

SOCIAL AND EMOTIONAL SKILLS

What education leaders need to know



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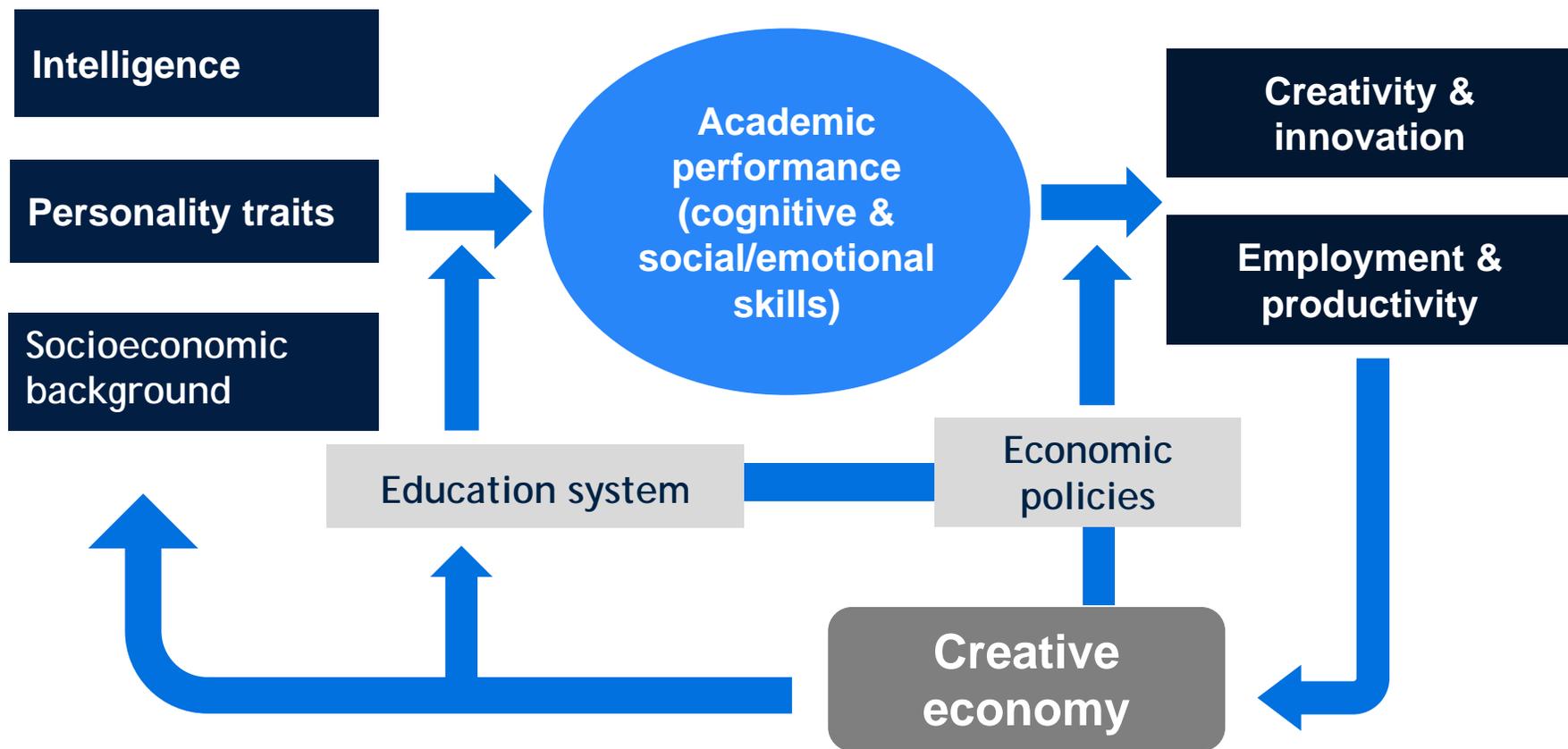
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Education Innovations for 21st Century Skills
Bishkek, June 2015

