

A photograph of three young boys sitting on the ground, smiling broadly. They are wearing backpacks and casual clothing. The boy in the center has his arms around the other two. The background shows other children and an outdoor setting.

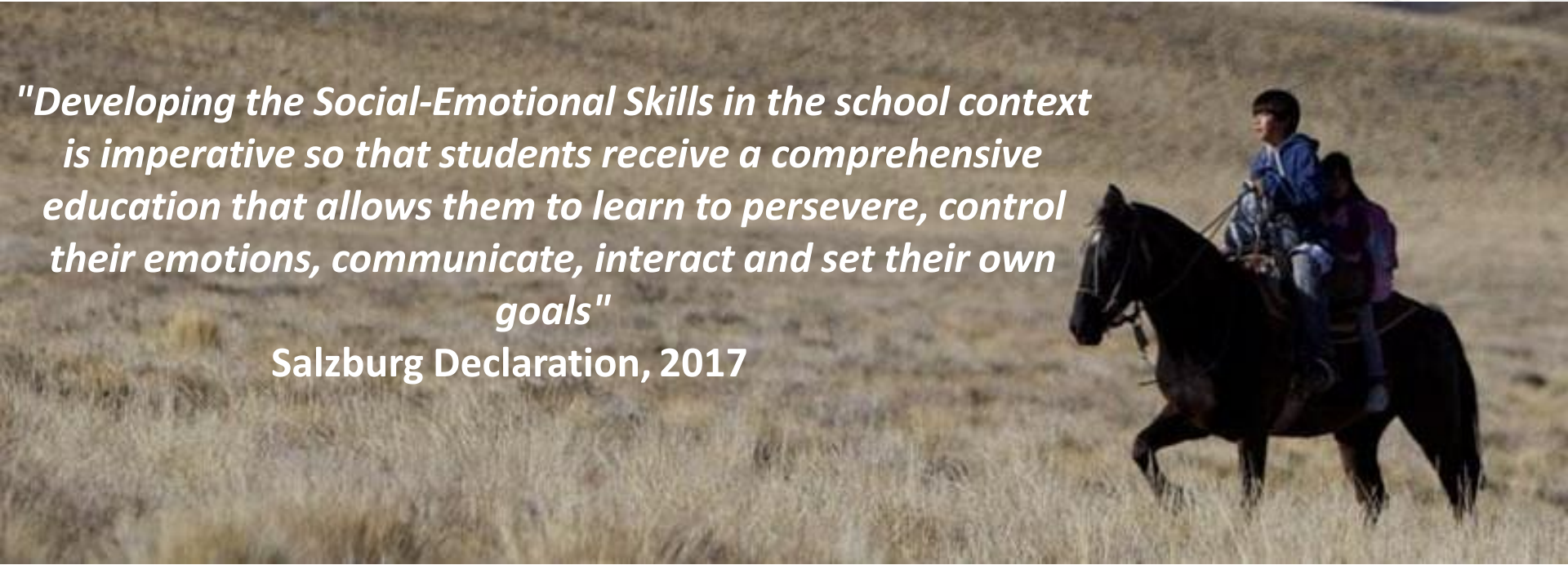
Measurement and development of socio-emotional skills in Latin America and the Caribbean

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International Seminar: How do we educate to live in society?

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"Developing the Social-Emotional Skills in the school context is imperative so that students receive a comprehensive education that allows them to learn to persevere, control their emotions, communicate, interact and set their own goals"

Salzburg Declaration, 2017



Carlitos, 11 years old, Argentina. He travels twice a day, more than 18 kilometers riding a horse with his younger sister, crossing mountains and great plains of one of the most inhospitable regions of Argentine Patagonia. Image and text: The Road to school, UNESCO.

