



BEYOND ACADEMIC LEARNING

First results from the OECD Survey of Social and Emotional Skills

Salzburg Global Seminars



Andreas Schleicher, Director for Education and Skills

Many disconnects

Infinite growth imperative

Finite resources of planet

Financial economy

Real economy

The wealthy

The poor

Gross domestic product

Well-being of people

Technology

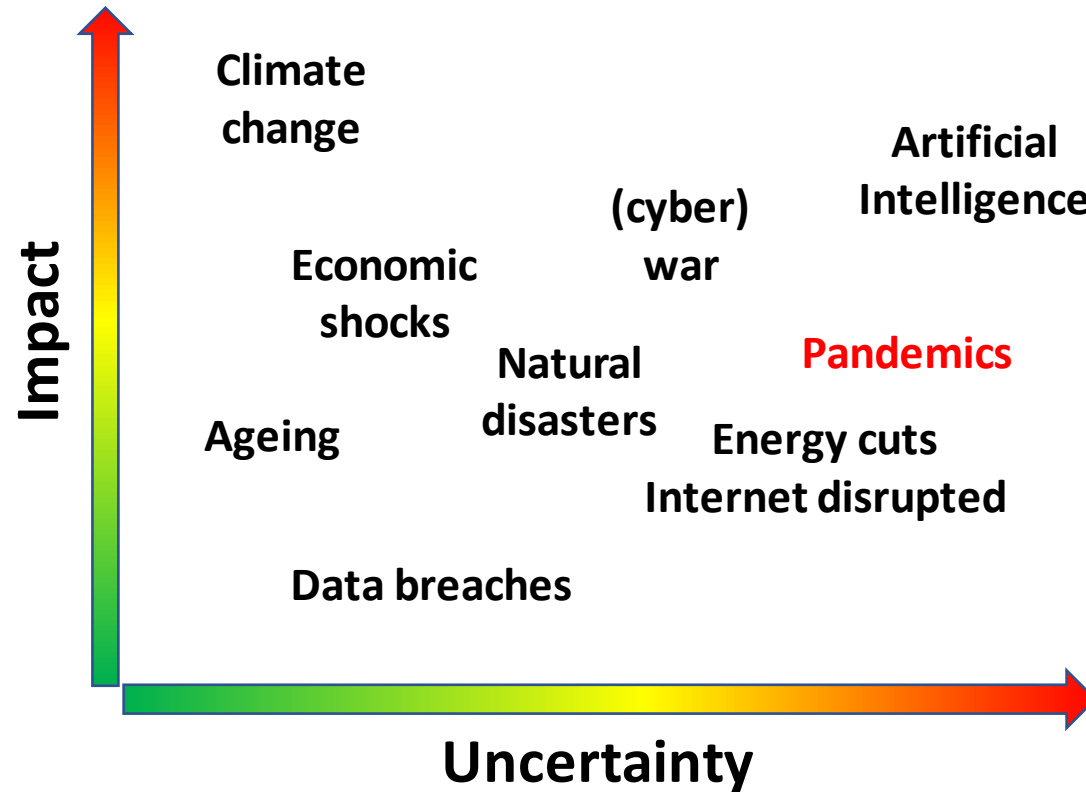
Social needs

Governance

Voicelessness of people

Can the SDGs provide a shared vision of humanity, the missing piece of the globalization puzzle and the glue that can counter the centrifugal forces in our age of accelerations?

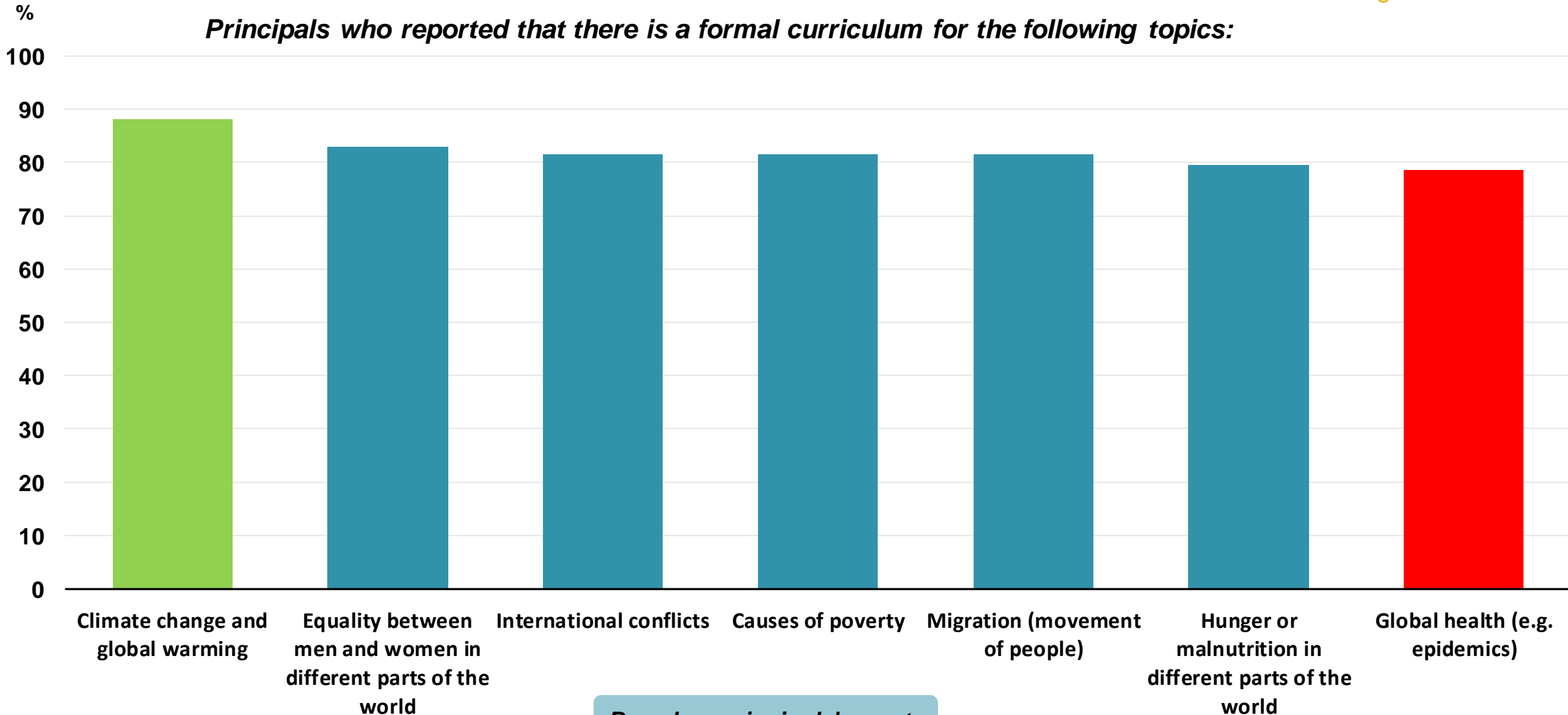
The future will continue to surprise us!



Global issues covered in the curriculum (PISA, OECD average)

Fig VI.7.8

Principals who reported that there is a formal curriculum for the following topics:

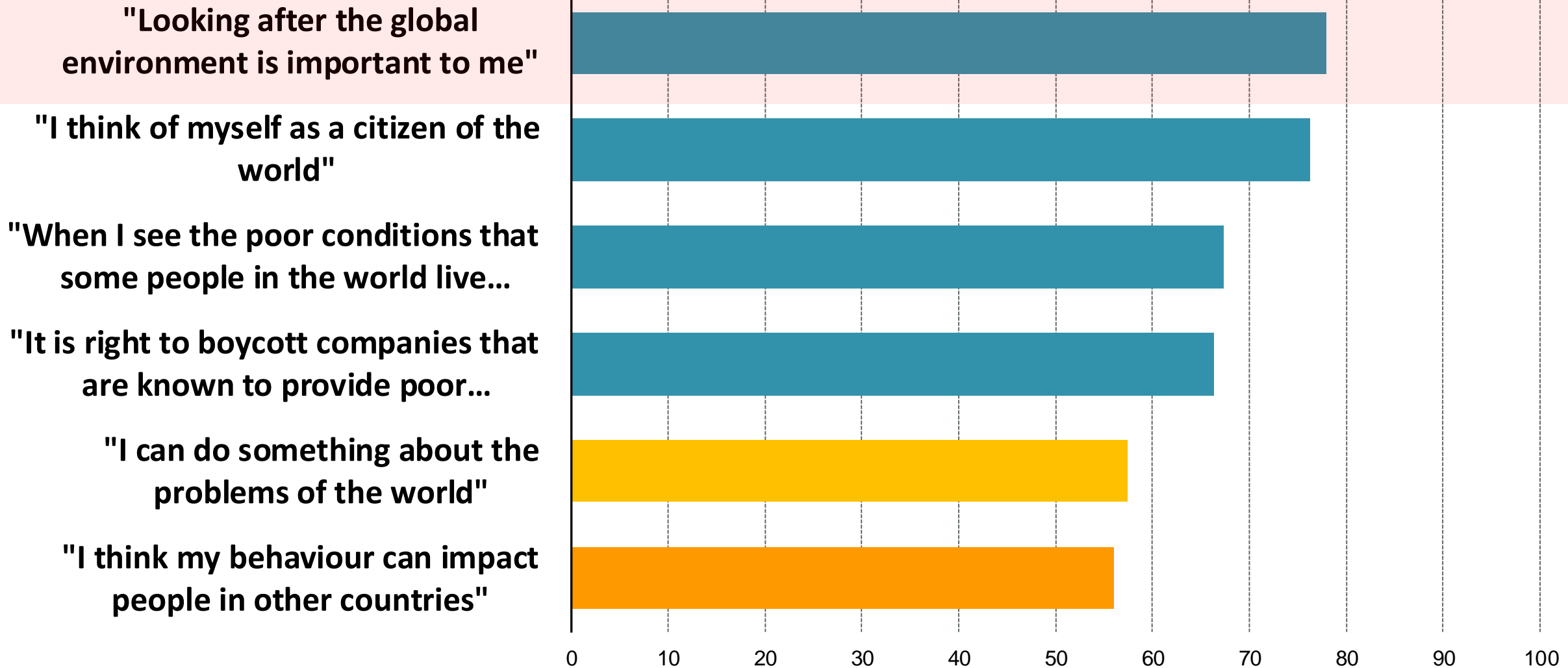


Based on principals' reports

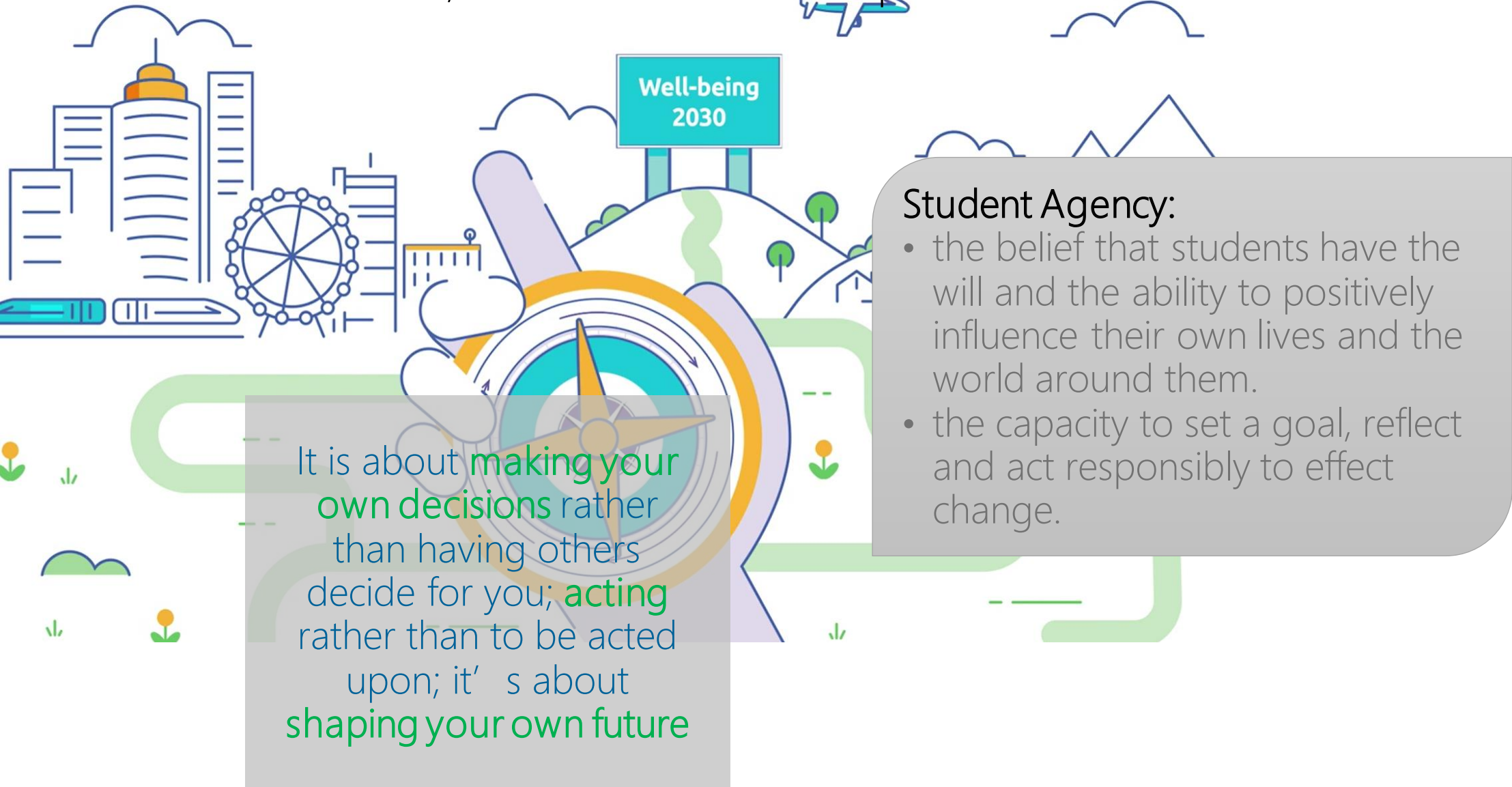
Students' agency regarding global issues (PISA, OECD average)

Fig VI.5.1a

Percentage of students who agreed or strongly agreed with the following statements:



To thrive in the VUCA world, students need to learn to navigate oneself towards the world of well-being- well-being of oneself, of others and of the planet.



It is about **making your own decisions** rather than having others decide for you; **acting** rather than to be acted upon; it's about **shaping your own future**

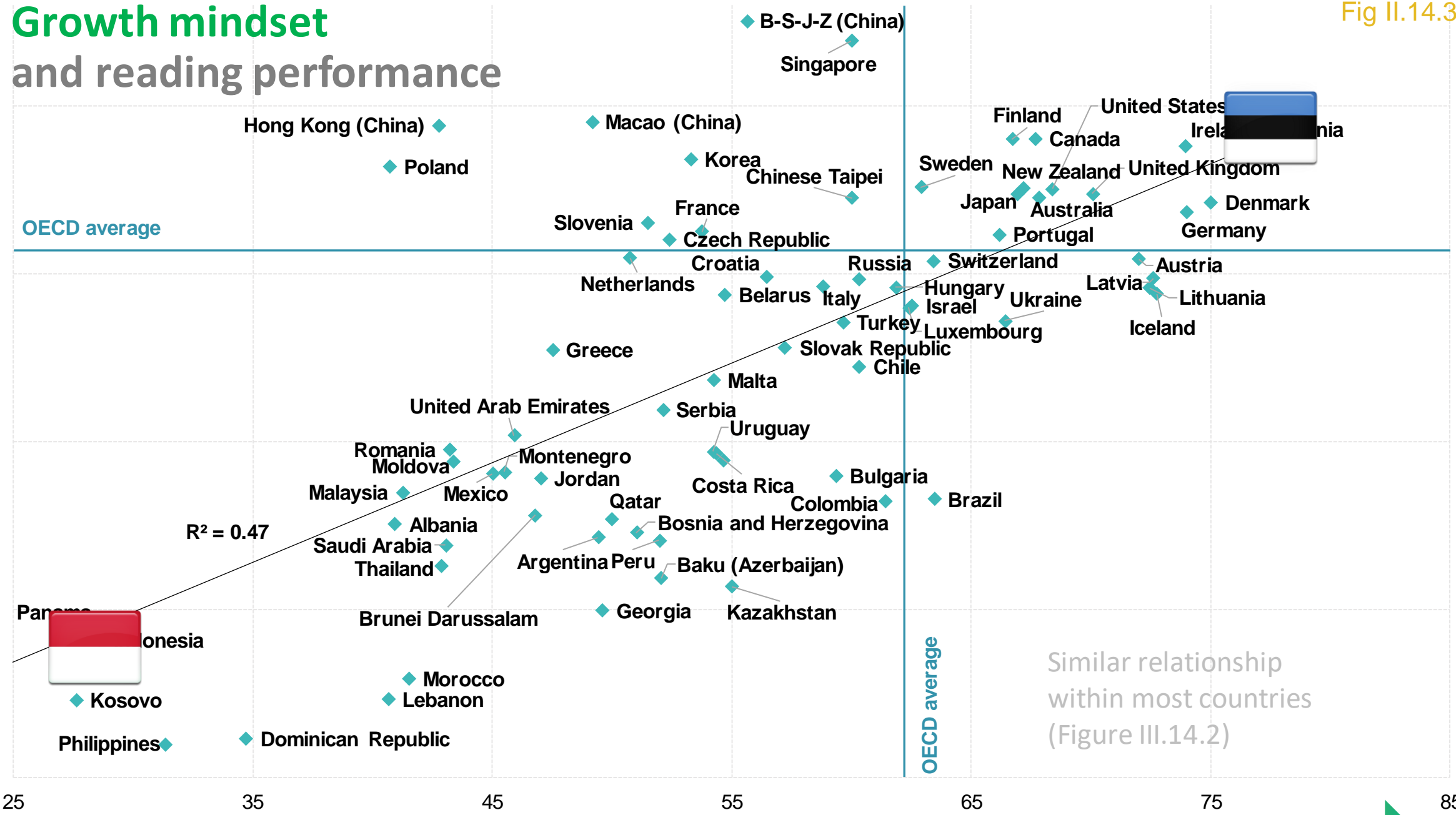
Student Agency:

- the belief that students have the will and the ability to positively influence their own lives and the world around them.
- the capacity to set a goal, reflect and act responsibly to effect change.