Conceptual framework

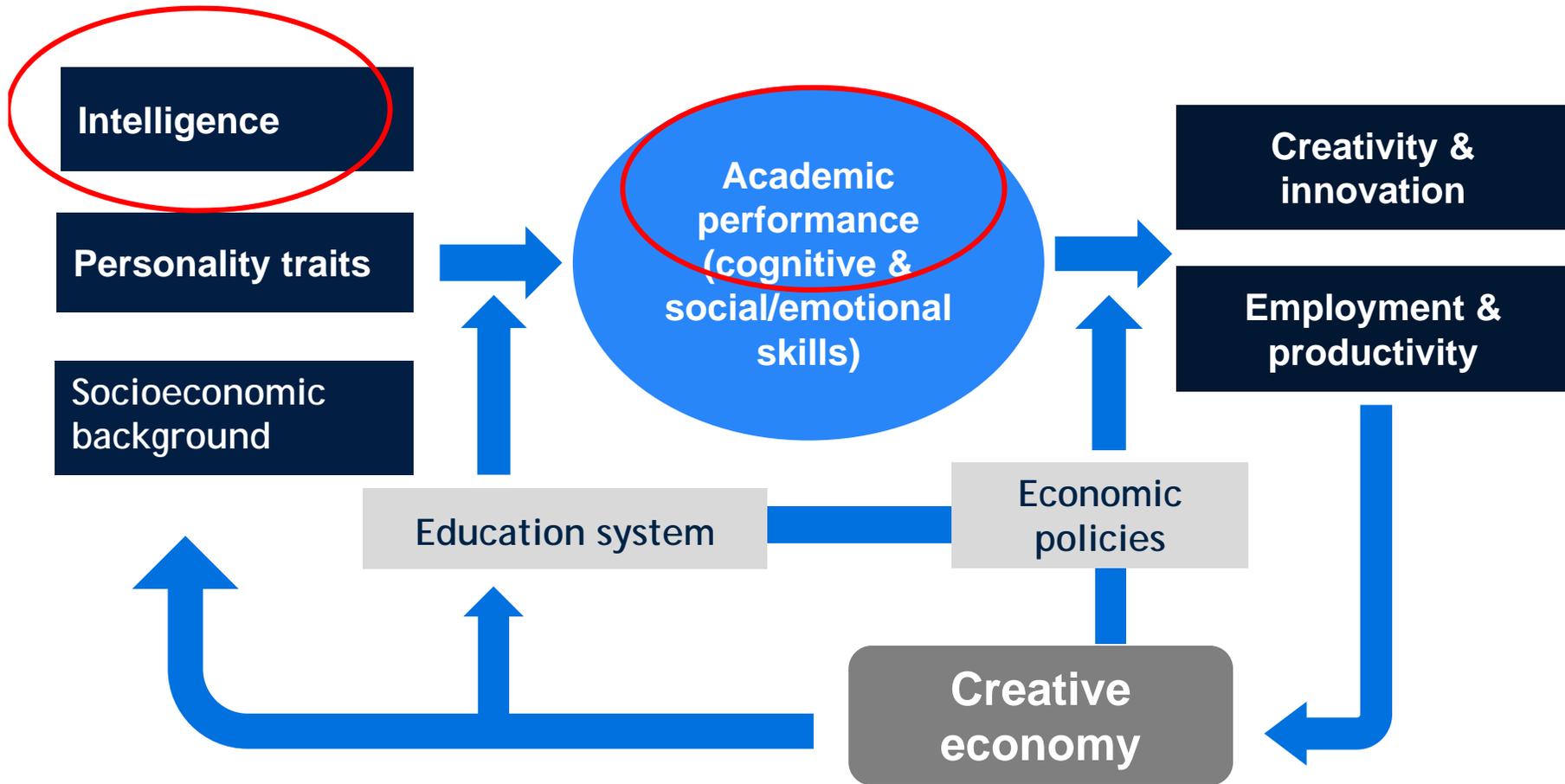
Building a creative economy through education



Source: Elizabeth King and Halsey Rogers, *Intelligence, personality, and creativity: Unleashing the power of intelligence and personality traits to build a creative and innovative economy* (World Bank, 2015)

Traditional focus has been on intelligence (or initial cognitive ability) & cognitive skills

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Source: King and Rogers (2015)

Social & emotional skills: What are they?