Content

- I. The context: Why are socio-emotional skills (SES) more and more important in Latin America and the Caribbean?
- II. Advances and challenges in the measurement of SES in the region
- III. Test and evaluate innovative programs to develop SES in the school context

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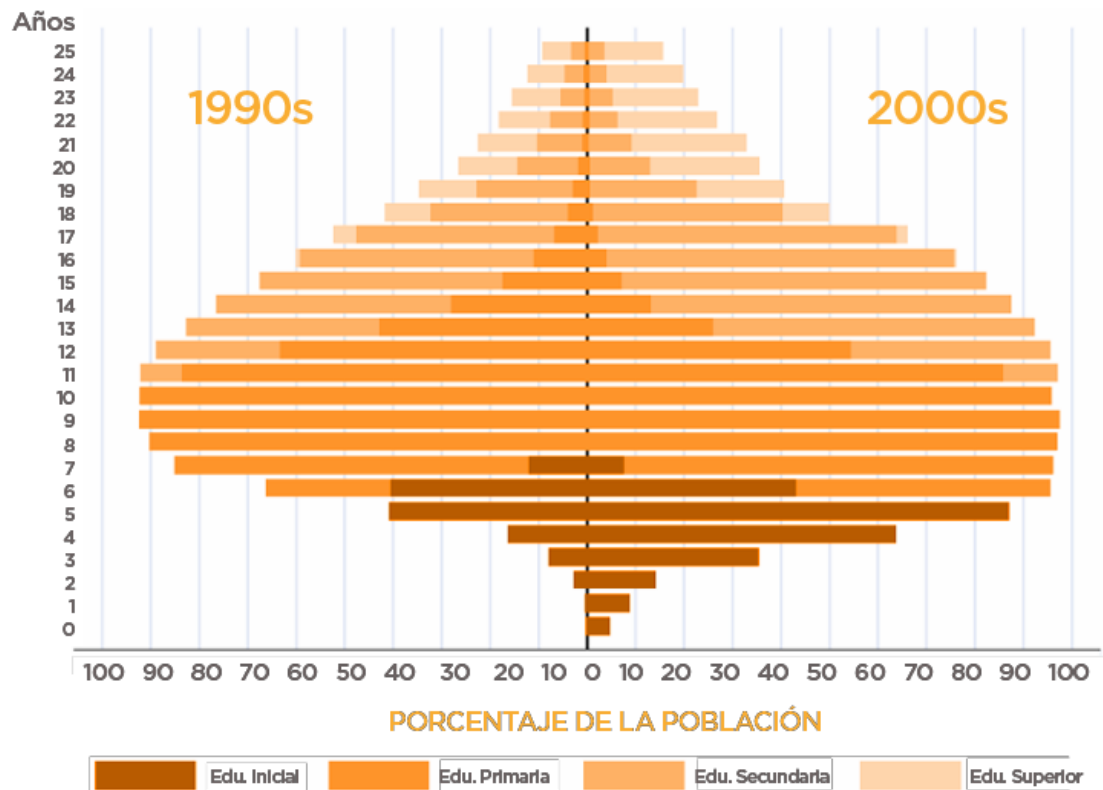
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Extensive evidence on the importance of SES on student performance

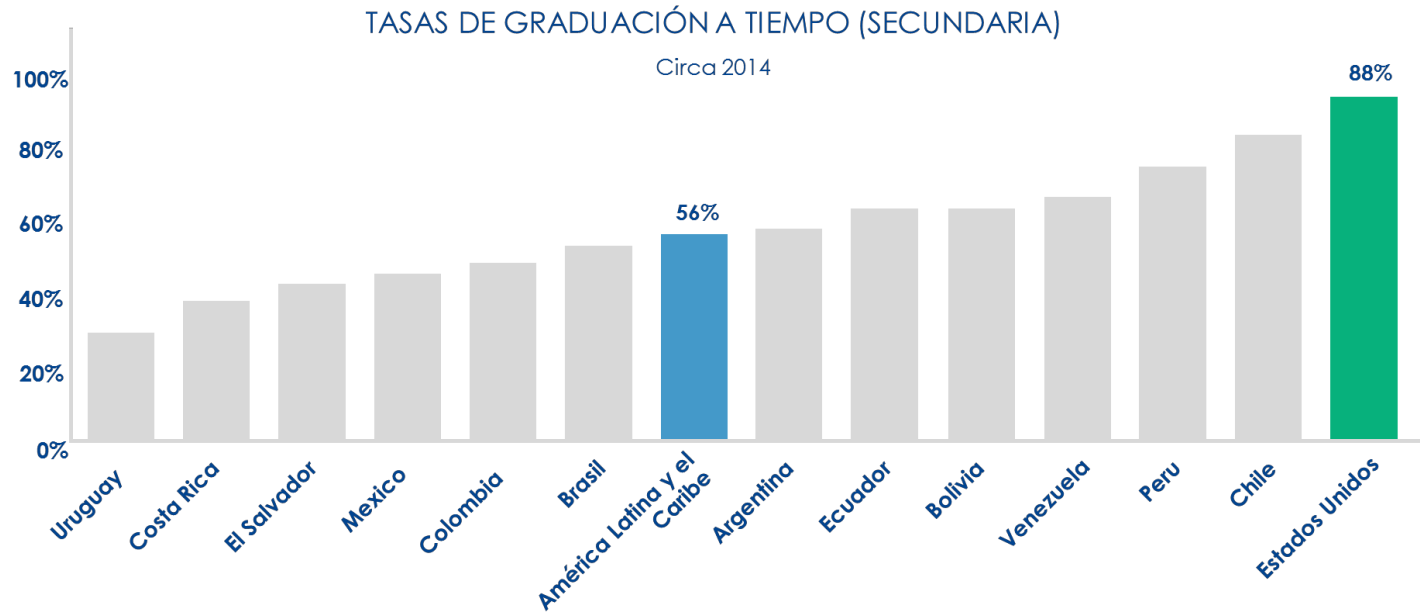
1. Increase the probability of:
 - ✓ Stay in school and graduate (Carneiro, Crawford, and Goodman, 2007; Arias et al., 2017)
 - ✓ Achieve a higher level of learning, skills complement each other (Corcoran and Slavin, 2015)
 - ✓ Better income and being employed (Stixrud and Urzua, 2006; Carneiro et al., 2007; Muller and Plug, 2006)
2. Reduce risk behavior (Busso et al., 2017)