Growth mindset and reading performance

Higher performance

Average reading score



R² = 0.47

OECD average

Similar relationship within most countries (Figure III.14.2)

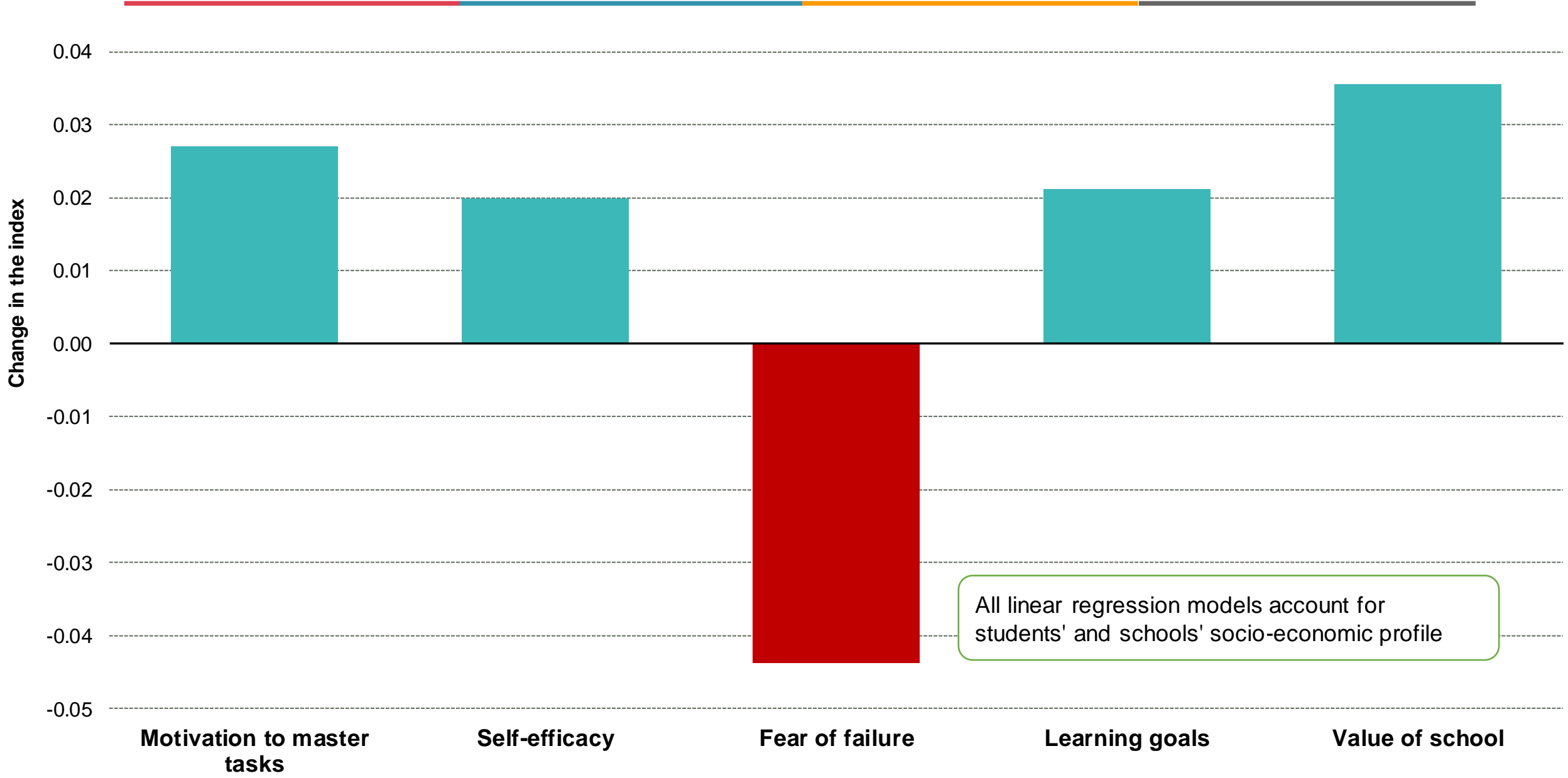
More students holding a growth mindset

Percentage of students who disagreed or strongly disagreed that their intelligence cannot change very much (%)

Growth mindset and student attitudes

Change in the following indices when students disagreed or strongly disagreed that "your intelligence is something about you that you can't change very much":

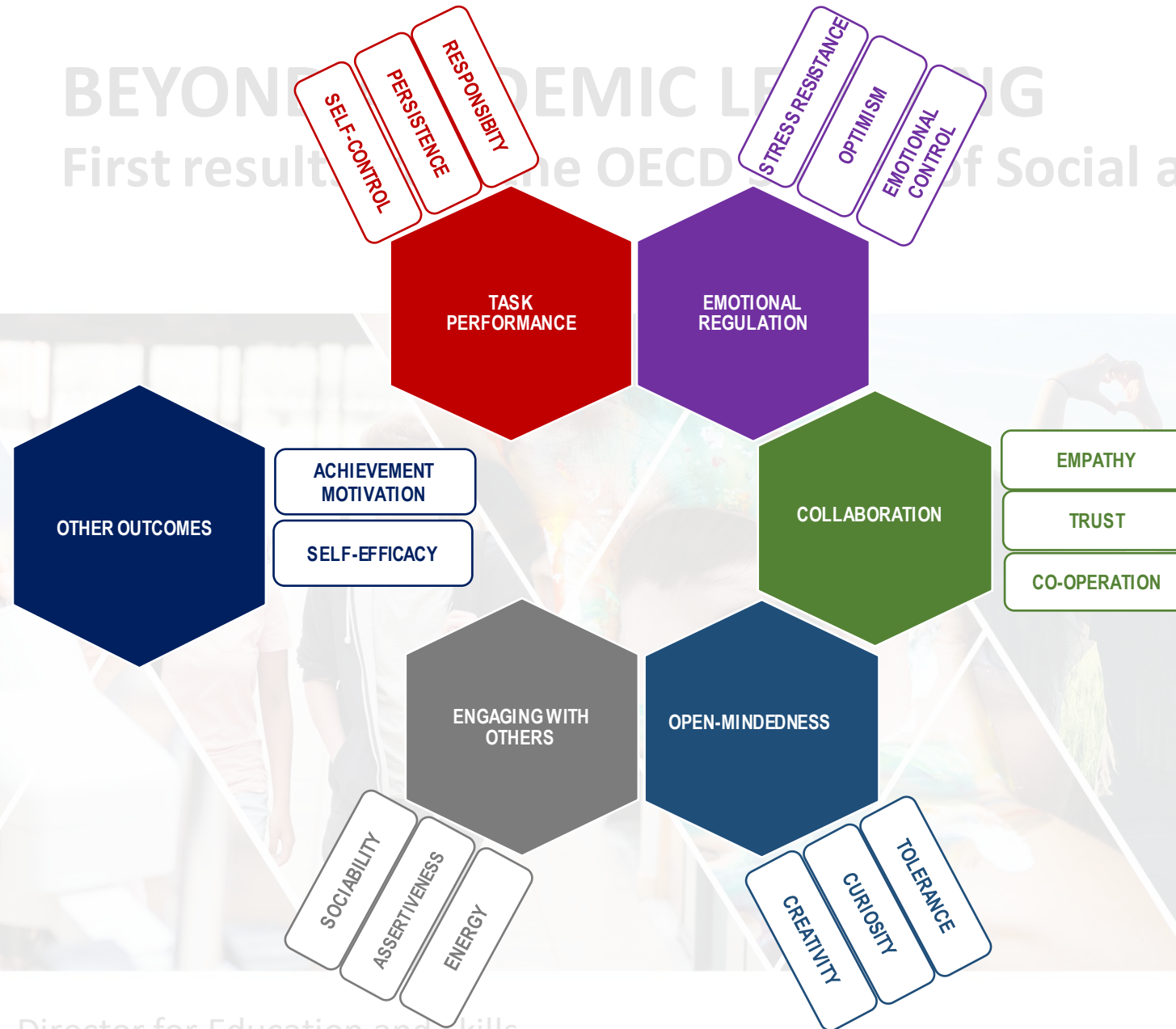
Fig III.14.5





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BEYOND ACADEMIC LEARNING

First results from the OECD Survey of Social and Emotional Skills

Well-being and life satisfaction

Social Relations

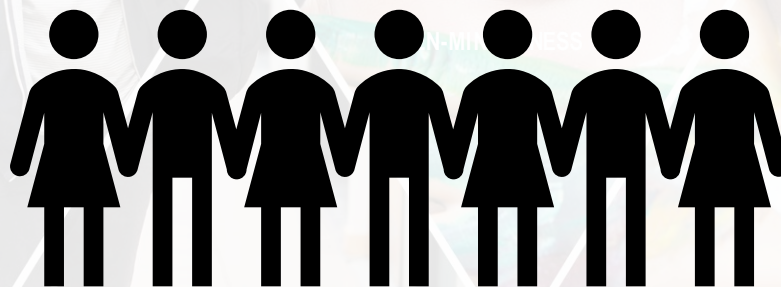
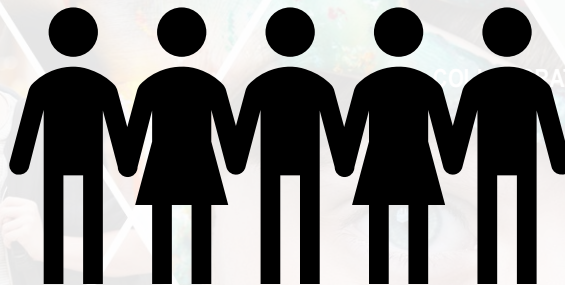
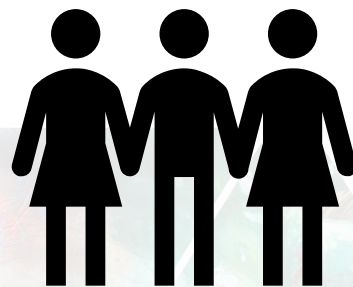
Social cohesion

Civic engagement

Employment prospects

Educational attainment

Physical health





The survey also collected a range of contextual data



Children

- Socio-demographic background
- Daily activities
- Relations with parents
- Relations with peers
- Personal well-being
- School life
- Perceptions of social and emotional skills



Parents

- Family background
- Home environment
- Parents' skills and well-being
- Parent-child relations
- Parental styles
- Parents' attitudes and opinions



Teachers

- Teachers' background
- Teaching pedagogical practices
- School climate
- Role of social and emotional skills in teachers' education and work practices
- Perceptions of social and emotional skills



Principals

- School structure and organisation
- Student body and teachers
- School resources
- School climate
- Role of social and emotional skills in school programmes
- Principal's attitudes and opinions



Participating cities in the SSES





Participating cities in the SSES



The survey collects information on social and emotional skills from 10- and 15-year-old school students



3,000 students per age group selected across 10 participating cities



Two stage random sampling design to select surveyed schools and students within each participating city

Ottawa, Canada

Moscow, Russia

Daegu, South Korea

Bogotá, Colombia

Istanbul, Turkey

Suzhou, China

SOCIAL AND EMOTIONAL SKILLS AND ACADEMIC SUCCESS

Social and emotional skills are not just important in their own right. They are also important predictors of school grades across age cohorts, subjects, and cities





Amongst 15-year-olds, some skills are positively related, and others are negatively related to students' academic performance

Average relationship between social and emotional skills and school performance, after accounting for gender, socio-economic status, and scores in the cognitive ability test - 15-year-olds

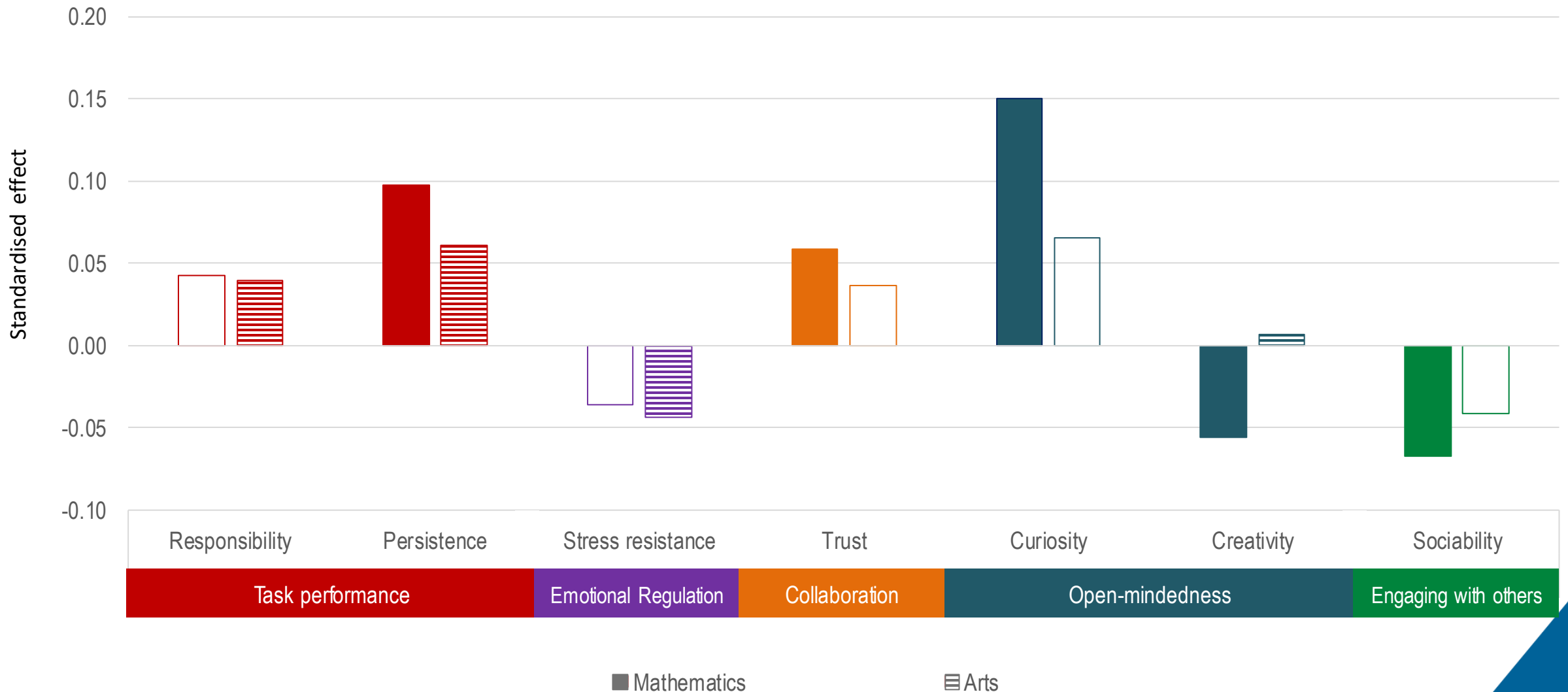


Figure 2.1

AGE, GENDER AND SOCIAL BACKGROUND





On average, younger students report higher levels of almost all social and emotional skills

Age differences in social and emotional skills (15-year-olds – 10-year-olds)