Core idea:

Skills that aren't measurable through traditional cognitive-skill assessments

Also known as **non-cognitive** skills or **soft** skills or **personality** skills

Overlap with **transversal** skills and **core** skills

Examples: self-control, persistence, teamwork skills

Challenges

Measurement challenges: self-report, experiment, behavioral observation

Research challenges: establishing predictive power

Policy challenges: how to build these skills

Many others also grappling with these challenges; e.g.,

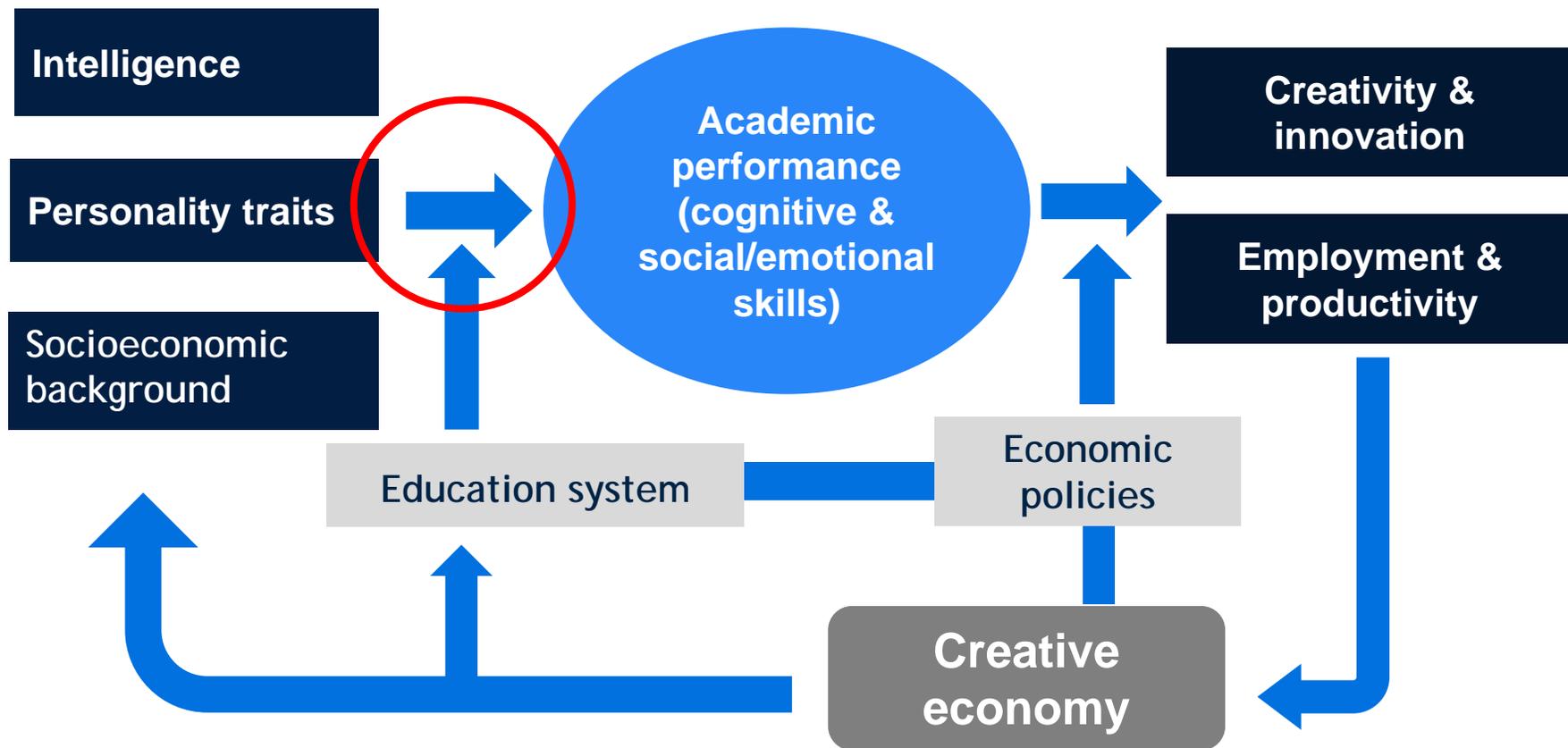
OECD and UNESCO-Bangkok

Governments (including in this region)

Social and emotional skills: What education leaders need to know

Personality traits determine academic performance & skill formation

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Source: King and Rogers (2015)

Personality traits determine academic performance & skill formation

Examples of personality traits: The “Big Five”

Openness to experience

Conscientiousness/perseverance

Extraversion

Agreeableness

Emotional stability

These matter for success in schooling (beyond intelligence, SES)