Significant progress of the LAC countries in access to all educational levels



But we still observe very low graduation rates



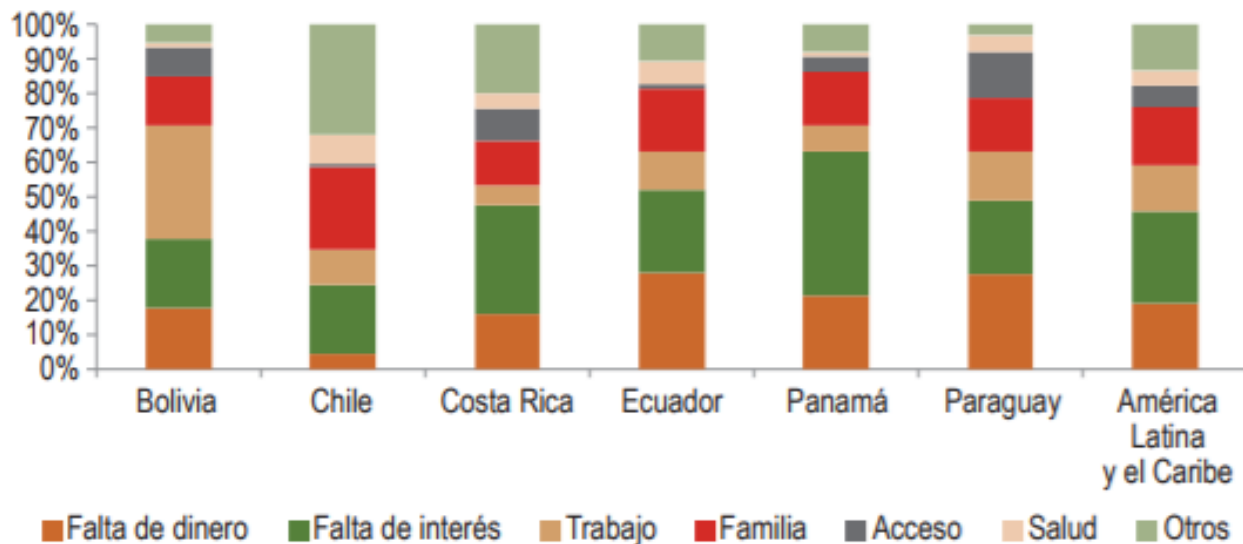
Only half of the students in the region graduate from high school

Source: DIA, 2017 based on household surveys. The graduation rate at the appropriate age is calculated using the expected graduation age 1 for each country.



The lack of interest and limited relevance of secondary school explain an important part of the abandonment

Reasons why students leave secondary school in selected countries of Latin America and the Caribbean



We must rethink pedagogical models and create student-center link.