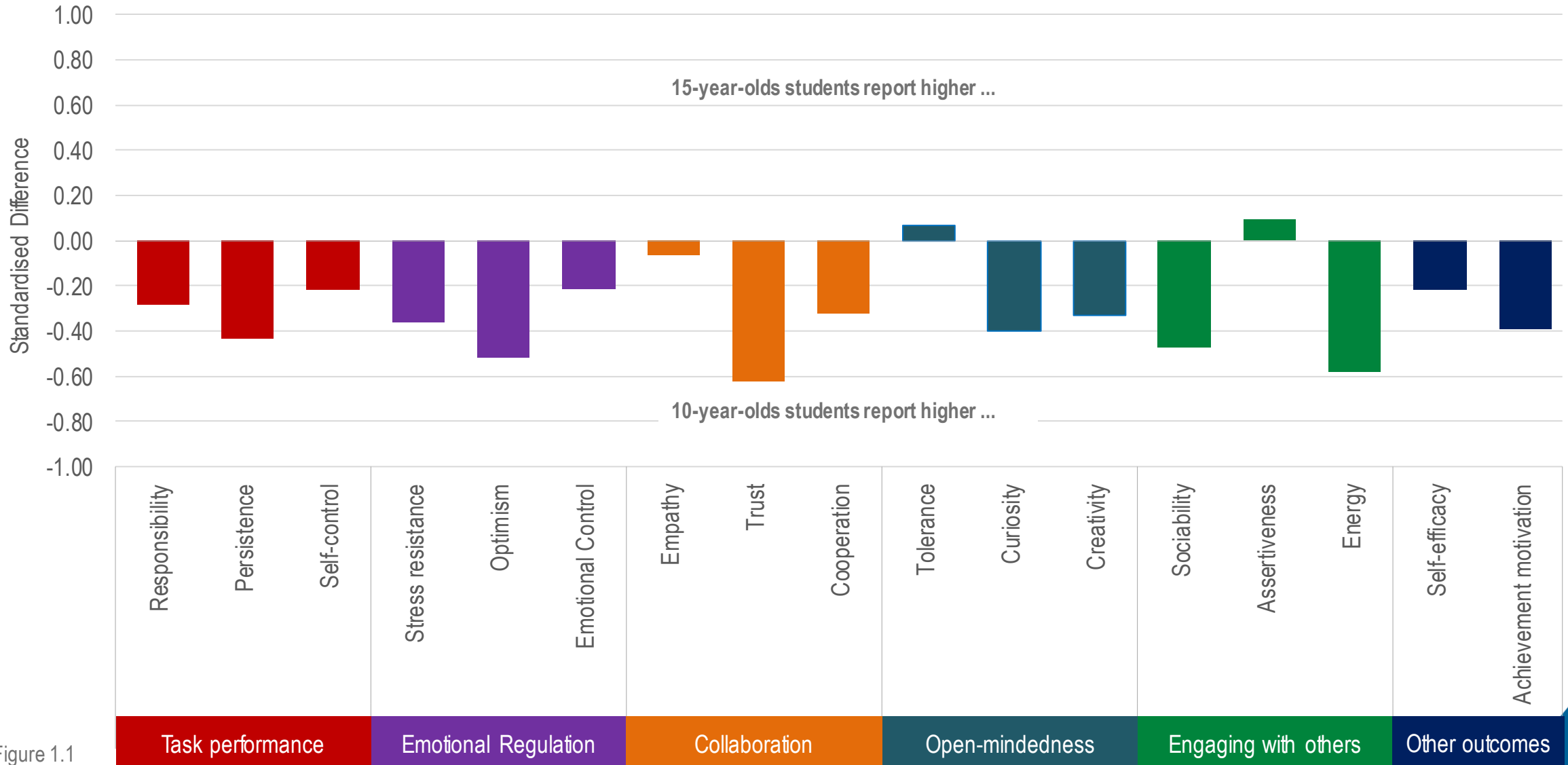


Figure 1.1



On average, younger students report higher levels of almost all social and emotional skills

Standardised differences (e.g. 15-year-old girls – 10-year-old girls) (international average)

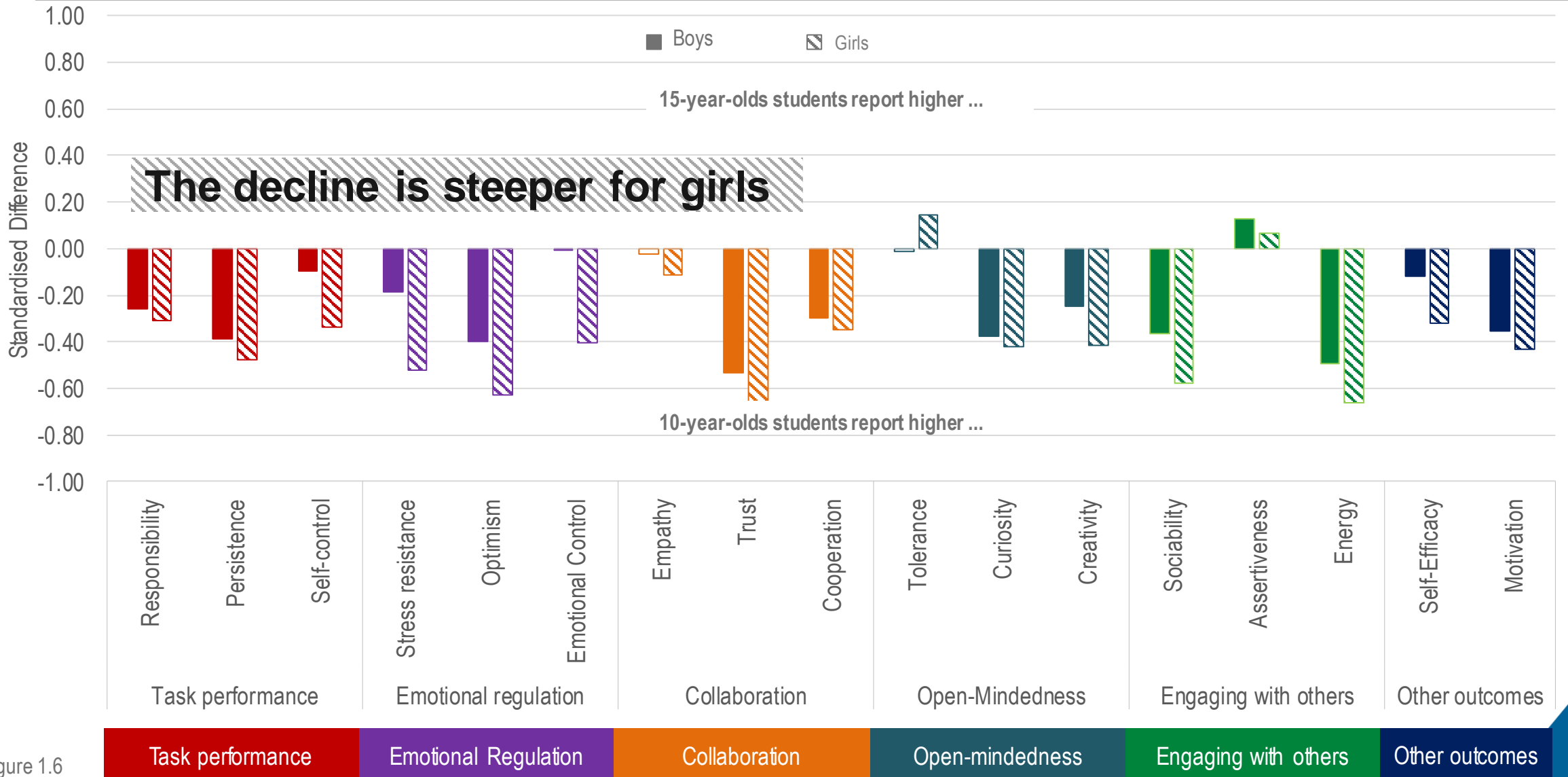


Figure 1.6



**Boys and girls
evaluate their strengths differently**



Boys and girls evaluate their strengths in social and emotional skills differently

Standardised gender differences (e.g. 15-year-old girls – 15-year-old boys) (international average)

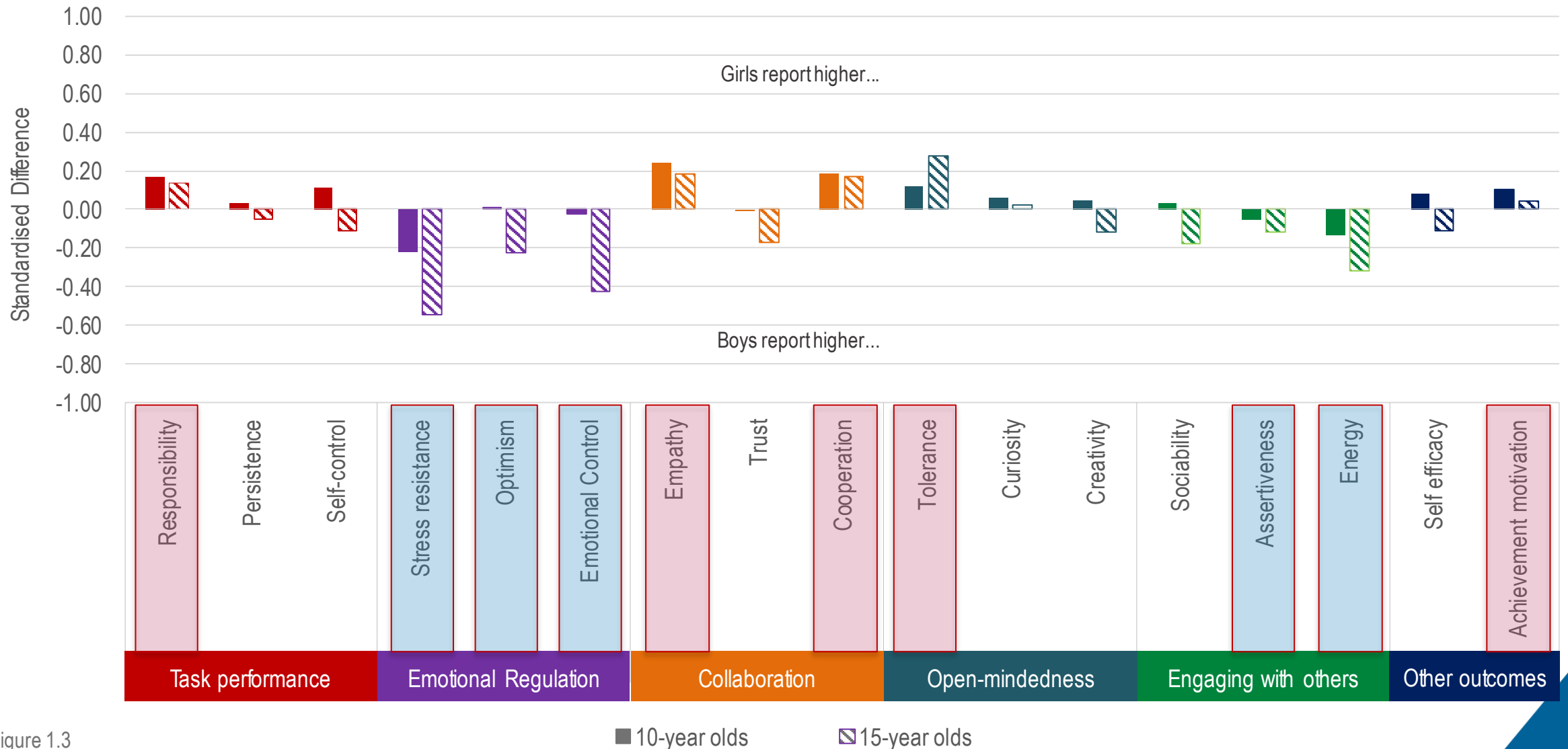


Figure 1.3



Social background



Students with higher socio-economic status tend to report higher skills

Difference in skill level between students in the top vs. bottom quarter of socio-economic status

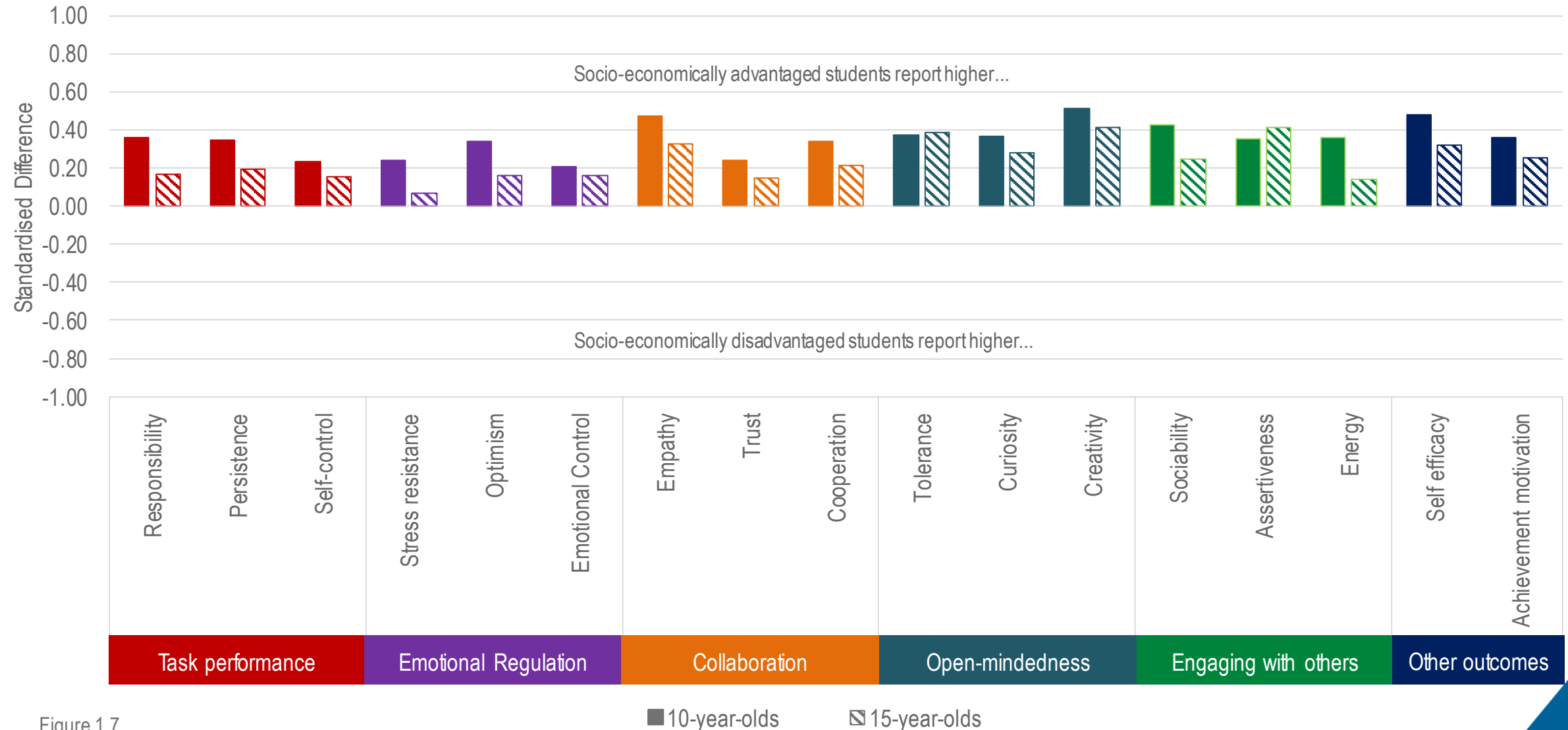


Figure 1.7



For 15-year-olds, differences in skills related to socio-economic status are most prominent in the domain of open-mindedness

Differences in social and emotional skills by socio-economic status, 15-year-olds

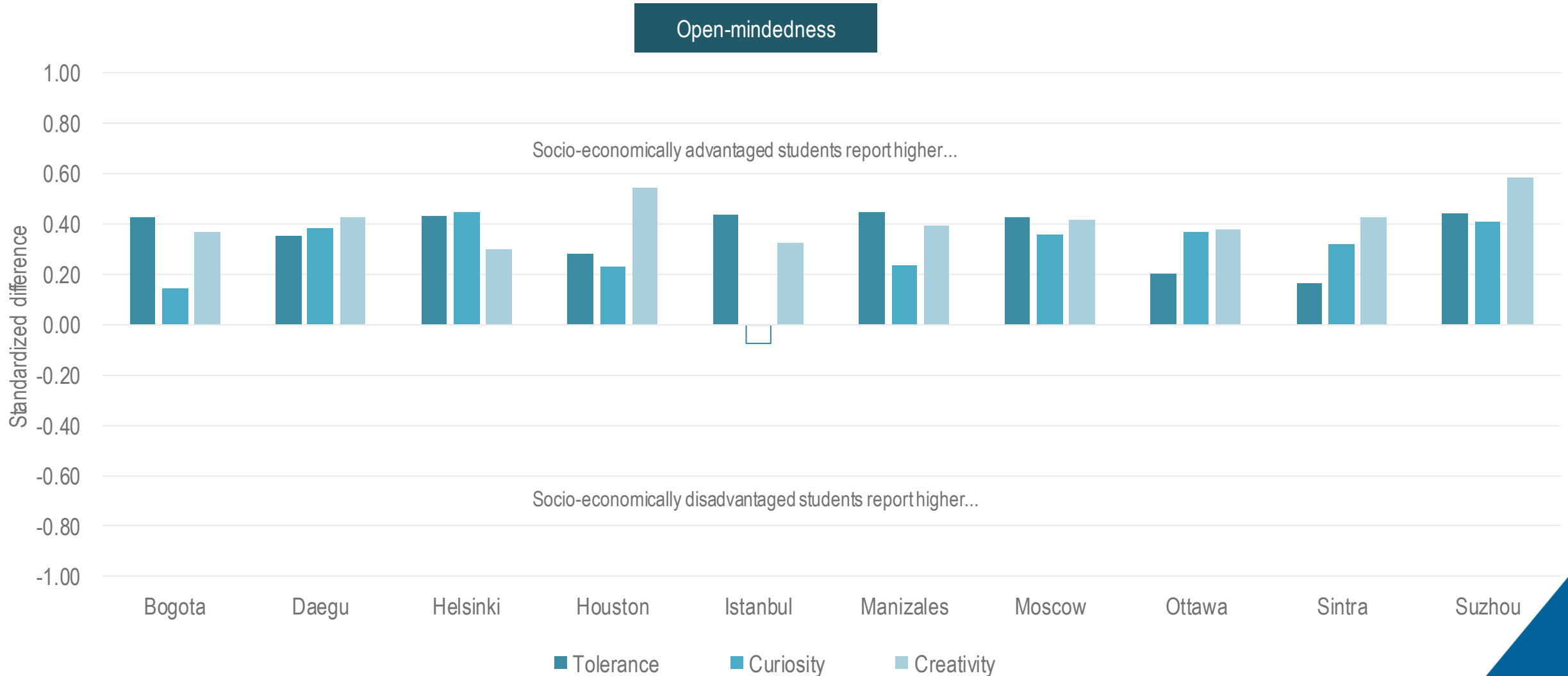


Figure 1.8

Note: Results are similar for younger students



Students with high socio-economic status report a larger decline in social and emotional skills from age 10 to 15