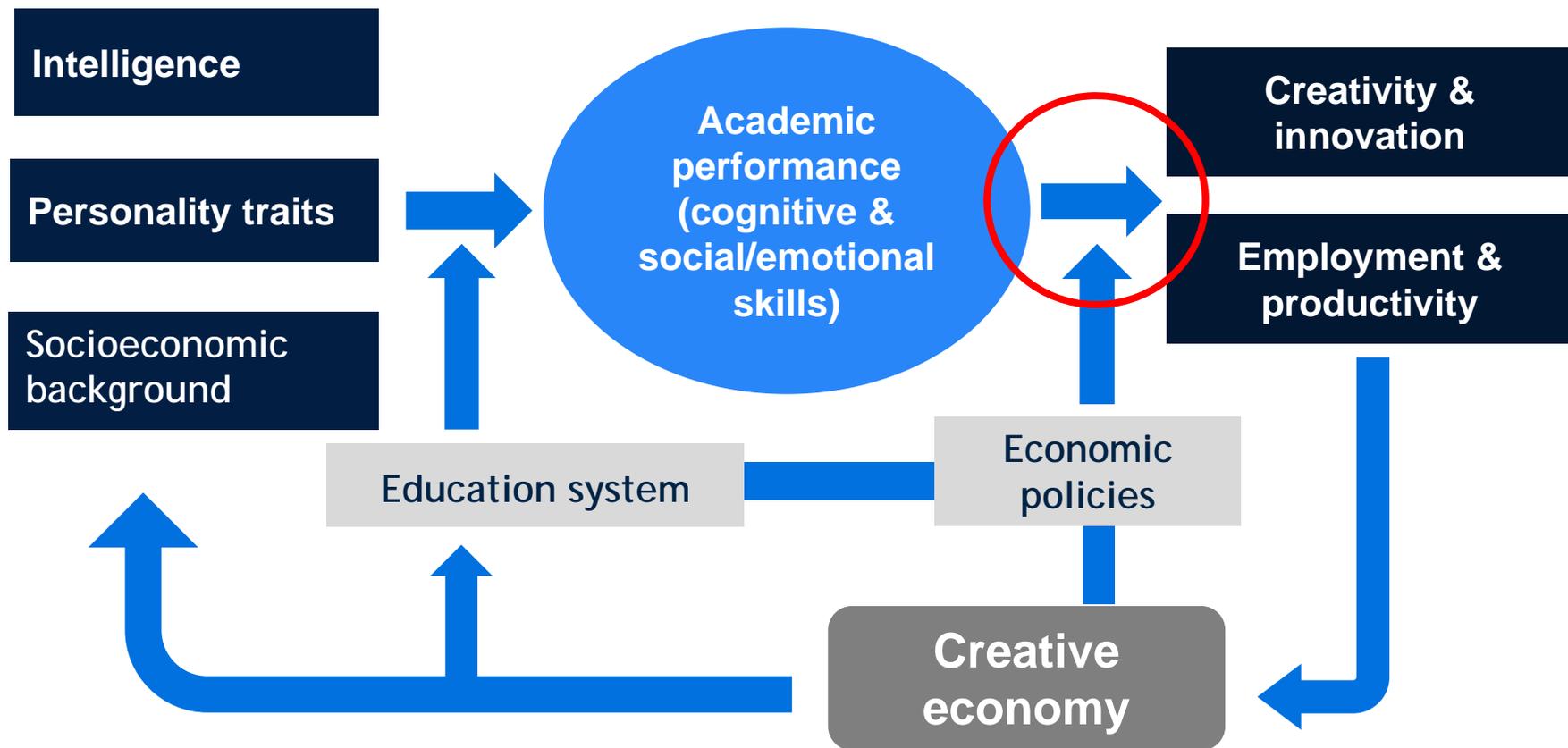
Conscientiousness is one example

Overall, can explain outcomes as well as intelligence does (Heckman et al.)