Develop SES at all educational levels

- 1) Investing since early education: students from disadvantaged families enter less prepared and with lower levels of SES, less investment of time and resources (Busso and Hincapié, 2017)
- 2) Until adolescence: risk behaviors, higher opportunity costs that make the quality and relevance crucial, but also the SES to stay and prosper (Frisancho et al., 2017)

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Only a few systems in Latin America and the Caribbean include SES but the number is in increase...

- List of transversal skills (communication, collaborative work, etc.) in the national curriculum but not explicitly
 - **Colombia:** Normative Framework of Citizen Competences 1-11 grade and national test (ICFES, 3.5 9) based on SES as empathy, emotional regulation, self-perception, etc.
- Peru, Ecuador, City of Buenos Aires, Uruguay, are working on curricular normative and evaluation framework:
 - **Uruguay:** System of Evaluation of Achievements (Aristas) includes a socio-emotional framework (3, 6 primary and 3rd years of secondary education) that will measure self-regulation, perseverance, empathy.

There are measurement initiatives for young children through their families

Regional Project for Child Development Indicators (PRIDI for its name in Spanish)



- New Engle scale measures the development of children aged 24-59 months in 4 dimensions (language, motor, cognitive and socio-emotional) in Costa Rica, Nicaragua, Paraguay and Peru (Verdisco, Cueto and Thompson, 2016)
- SES instrument: questionnaire to mother or caregiver about child behaviors in social skills, emotional stability and autonomy, construction of a single scale based on 16 items (IRT)

For Students

Social and Emotional or Noncognitive Nationwide Assessment (SENNA)



- Exploratory factor analysis of international instruments to develop a comprehensive evaluation of social and emotional attributes (Primi et al., 2016)
- Self-reported instrument for students aged 11-17 years adapted to the school context (a single class period) with 92 elements that evaluate 6 major areas: Big 5 (Openness, agreeableness, Extraversion, consciousness, Emotional Stability) + internal control (in its version 1.0)
- Instrument applied in more than 44 projects in Brazil, across all states (comparability)

But also from educational centers

Uruguay- New Pedagogies for Deep Learning



Plan Ceibal



ADMINISTRACIÓN NACIONAL
DE EDUCACIÓN PÚBLICA



RED GLOBAL
de APRENDIZAJES



- Network seeks: i) new pedagogies and (ii) transversal competences: creativity, collaboration, citizenship, communication, critical thinking and character
- Model of analysis and evaluation of competences and pedagogical practices that each institution develops:
 - Self-evaluation rubrics for educational centers (development of capacities, new measurements, digital acceleration)
 - Teachers perform multiple assessments of student competencies per year (formative evaluations)



The measurement of SES: challenges

- Measurement is key: teachers' time is focused on the delivery of the curriculum, which is organized around what can be measured (Miyamoto et al., 2015)
- Which skills should we measure? Define a common framework based on evidence at the national level that guides the evaluation
- How should we measure them and why? Various methods of collecting information: surveys (self-reports or teachers); resolution of tasks and / or stories. They provide complementary views and serve different purposes

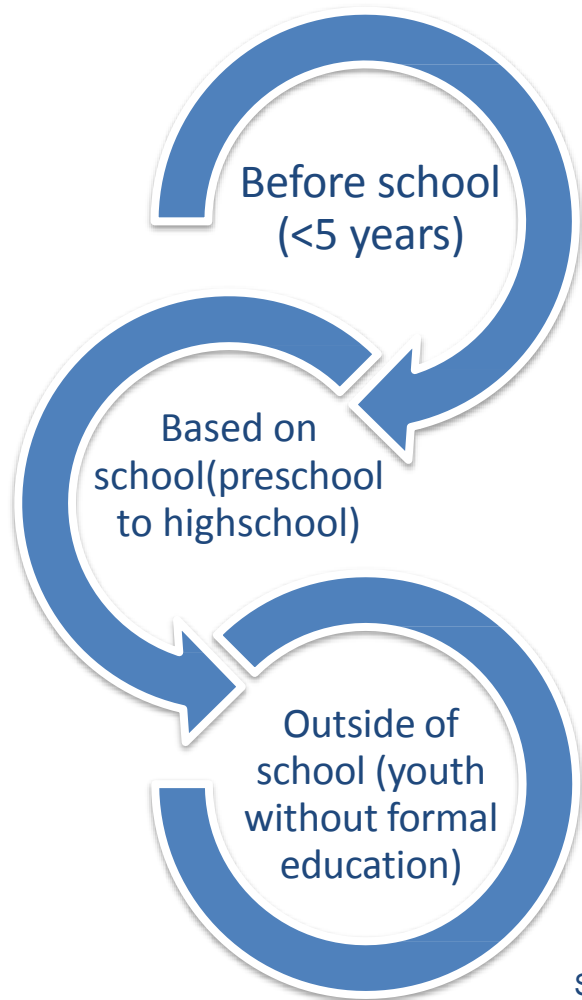
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The development of SES in the school context