Differences in social and emotional skills across age cohorts for the same socio-economic status

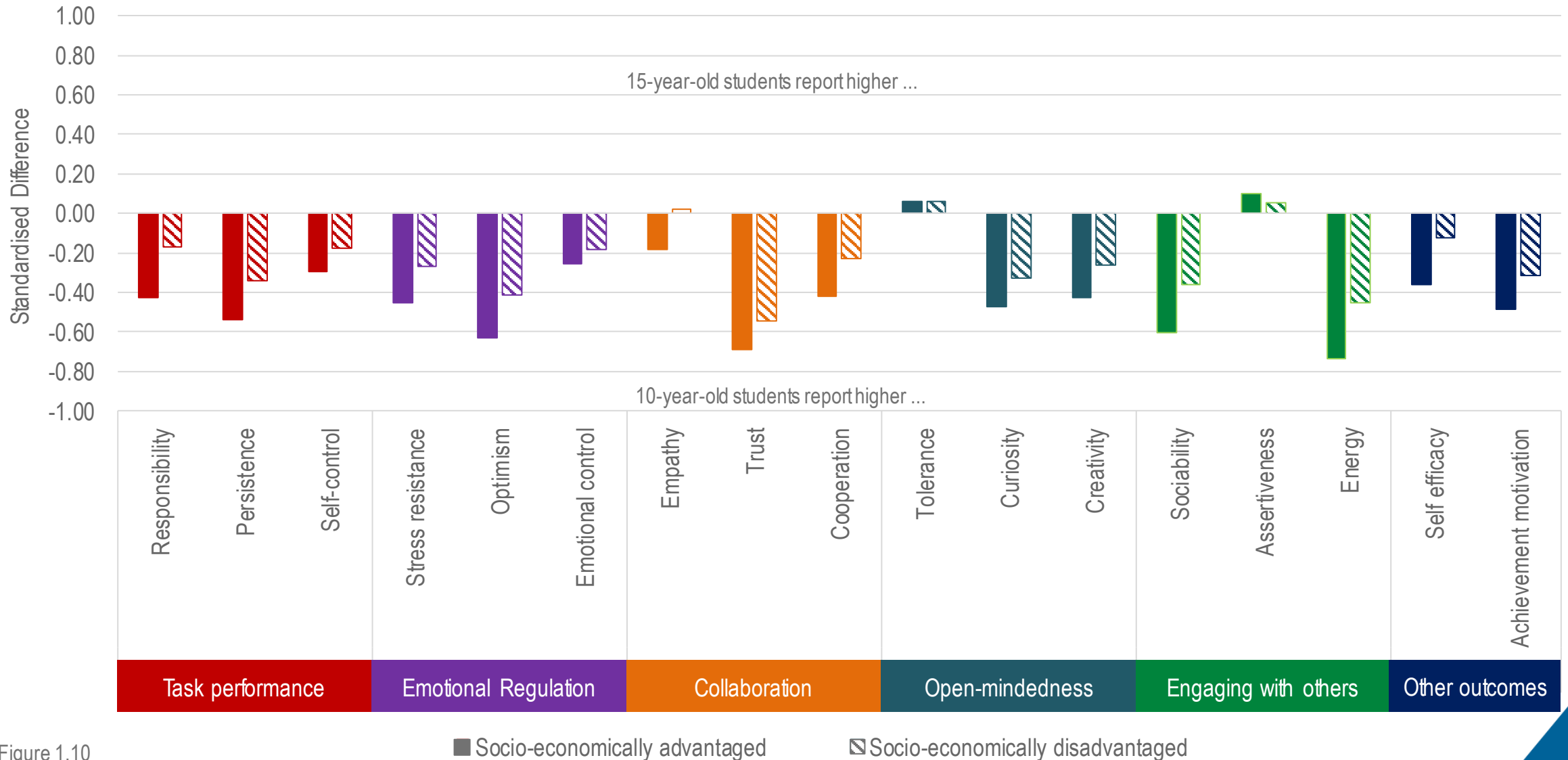


Figure 1.10

CREATIVITY AND CURIOSITY

Students who think of themselves as highly creative tend to also report high levels of intellectual curiosity and persistence, two skills that are likely to play an important role in creative achievements, big and small.





Students who report high levels of **creativity** exhibit higher levels of other social and emotional skills

A profile of 15-year-old students reporting high levels of creativity

Percentage of high-creativity students also reporting a high level of...

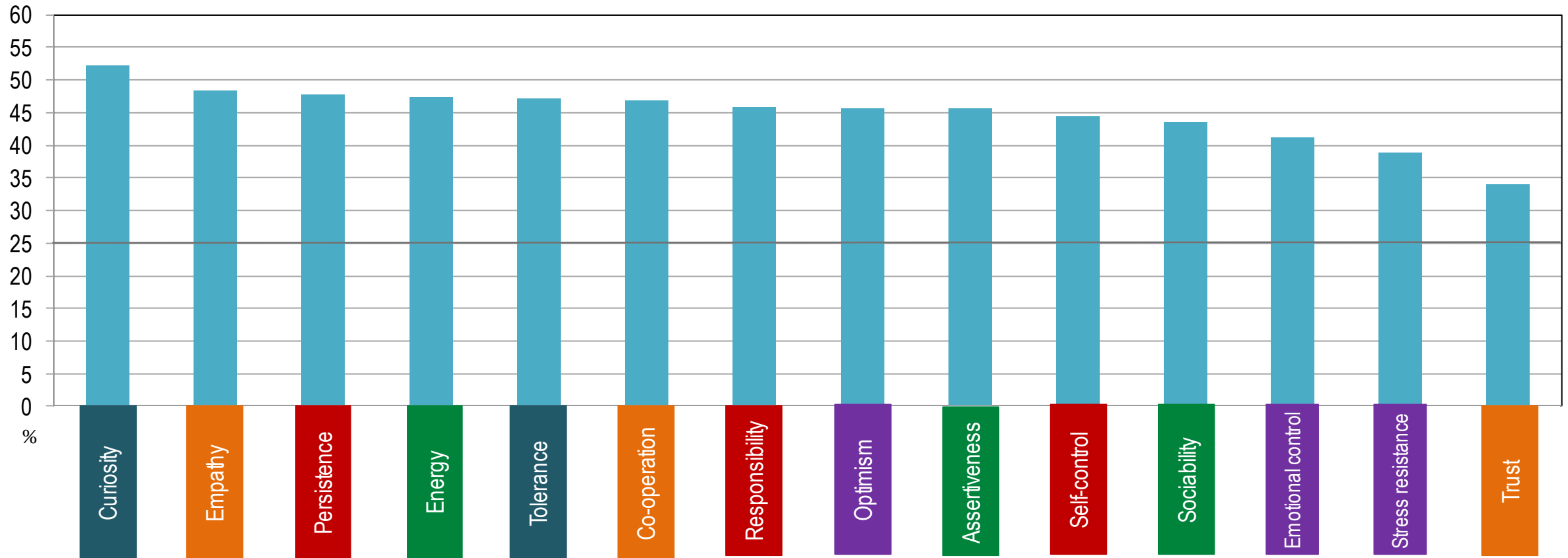
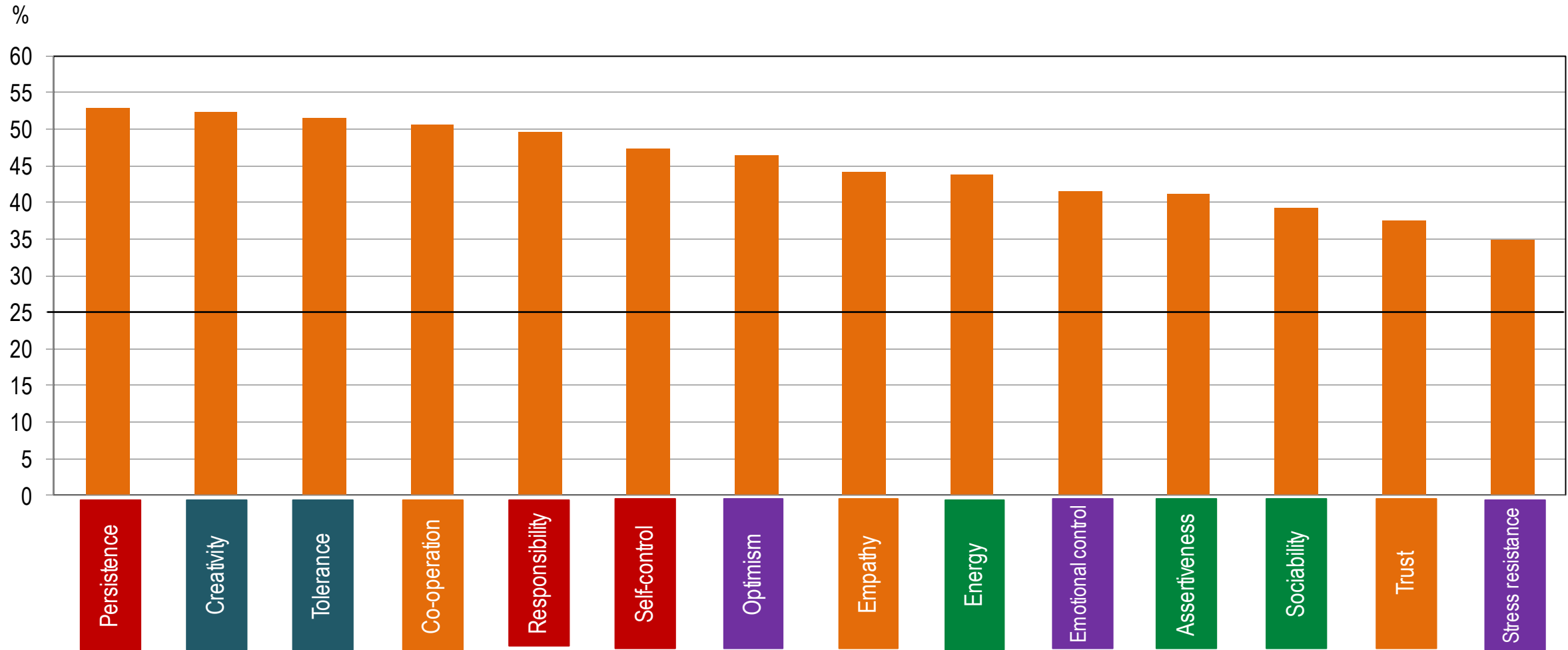


Figure 4.1



Similarly, students who report high levels of **curiosity** exhibit higher levels of other social and emotional skills

A profile of 15-year-old students reporting high levels of curiosity



More than half the students in the top 25% of curiosity are also in the top 25% of creativity

Curious students also tend to be more tolerant, co-operative and persistent

Figure 4.2

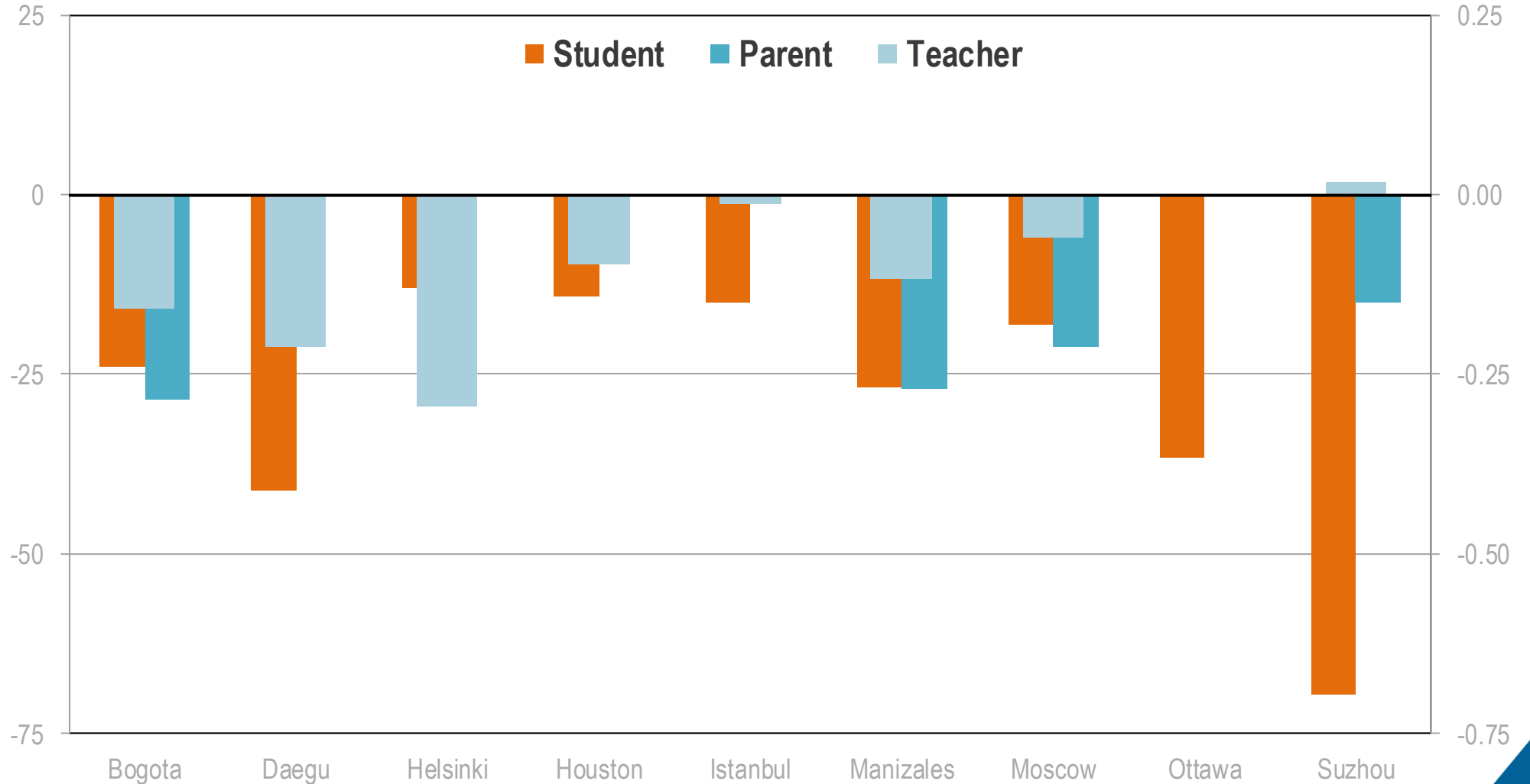


Parent and educator ratings confirmed the dip in **creativity** as students grow older

Age gaps in creativity

mean scale difference (students and parents)

mean scale difference (teachers)



Between cohorts, most cities show a decline around 20-40 score points in creativity levels

Figure 4.3



Between the age 10 to 15, girls develop a more negative self-concept of creativity and curiosity than boys

