employers value (meta-analysis)

Most important skills
- Teamwork
- Honesty
- Punctuality
- Interpersonal skills
- Work attitude
- Integrity
- Responsibility

Greatest skills gaps

Cunningham and Villasenor (2016)
SCHOOL VIOLENCE AND BULLYING IS A GLOBAL PROBLEM

246 MILLION
CHILDREN AND YOUNG PEOPLE
EXPERIENCE SCHOOL VIOLENCE EVERY YEAR*

SCHOOL VIOLENCE AND BULLYING OCCURS IN ALL COUNTRIES AND AFFECTS MANY CHILDREN AND YOUNG PEOPLE.

Source: UNESCO School Violence and Bullying Global Status Report (2017)
Binge drinking is a dangerous behavior but is not widely recognized as a women's health problem. Drinking too much – including binge drinking* – results in about 23,000 deaths in women and girls each year. Binge drinking increases the chances of breast cancer, heart disease, sexually transmitted diseases, unintended pregnancy, and many other health problems. Drinking during pregnancy can lead to sudden infant death syndrome and fetal alcohol spectrum disorders.

About 1 in 8 women aged 18 years and older and 1 in 5 high school girls binge drink. Women who binge drink do so frequently – about 3 times a month – and have about 6 drinks per binge. There are effective actions communities can take to prevent binge drinking among women and girls.

* Binge drinking for women is defined as consuming 4 or
Powers of socio-emotional skills
Completing college (USA)

Deciles of cognitive skills

Deciles of socio-emotional skills

OECD (2015) and Urzua, Sarzosa and Miyamoto (2017)
Self-reported income at age 25 (Canada)

OECD (2015) and Urzua, Sarzosa and Miyamoto (2017)
Self-reported depression at age 25 (Switzerland)

OECD (2015) and Urzua, Sarzosa and Miyamoto (2017)
Self-reported bullying at age 15 (Korea)

OECD (2015) and Urzua, Sarzosa and Miyamoto (2017)
Self-reported happiness at age 20 (NZL)

OECD (2015) and Urzua, Sarzosa and Miyamoto (2017)
Conceptualizing socio-emotional skills
Socio-emotional skills

Individual capacities that:

- Are manifested in people’s thoughts, feeling and behaviors
- Can be developed through experience and learning
- Influence importance socioeconomic outcomes throughout individual’s lives

OECD (2015) with Oliver John and Filip de Fruyt
<table>
<thead>
<tr>
<th>Interpersonal Engagement</th>
<th>Relationship Enrichment</th>
<th>Task Completion</th>
<th>Intellectual Engagement</th>
<th>Emotional Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Social approach</td>
<td>• Compassion</td>
<td>• Self-discipline</td>
<td>• Curiosity</td>
<td>• Stress resistance</td>
</tr>
<tr>
<td>• Enthusiasm</td>
<td>• Respect</td>
<td>• Organization</td>
<td>• Creative Imagination</td>
<td>• Self-confidence</td>
</tr>
<tr>
<td>• Assertiveness</td>
<td>• Trust</td>
<td>• Responsibility</td>
<td>• Self-reflection</td>
<td>• Self-esteem</td>
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</tbody>
</table>

OECD (2015) with Oliver John and Filip de Fruyt
Measuring socio-emotional skills
Why do we measure socio-emotional skills?

- **Identify** which students, schools and school districts could benefit from socio-emotional development.
Summative assessment

School report cards
Why do we measure socio-emotional skills?

- **Identify** which students, schools and school districts could benefit from socio-emotional development.
- Provide a way to **monitor the progress** of socio-emotional learning and adapt teaching/learning along the way.
Formative assessment

“Exit Outcomes” by the Ottawa-Carleton School District (Canada)
Why do we measure socio-emotional skills?

- **Identify** which students, schools and school districts could benefit from socio-emotional development.
- Provide a way to **monitor the progress** of socio-emotional learning and adapt teaching/learning along the way.
- **Create a system** that provides education stakeholders with incentives to invest in socio-emotional learning.

**Summative assessment**

**Formative assessment**

**Accountability**
Ways to measure socio-emotional skills

- Rating scales by students, teachers and parents
- Performance tests (e.g., games)
- Administrative records
Muchas Gracias!

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