- The SES are malleable and can be develop over many years: the 5 facets of personality ("Big 5") are more malleable in adolescents and young adults than later stages (Roberts et al., 2006; Cobb-Clark & Schurer, 2012; Schurer, 2016)
- Where are the SES developed? Foundational skills, which must be developed at an early age at home or in extracurricular activities (linked to work)
- Recent evidence shows that they can be developed at school.

Types of SES programs

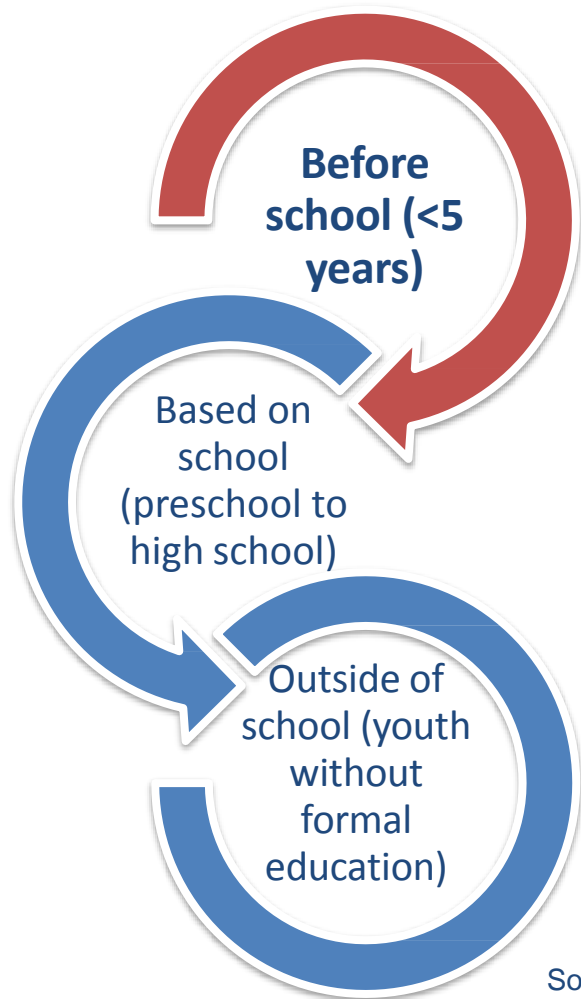


Source: Sanchez-Puerta et al., 2016 based on programs with experimental or quasi-experimental evaluations

Types of SES programs

Before school

- They tend to have greater impacts. But: they serve vulnerable populations, long-term follow-up and include parents
- In LAC: Home visits in Colombia, Jamaica and Bolivia