The gender gap in curiosity and creativity, among 10- and 15-year-olds

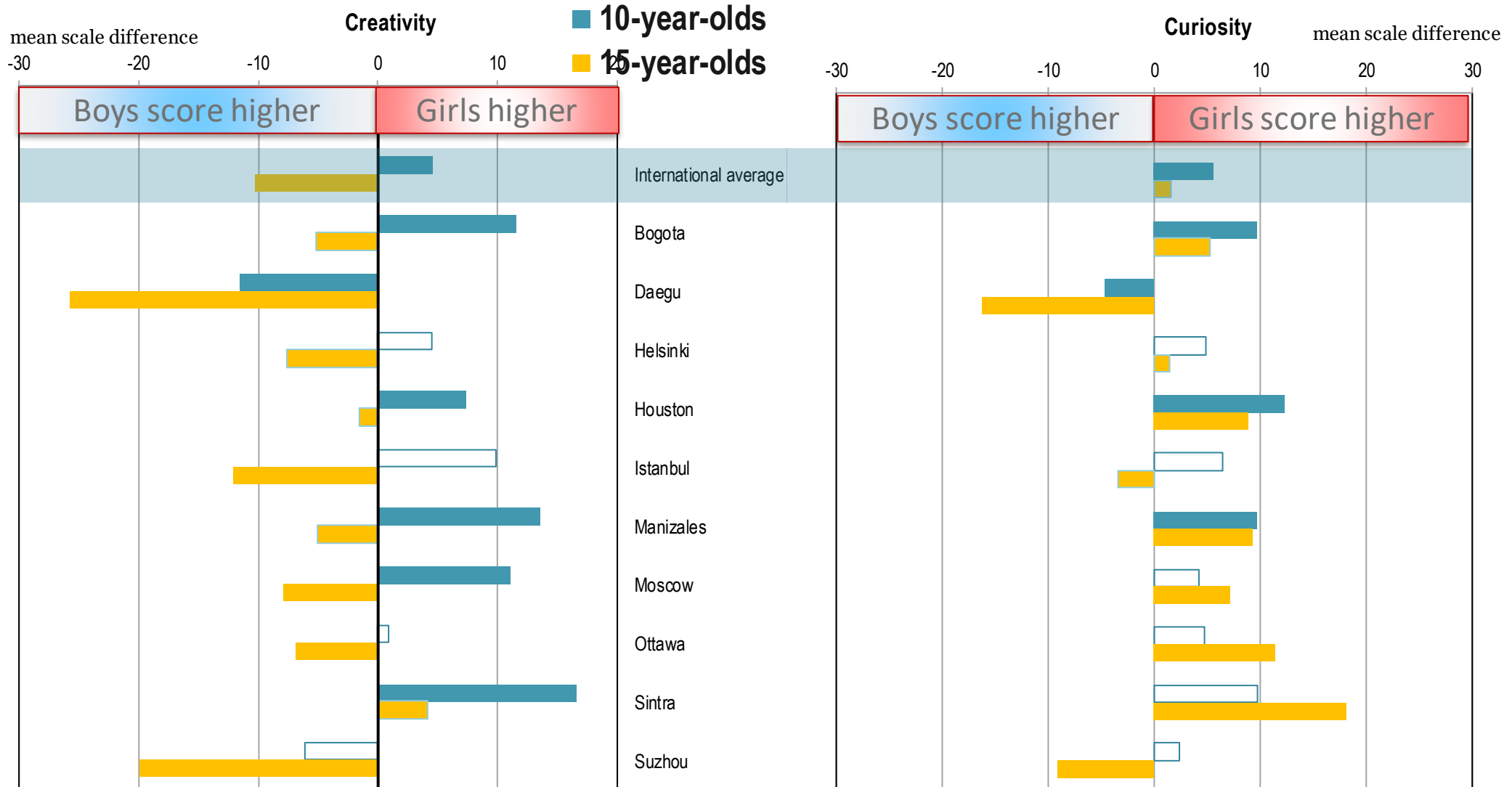


Figure 4.5



Participation in sports and arts outside of school is lower amongst 15-year-olds

Share of students participating in sports and arts activities outside of school, among 10- and 15-year-olds

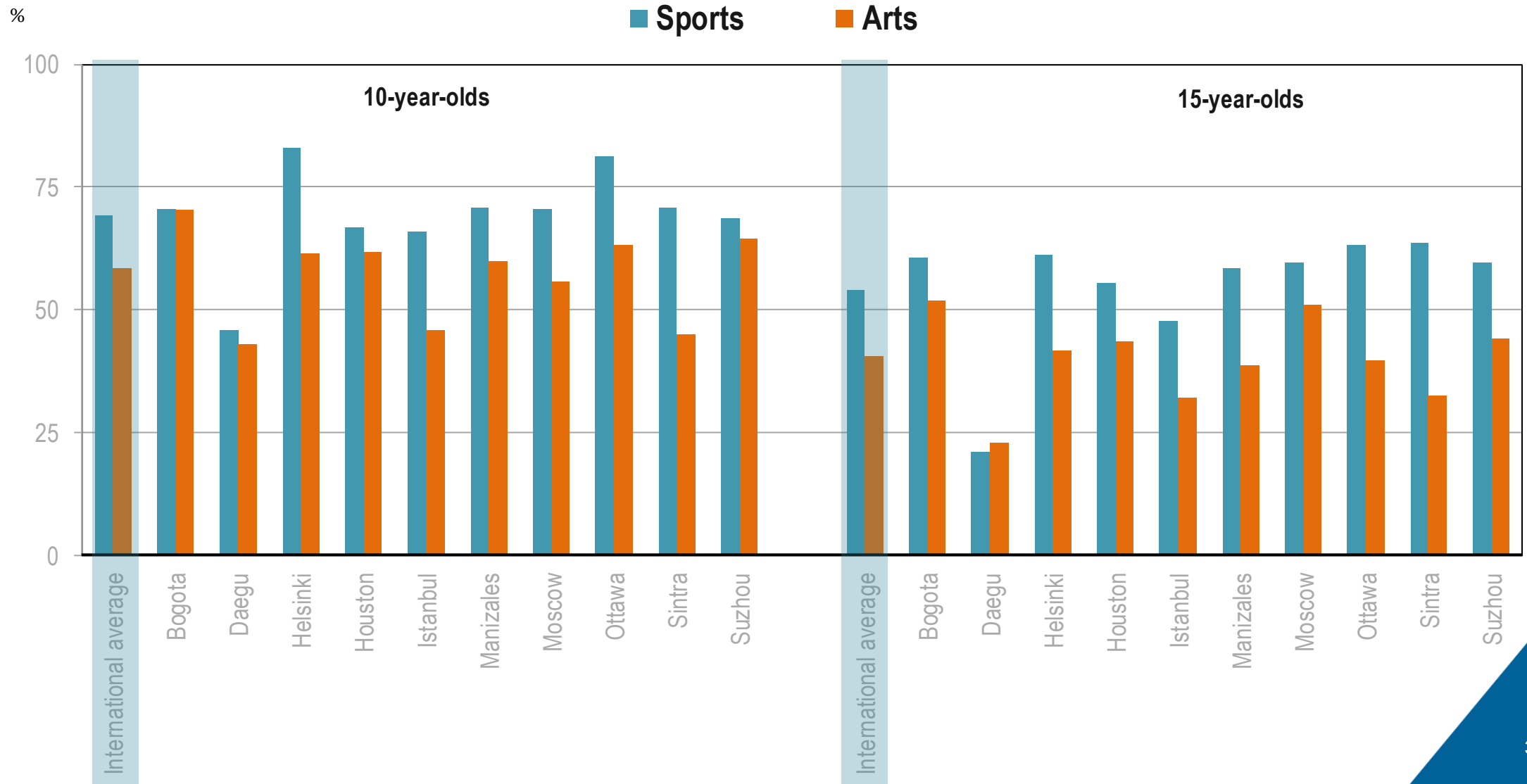


Figure 4.7



Students participating in **art activities** reported higher levels of creativity and curiosity

Difference in skill scores, by participation in sports and arts activities, accounting for socio-economic status and gender



Figure 4.8



Students participating in **sport** reported higher levels of creativity and curiosity

Difference in skill scores, by participation in sports and arts activities, accounting for socio-economic status and gender

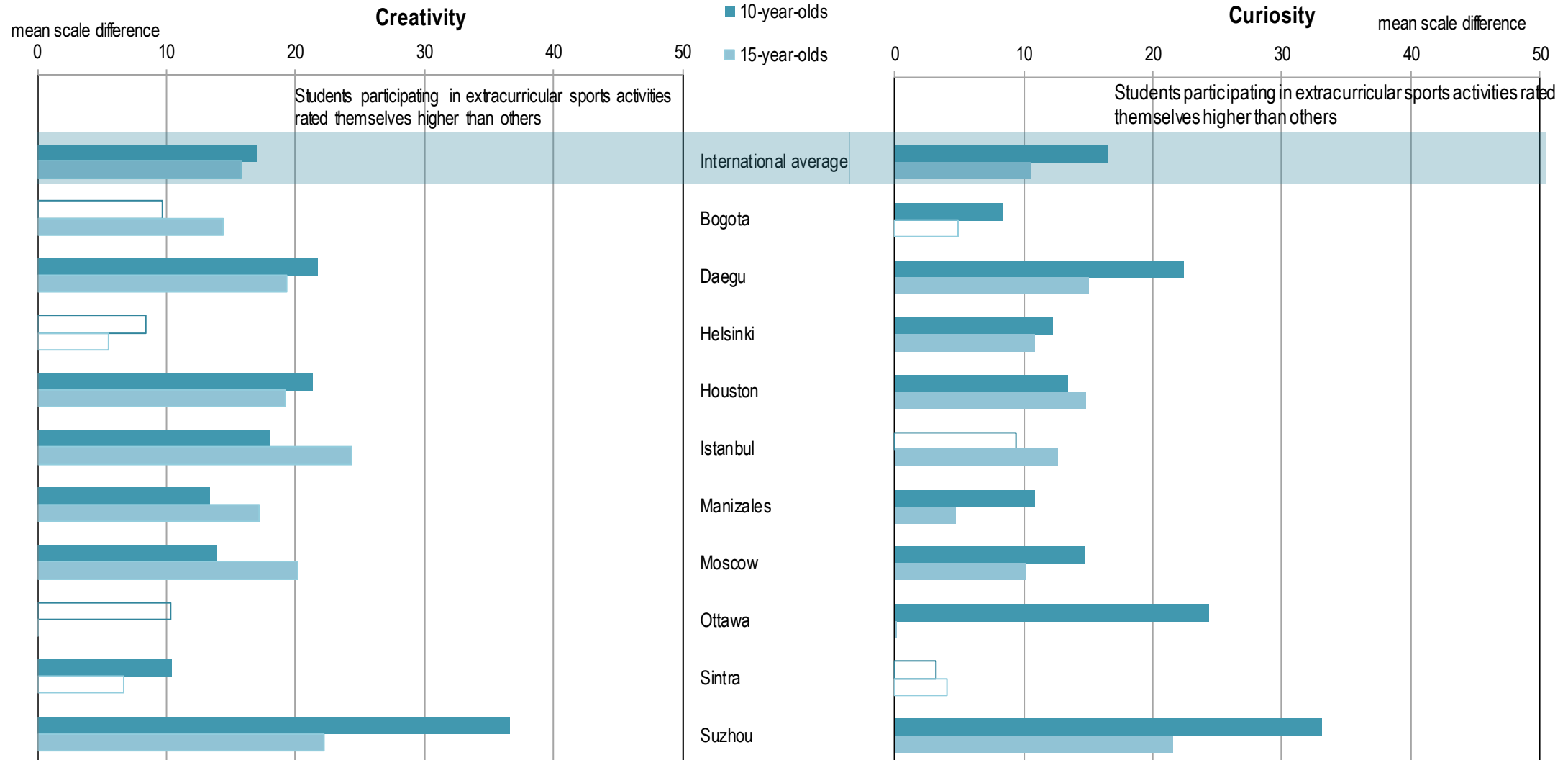


Figure 4.8

SOCIAL RELATIONS IN SCHOOL

Students' sense of fitting in at school and student-teacher relations are consistently and positively related to social emotional skills. Students who feel like they belong at school are more likely to get along well and work well with classmates and friends.





The majority of the students said they feel they belong at school

Most students indicate high school belonging, but for every question 10-25 % of students indicate low school belonging

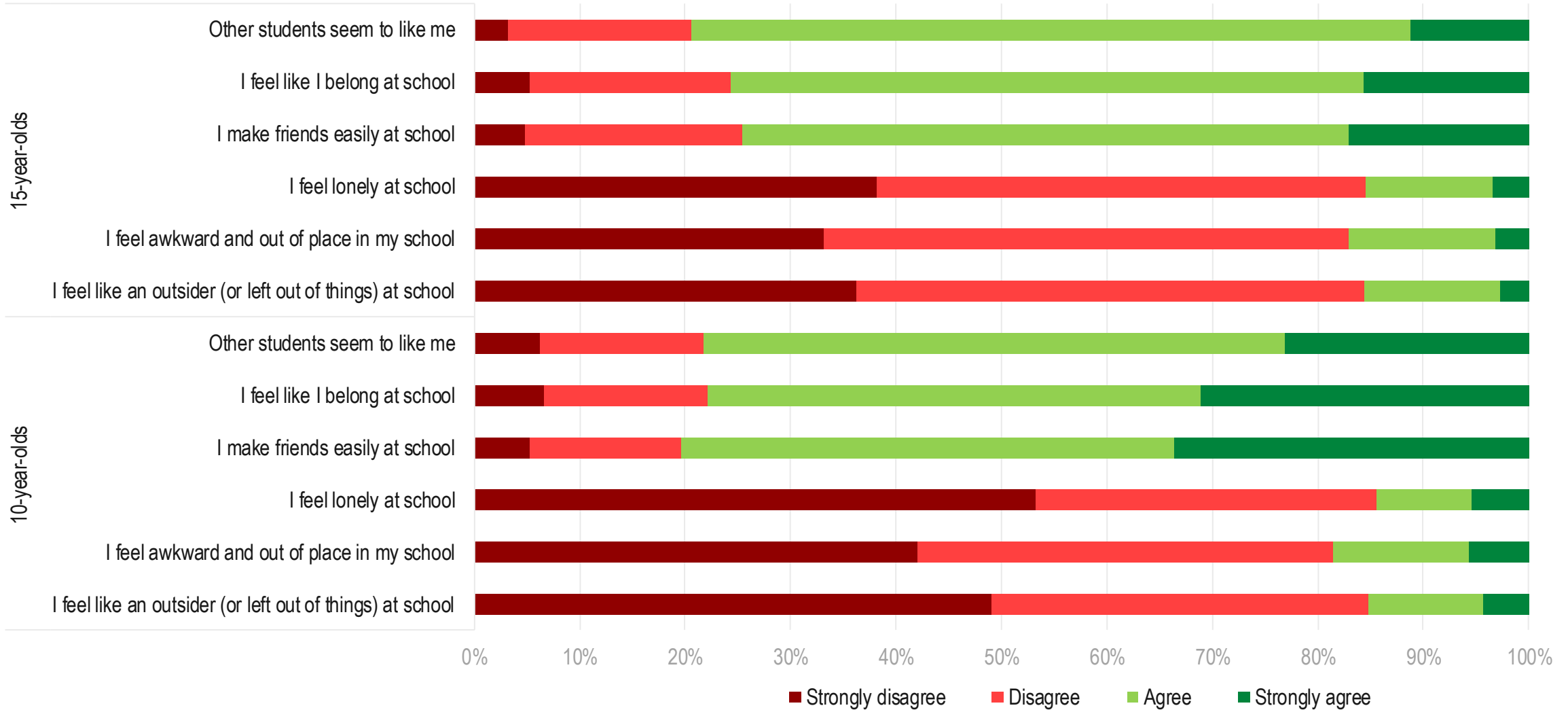


Figure 5.1



Students' sense of belonging is predictive of higher skills

Relations between students' sense of school belonging and social and emotional skills, 15-year-olds