Social and emotional skills: What education leaders need to know

Social/emotional skills determine economic outcomes

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Source: King and Rogers (2015)

Social/emotional skills determine economic outcomes

Social & emotional skills

Build on personality traits, but with emphasis on malleability

SE skills are an important determinant of economic outcomes

Indirect effect, through cognitive skills

Direct effect on earnings, for example through extraversion and conscientiousness

Both cognitive and non-cognitive skills contribute to creativity

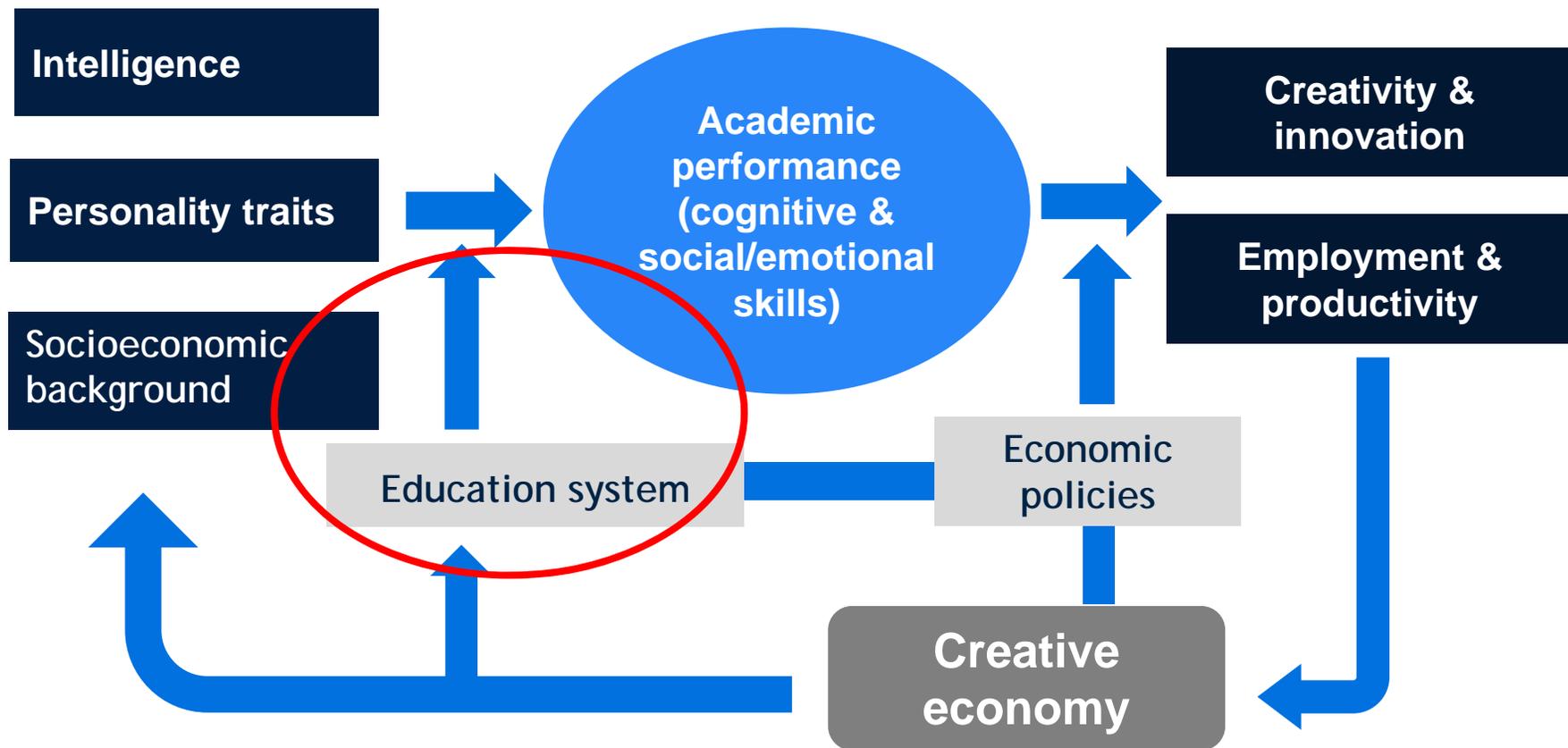
What you know matters for creativity → cognitive skills are important

But non-cognitive skills likely matter too – e.g., openness to experience, persistence

Social and emotional skills: What education leaders need to know

The education system can promote social/emotional skills

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Source: King and Rogers (2015)

The education system can promote social/emotional skills

Early childhood development (ECD)

Conscientiousness and self-control develop early in life

Long-term effects on non-cognitive skills (e.g., Perry Preschool experiment)