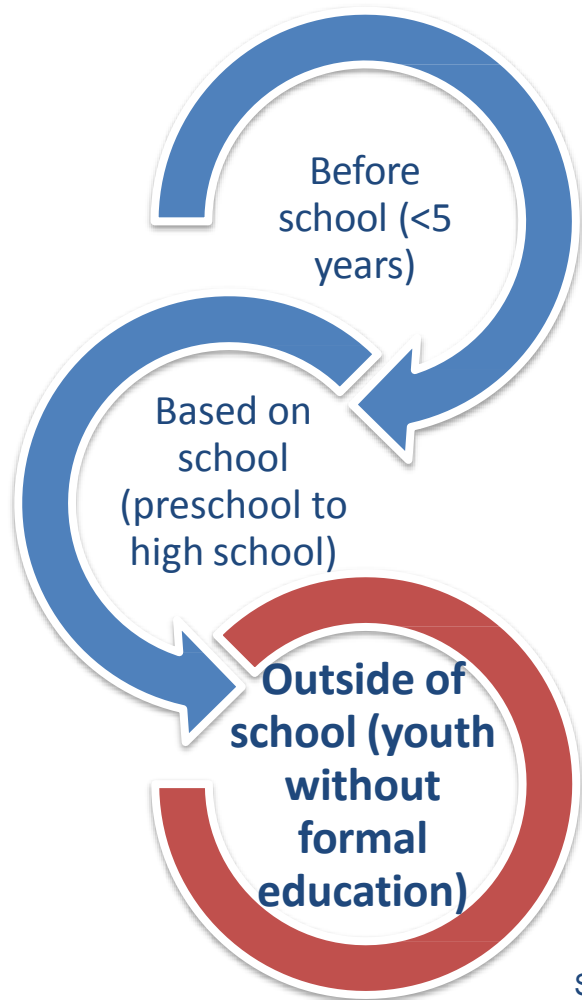


Source: Sanchez-Puerta et al., 2016 based on programs with experimental or quasi-experimental evaluations

Types of SES programs

Programs outside of school:

- Smaller effects on average.
- SES are only part of the objectives and measure mainly impacts in the labor market.
- In LAC: Panama (Procajoven), Chile (Genre), Colombia (JeA), DR (JyE), Argentina (Entra 21), Brazil (Galpao Applause), Jamaica (YMCA)

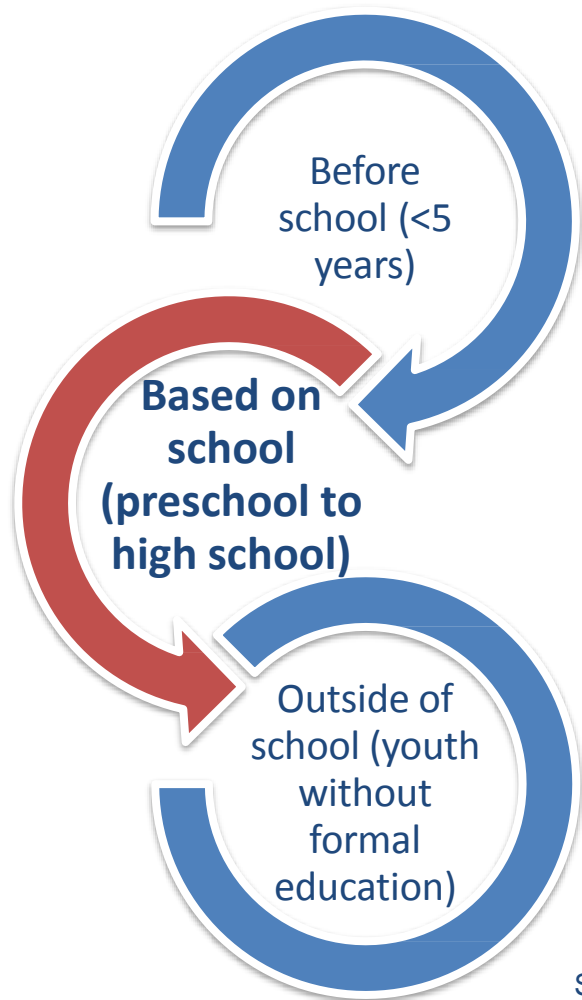


Source: Sanchez-Puerta et al., 2016 based on programs with experimental or quasi-experimental evaluations

Types of SES programs

Programs at school:

- Programs are effective to develop SES and also have long-term effects (Taylor, 2017)
- Teachers and principals can be a factor of change and improve the learning environment, with lower costs than expected (Miyamoto et al., 2015)
- In LAC: Colombia (Pereira and Aulas en Paz) + Ceará, Brazil (NTPPS), Argentina (Foundations)



Source: Sanchez-Puerta et al., 2016 based on programs with experimental or quasi-experimental evaluations

Lessons Learned: successful programs in the school context

- 1) They are based on an academic plan integrated into the school's curriculum.
- 2) Teachers are key, they teach the curriculum and receive training on what they are and how to teach SES.
- 3) Review of programs for adolescents (DIA, 2017):
 - 1) Interpersonal skills (empathy, communication, and aggression): greater results if the program is based on experiential approaches.
 - 2) Intrapersonal skills (self-esteem and goal setting): more effective programs based on teaching (classroom).

Conclusions

- We can and must develop socio-emotional skills from the educational system.
- Work jointly in the construction of a consensus on the educational community about the normative framework that guides the evaluation and interventions.
- We need more evidence on the design and scaling of effective interventions.