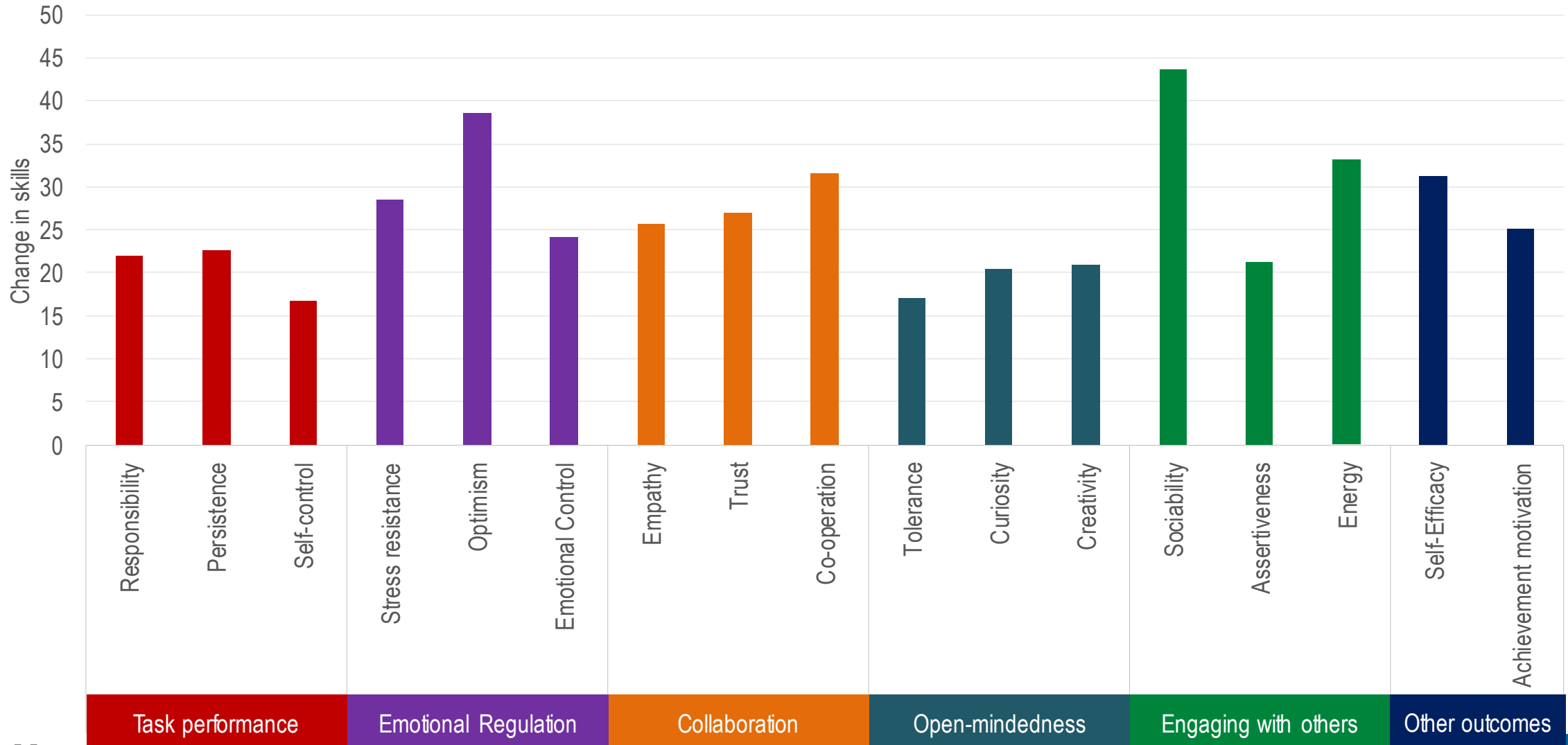


Figure 5.5

BULLYING AT SCHOOL





A sizeable portion of 15-year-olds reported that they have been bullied during the past year

Exposure to bullying for 15 year-old students, by gender

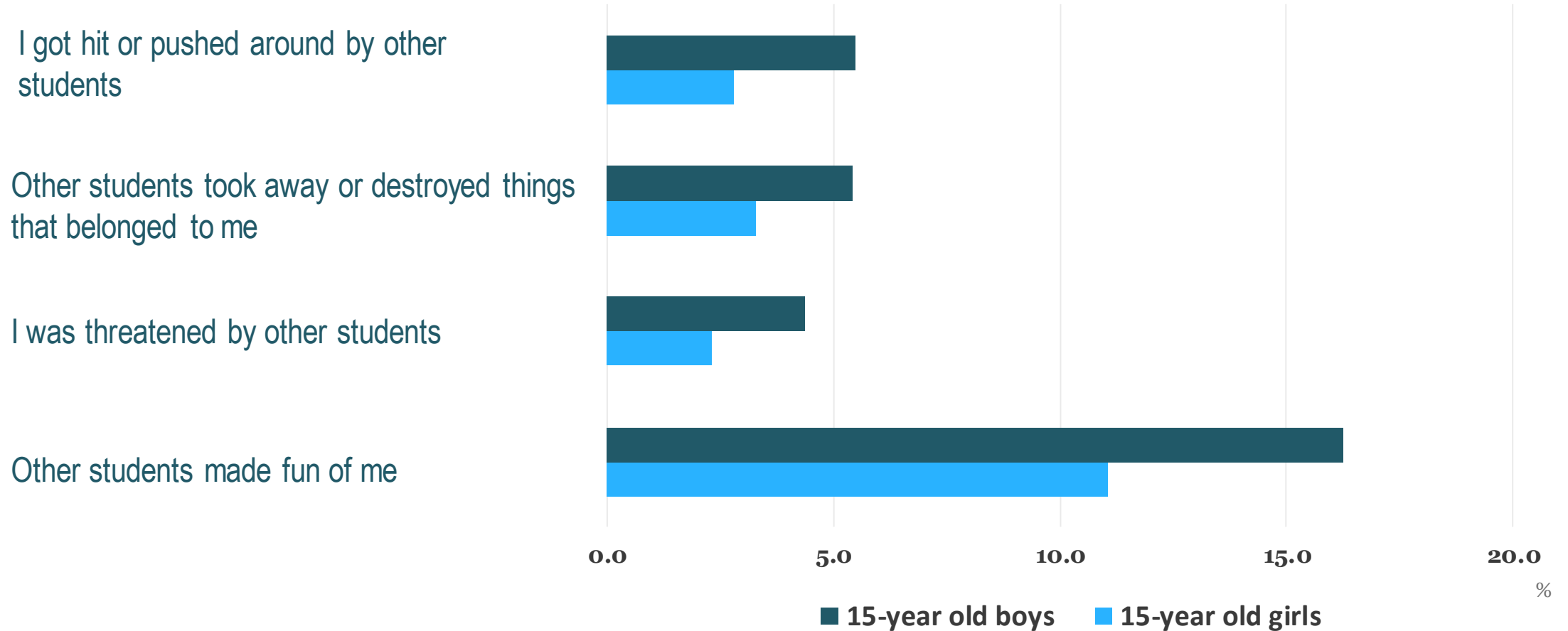


Figure 5.2



..and the picture is much more pronounced for 10-year-olds

Exposure to bullying for 10 year-old students, by gender

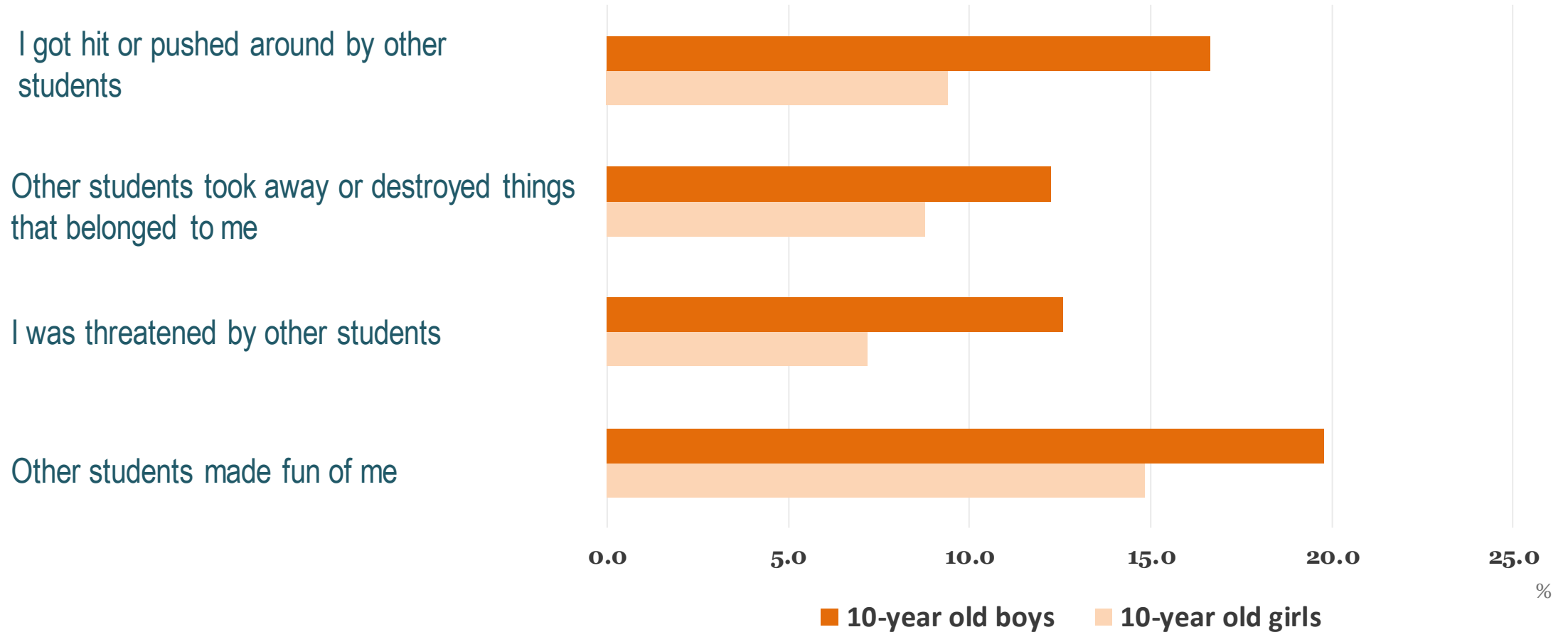


Figure 5.2



The impact of bullying

Relations between students' exposure to bullying and social and emotional skills, 15-year-olds

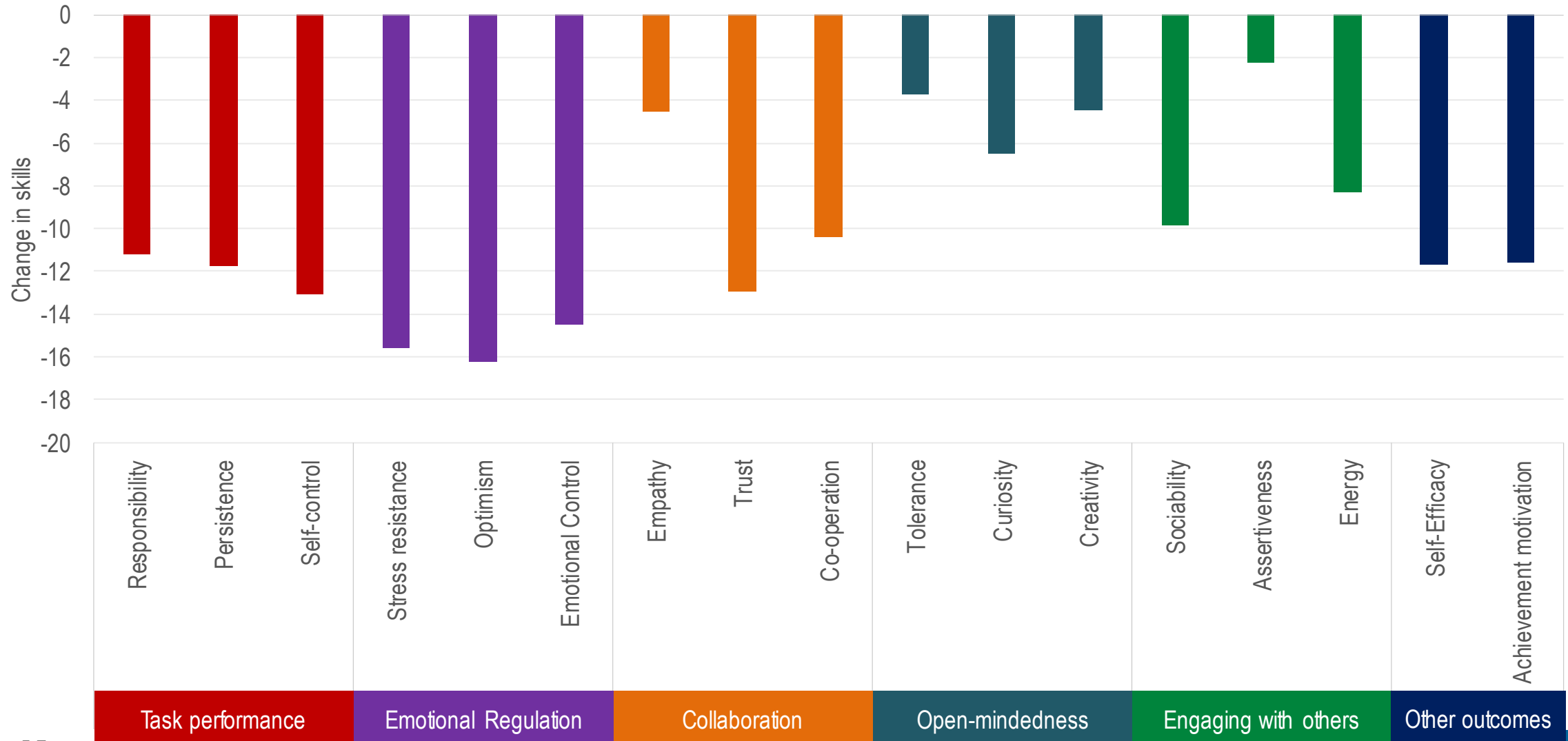


Figure 5.7



Socio-economically advantaged students indicate better student-teacher relations across all cities and within both age cohorts (15-year-olds)

Student-teacher relations for 15 year-old students by socio-economic status

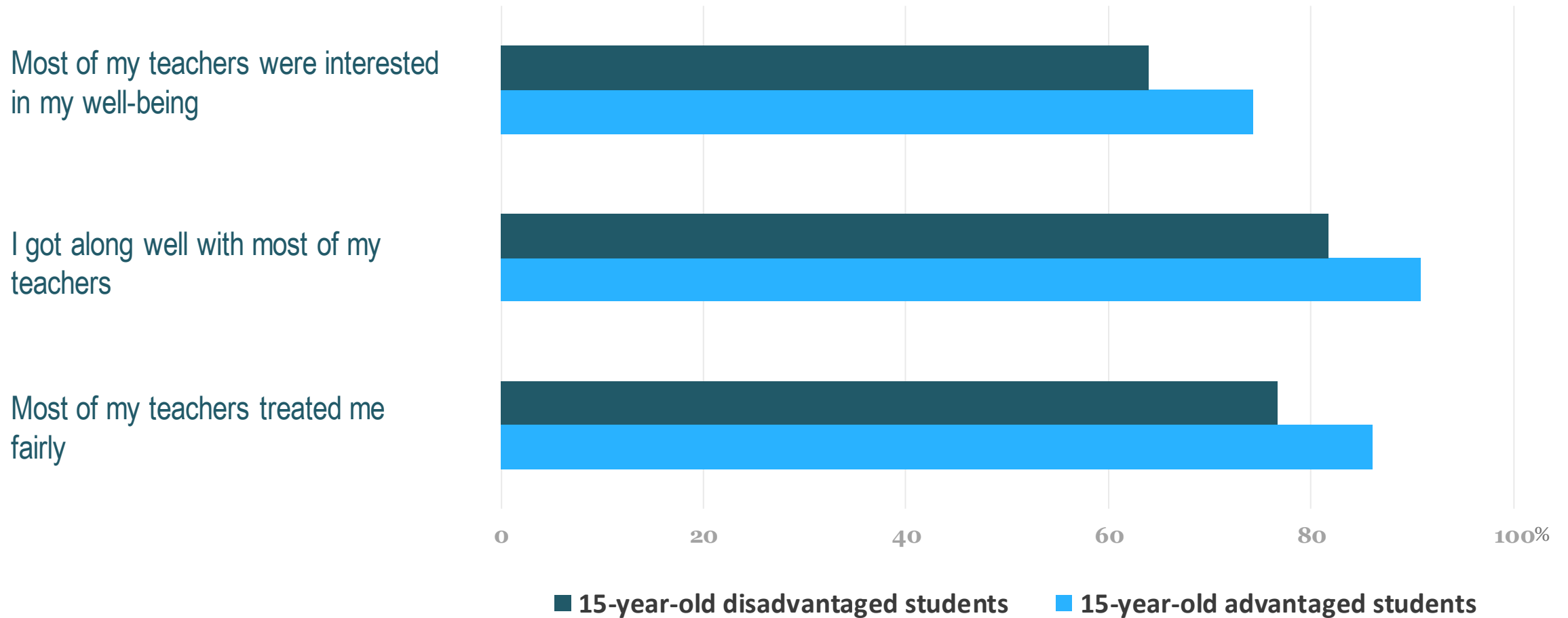


Figure 5.3



Better student-teacher relations is linked with improved social and emotional skills

Relations between student-teacher relations and social and emotional skills, 15-year-olds

