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
Financial economy
The wealthy
Gross domestic product
Technology
Governance

Finite resources of planet
Real economy
The poor
Well-being of people
Social needs
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!

Impact

- Climate change
- Economic shocks
- Ageing
- Natural disasters
- Pandemics
- (cyber) war
- Energy cuts
- Internet disrupted
- Data breaches

Uncertainty

Artificial Intelligence

The future will continue to surprise us!
Global issues covered in the curriculum (PISA, OECD average)

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

- Climate change and global warming: 90%
- Equality between men and women in different parts of the world: 80%
- International conflicts: 80%
- Causes of poverty: 80%
- Migration (movement of people): 80%
- Hunger or malnutrition in different parts of the world: 80%
- Global health (e.g. epidemics): 80%

Based on principals’ reports
### Students’ agency regarding global issues (PISA, OECD average)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage of students who agreed or strongly agreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Looking after the global environment is important to me&quot;</td>
<td>75%</td>
</tr>
<tr>
<td>&quot;I think of myself as a citizen of the world&quot;</td>
<td>75%</td>
</tr>
<tr>
<td>&quot;When I see the poor conditions that some people in the world live...&quot;</td>
<td>65%</td>
</tr>
<tr>
<td>&quot;It is right to boycott companies that are known to provide poor...&quot;</td>
<td>65%</td>
</tr>
<tr>
<td>&quot;I can do something about the problems of the world&quot;</td>
<td>55%</td>
</tr>
<tr>
<td>&quot;I think my behaviour can impact people in other countries&quot;</td>
<td>55%</td>
</tr>
</tbody>
</table>

Fig VI.5.1a
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.

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.

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.
Growth mindset and reading performance

Fig II.14.3

More students holding a growth mindset

Average reading score

Higher performance

OECD average

R² = 0.47

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

Similar relationship within most countries (Figure III.14.2)
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":

- Motivation to master tasks
- Self-efficacy
- Fear of failure
- Learning goals
- Value of school

*All linear regression models account for students' and schools' socio-economic profile*
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Other Outcomes

Achievement
Motivation
Self-efficacy

Self-control
Responsibility
PERSISTENCE

Task performance

Emotional regulation

Empathy
Trust
Co-operation

Collaboration

Engaging with others

Open-mindedness

Sociability
Assessment
Energy

Creativity
Tolerance
Curiosity
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Social Relations
Civic engagement
Educational attainment
Well-being and life satisfaction
Social cohesion
Employment prospects
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

- Ottawa, Canada
- Houston, USA
- Manizales, Colombia
- Bogotá, Colombia
- Sintra, Portugal
- Helsinki, Finland
- Moscow, Russia
- Daegu, South Korea
- Suzhou, China
- Istanbul, Turkey
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.
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.
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)

The decline is steeper for girls

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

Socio-economically advantaged students report higher...

Socio-economically disadvantaged students report higher...

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

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...

![Bar chart showing the percentage of high-creativity students reporting high levels of various social and emotional skills](chart.png)
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

![Bar chart showing the distribution of various social and emotional skills among students with high curiosity.](chart)

**Figure 4.2**

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

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.

Boys score higher | Girls score higher
---|---
International average
Bogota
Daegu
Helsinki
Houston
Istanbul
Manizales
Moscow
Ottawa
Sintra
Suzhou

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

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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.

Students participating in extracurricular sports activities rated themselves higher than others.

![Graph showing mean scale difference in creativity and curiosity across different cities and age groups](image)
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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>10-year-olds</th>
<th>15-year-olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other students seem to like me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like I belong at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make friends easily at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel lonely at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel awkward and out of place in my school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel like an outsider (or left out of things) at school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

- I got hit or pushed around by other students
- Other students took away or destroyed things that belonged to me
- I was threatened by other students
- Other students made fun of me

Figure 5.2
..and the picture is much more pronounced for 10-year-olds

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

I got hit or pushed around by other students

Other students took away or destroyed things that belonged to me

I was threatened by other students

Other students made fun of me

![Bar chart showing exposure to bullying for 10-year-olds by gender.]

- I got hit or pushed around by other students:
  - 10-year old boys: [value]
  - 10-year old girls: [value]

- Other students took away or destroyed things that belonged to me:
  - 10-year old boys: [value]
  - 10-year old girls: [value]

- I was threatened by other students:
  - 10-year old boys: [value]
  - 10-year old girls: [value]

- Other students made fun of me:
  - 10-year old boys: [value]
  - 10-year old girls: [value]
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

Most of my teachers were interested in my well-being

I got along well with most of my teachers

Most of my teachers treated me fairly

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
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’ 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.
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

The relationship between social and emotional skills and life satisfaction is stronger amongst older students

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)

- My daily life is filled with things that interest me
- I woke up feeling fresh and rested
- I felt active and vigorous
- I felt calm and relaxed
- I felt cheerful and in good spirits

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)

My daily life is filled with things that interest me
I woke up feeling fresh and rested
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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

- "I often worry that it will be difficult for me taking a test"
- "Even if I am well prepared for a test I feel anxious"
- "I get very tense when I study for a test"

15-year-old students

- "I often worry that it will be difficult for me taking a test"
- "Even if I am well prepared for a test I feel anxious"
- "I get very tense when I study for a test"

Girls report higher test anxiety across both age groups
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

Figure 3.4
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.

Figure 3.11
Thank you

Find out more about our work at www.oecd.org/education
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and remember:
Without data, you are just another person with an opinion