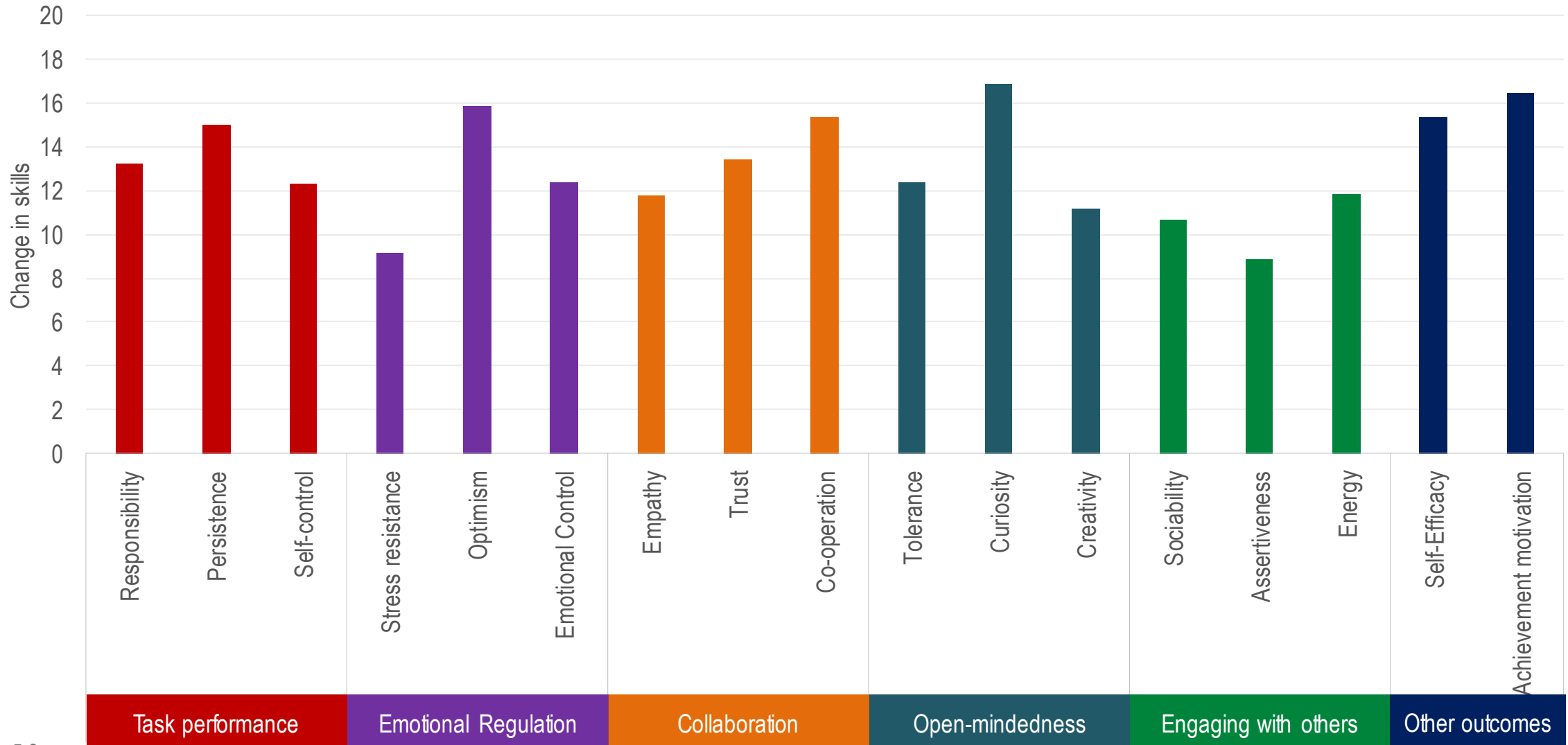


Figure 5.9

STUDENTS' WELL-BEING

Students' social and emotional skills are closely related to students' psychological well-being after accounting for socio-economic status and gender. This is particularly the case for stress resistance, optimism and emotional control



STUDENTS' WELL-BEING

Students' social and emotional skills related to student well-being after accounting for socio-economic status and gender. Particularly the case of stress resistance, optimism and emotional control





On average, younger students are more satisfied with their lives

Percentage of students, by level of life satisfaction

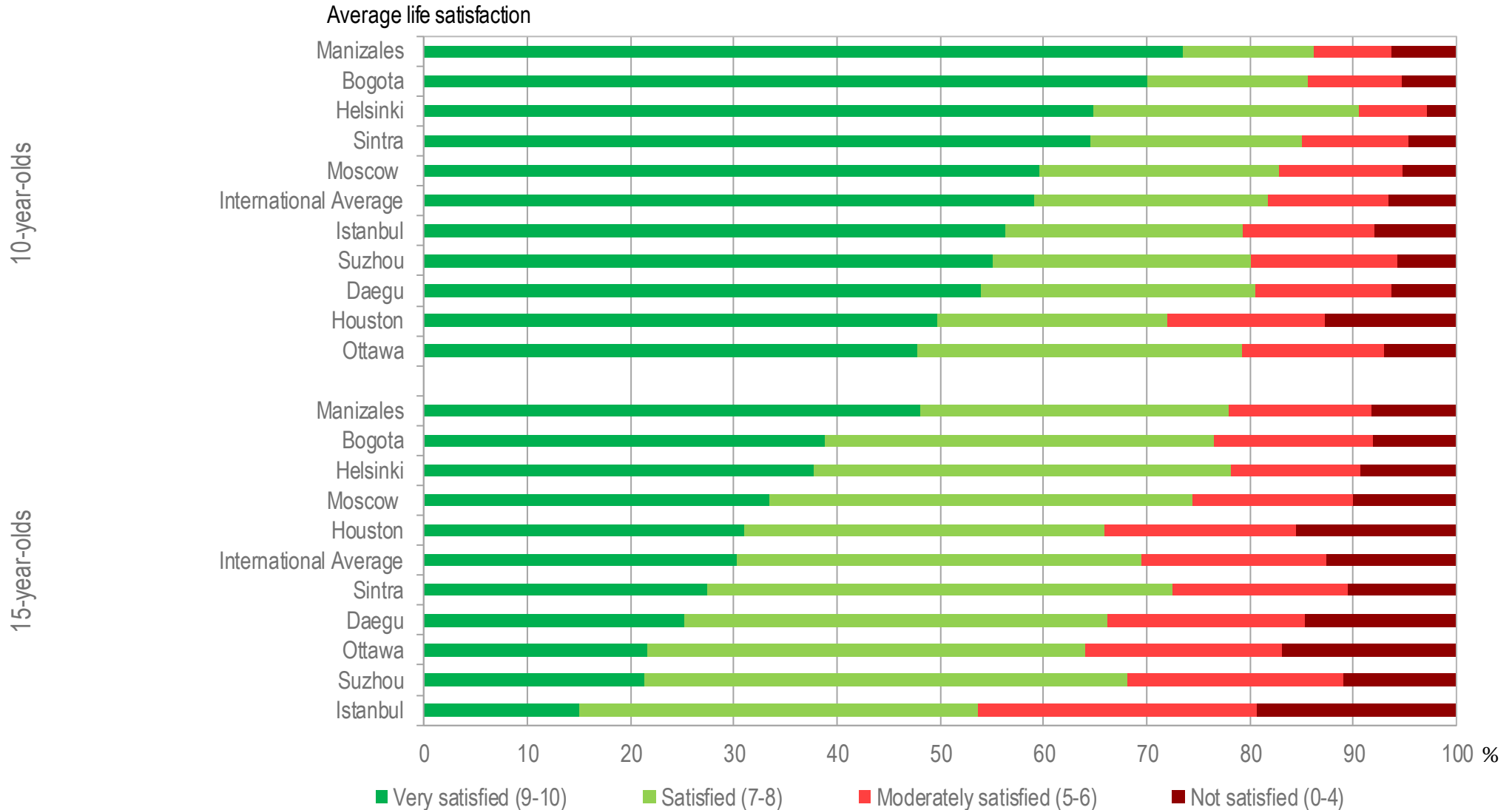


Figure 3.1



In each participating city, students who are more optimistic tend to be more satisfied with their life

Difference in life satisfaction related to a one standard deviation increase in skill

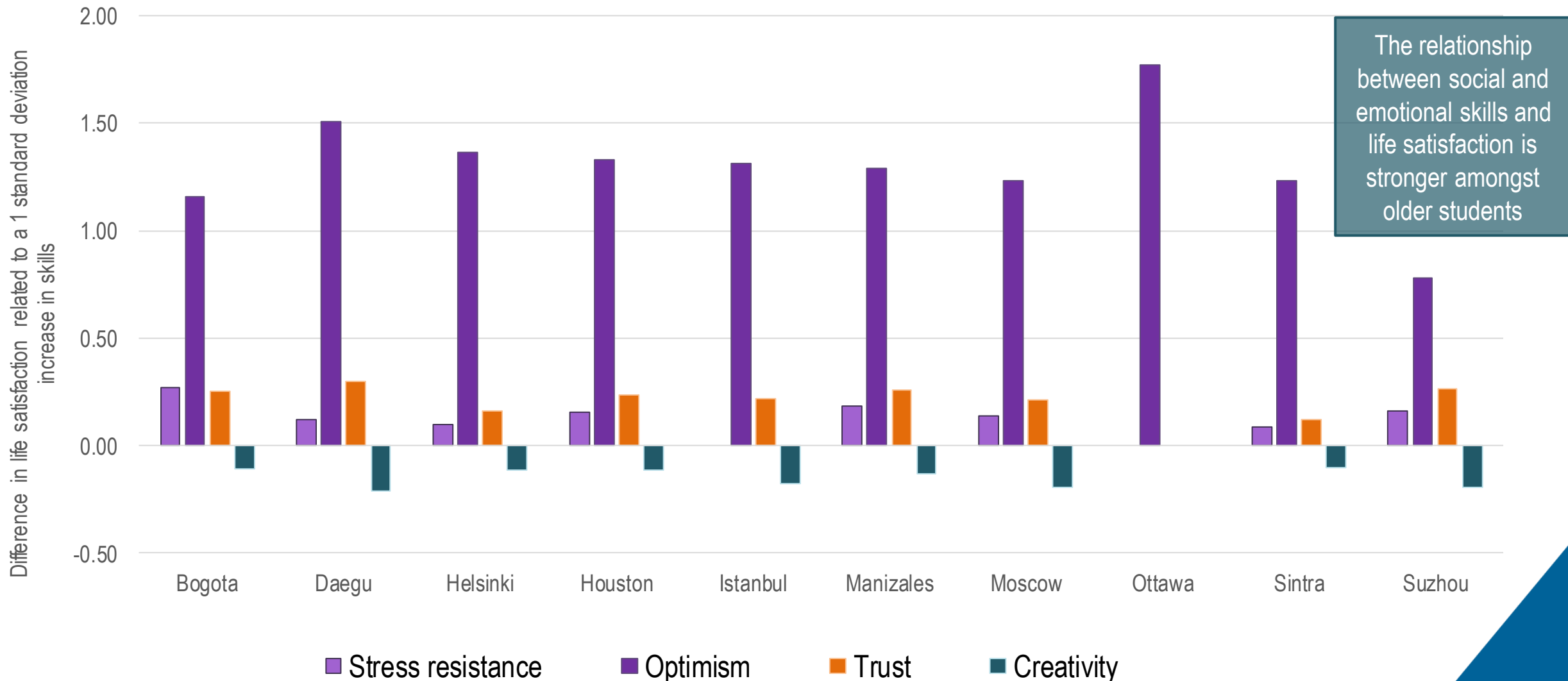


Figure 3.6



Psychological well-being of 10-year-olds

Percentage of 10-year-old students who reported feeling like this “most of the time” or “all of the time” (international average)

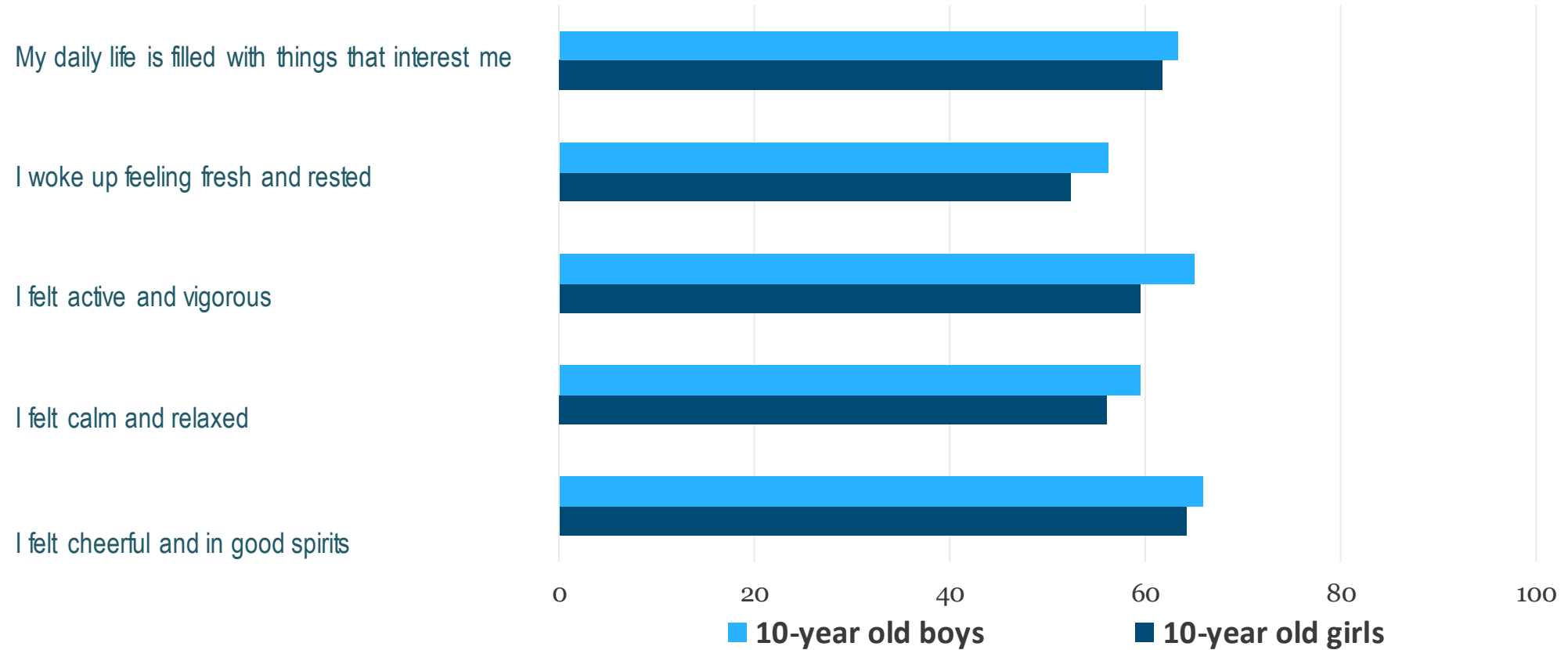


Figure 3.2



Psychological well-being dips in adolescence, especially for girls

Percentage of 15-year-old students who reported feeling like this “most of the time” or “all of the time” (international average)

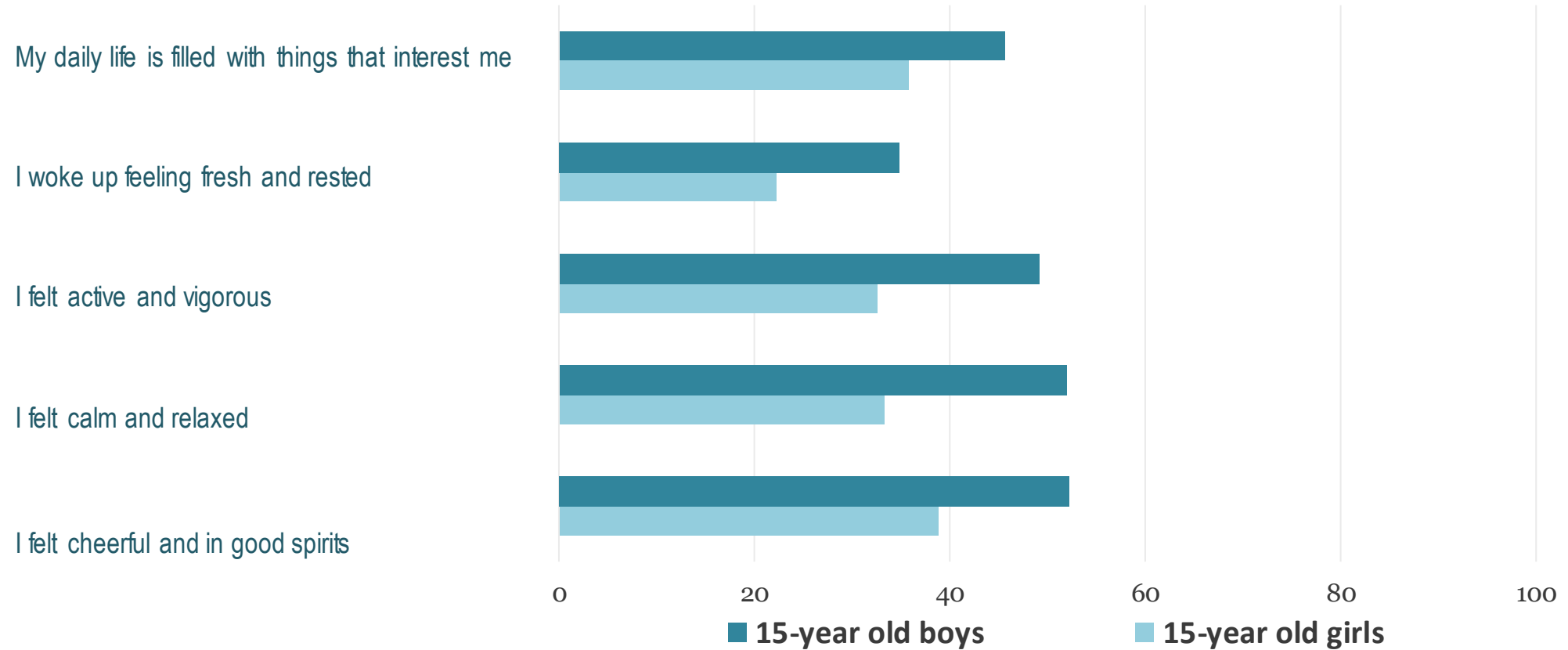


Figure 3.2



Students who are more stress resistant, optimistic and energetic indicated higher current psychological well-being amongst 15-year-olds

Social and emotional skills most strongly associated with current psychological well-being, by city

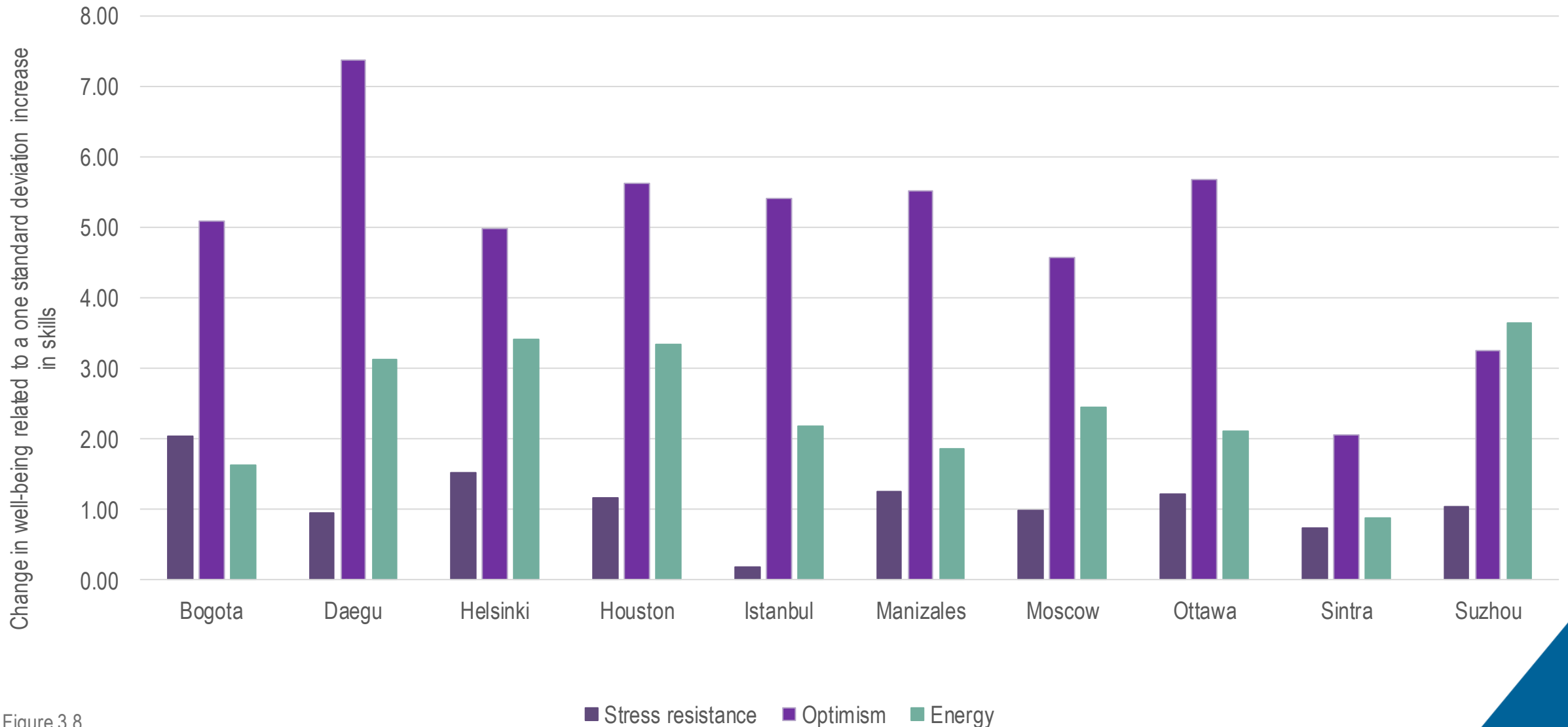


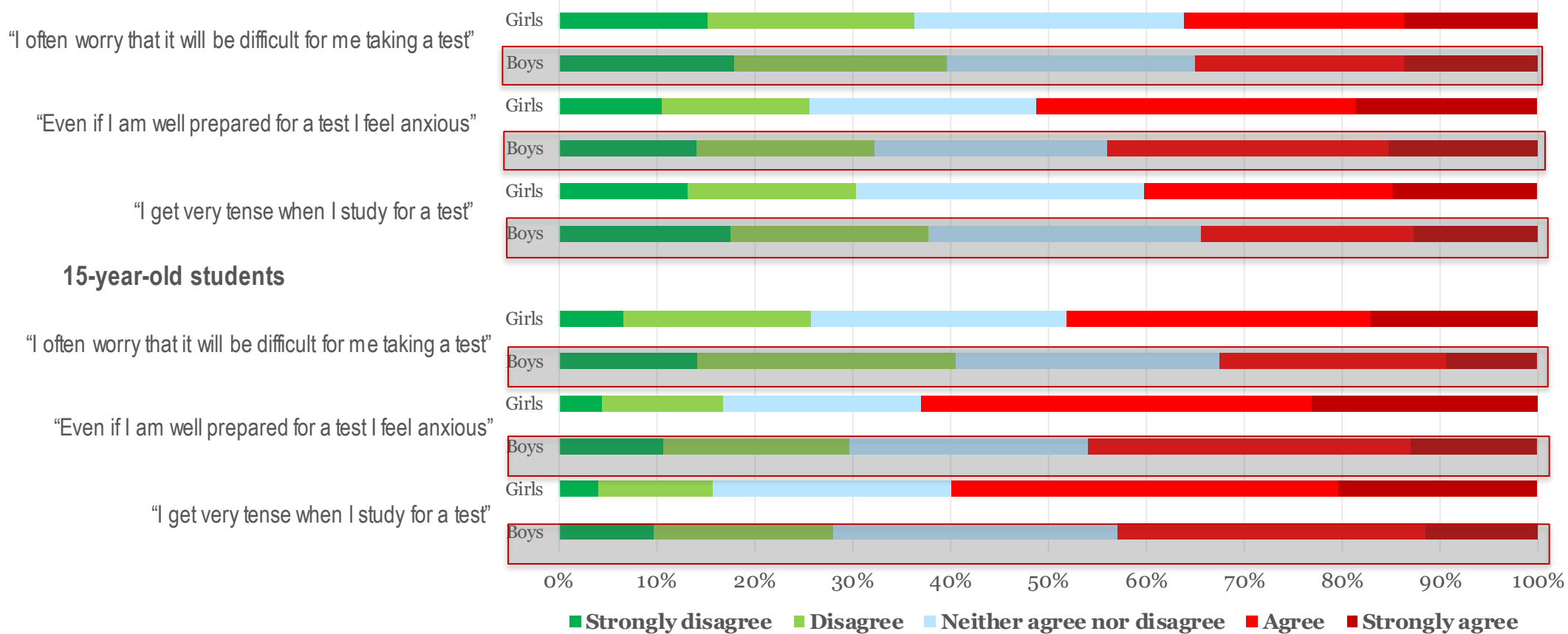
Figure 3.8



A sizeable proportion of 10- and 15-year-olds, especially girls, experience test anxiety

Test anxiety, by cohort and gender

10-year-old students



Girls report higher test anxiety across both age groups

15-year-old students

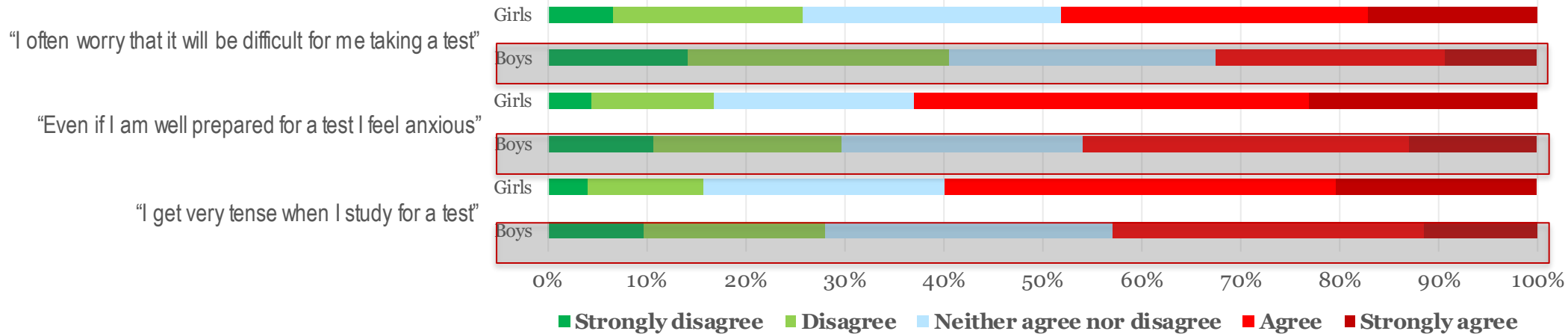
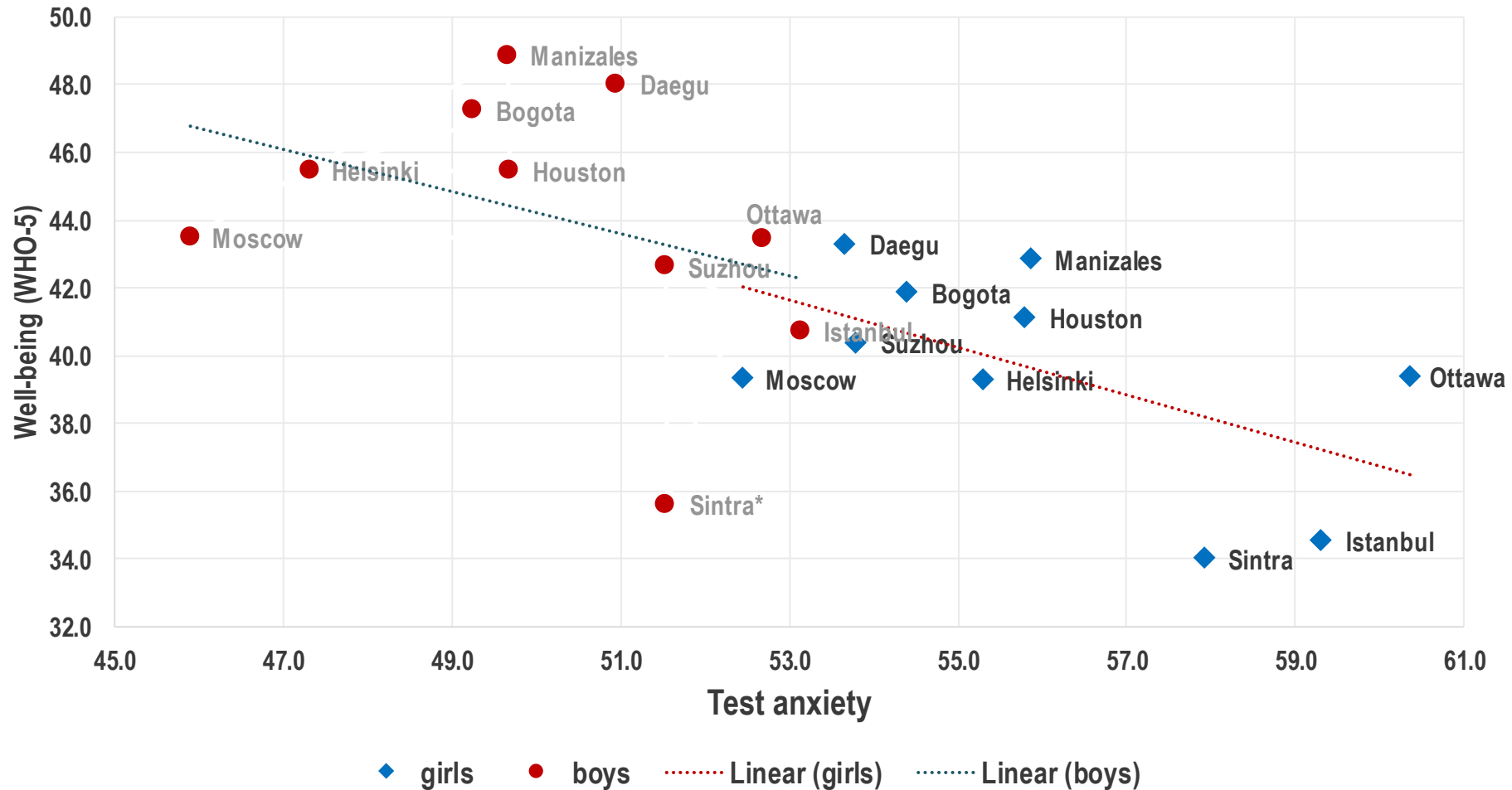


Figure 3.3



Especially for 15-year-olds, higher levels of test anxiety are accompanied with lower current psychological well-being

Means of current psychological well-being index and test anxiety index mapped for all cities

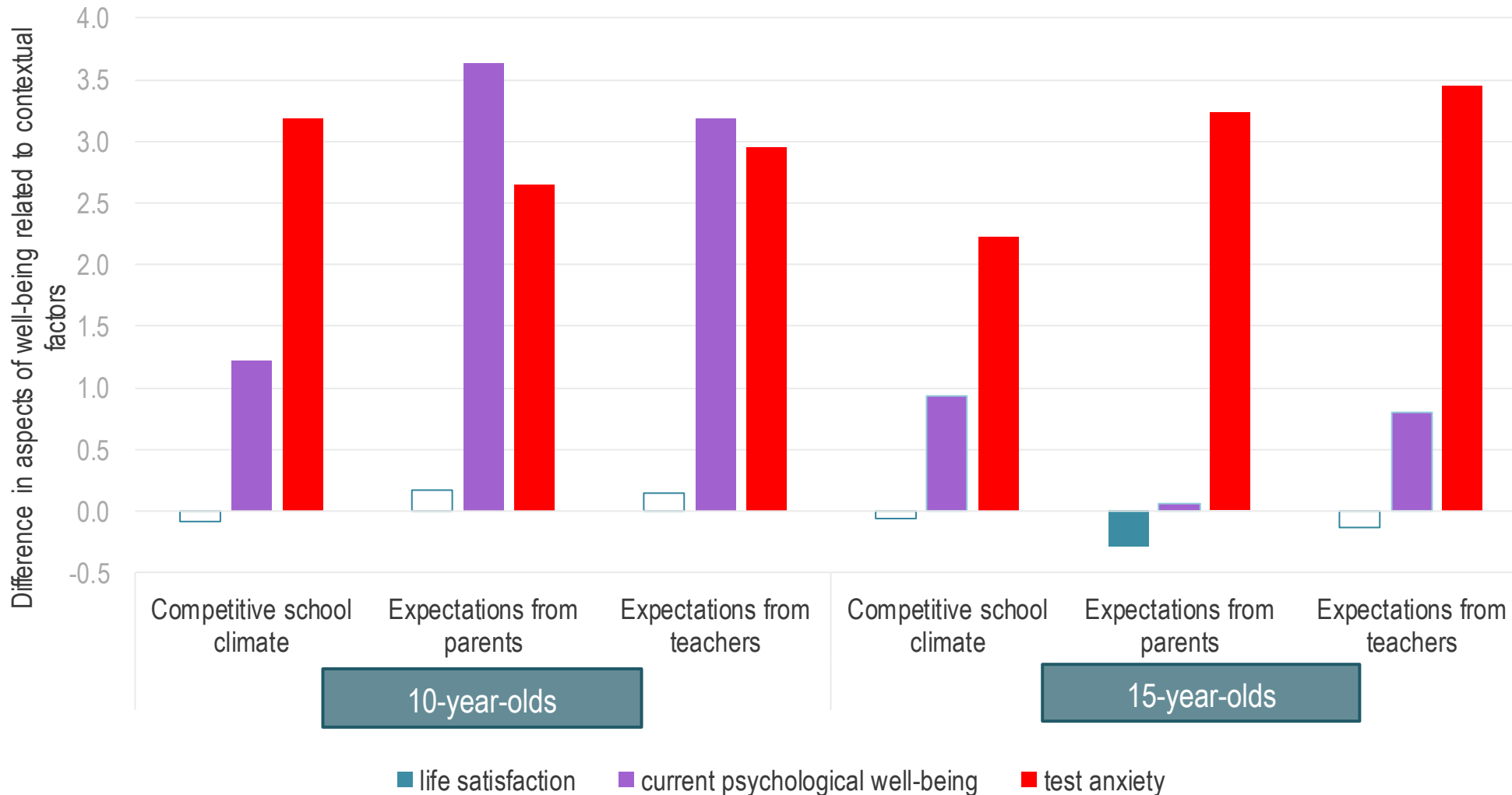


Girls tend to report higher levels of test anxiety and lower well-being than boys



In both age cohorts, test anxiety is positively related to experiencing a competitive school climate and high expectations from teachers and parents

Relationships between the three measures of psychological well-being and a perceived competitive school climate, and high expectations from parents and teachers



Also, amongst younger students, experiencing high expectations and a competitive environment is related to high current psychological well-being

Figure 3.11

Thank you

Find out more about our work at
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Email: Andreas.Schleicher@OECD.org

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Wechat: [AndreasSchleicher](#)

and remember:

Without data, you are just another person with an opinion