Curriculum and teaching

Effective programs targeted at social and emotional learning (e.g., Seattle Social Development program in primary, cognitive-behavioral intervention for at-risk teens)

Programs to recruit and develop teachers with strong non-cognitive skills

Education system structure

Timing of vocational tracking

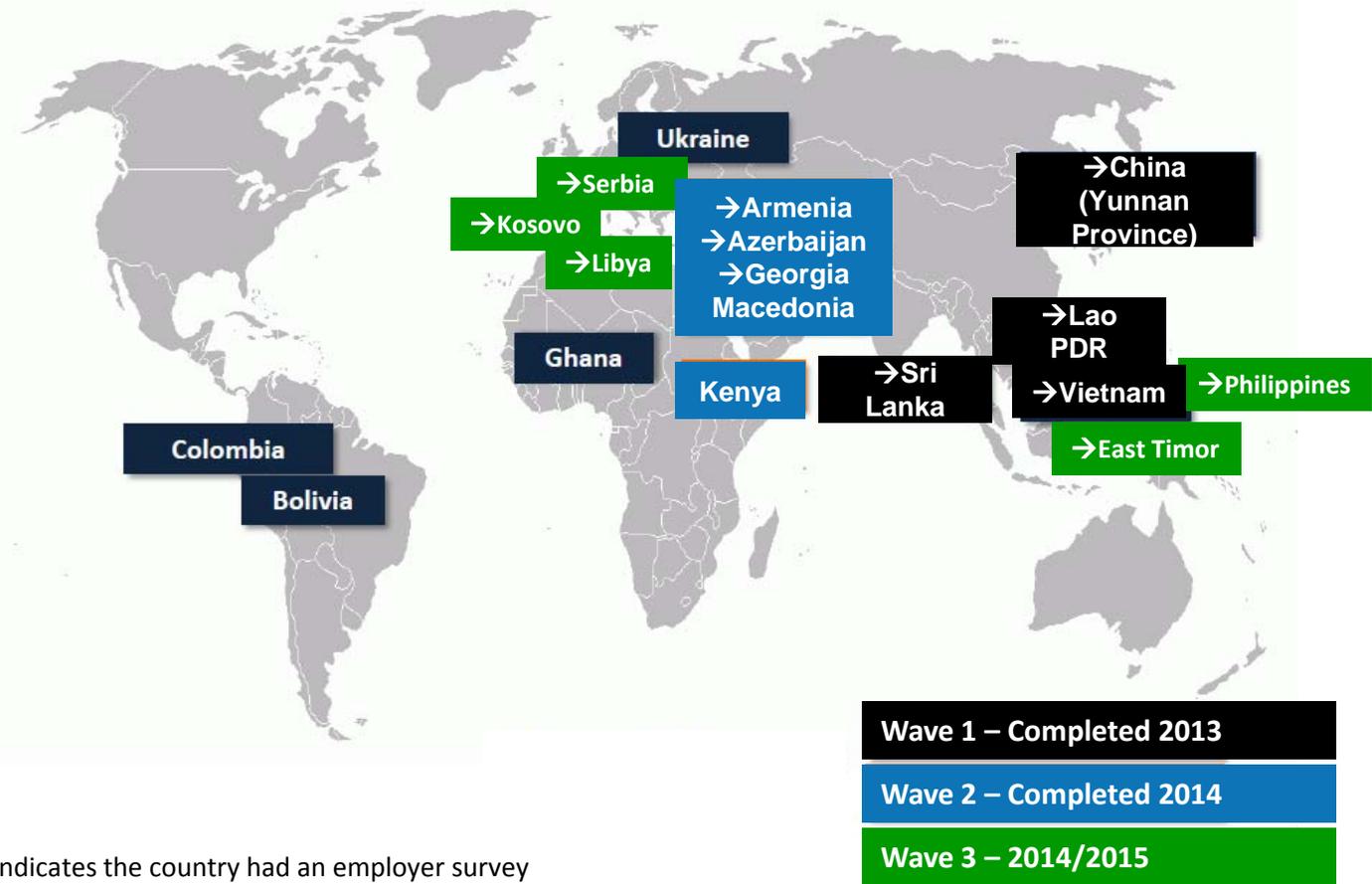
University admissions policies

→ Need to evaluate and measure

Social and emotional skills: What education leaders need to know

What are the cognitive and social/emotional skills of adults? STEP skills measurement program

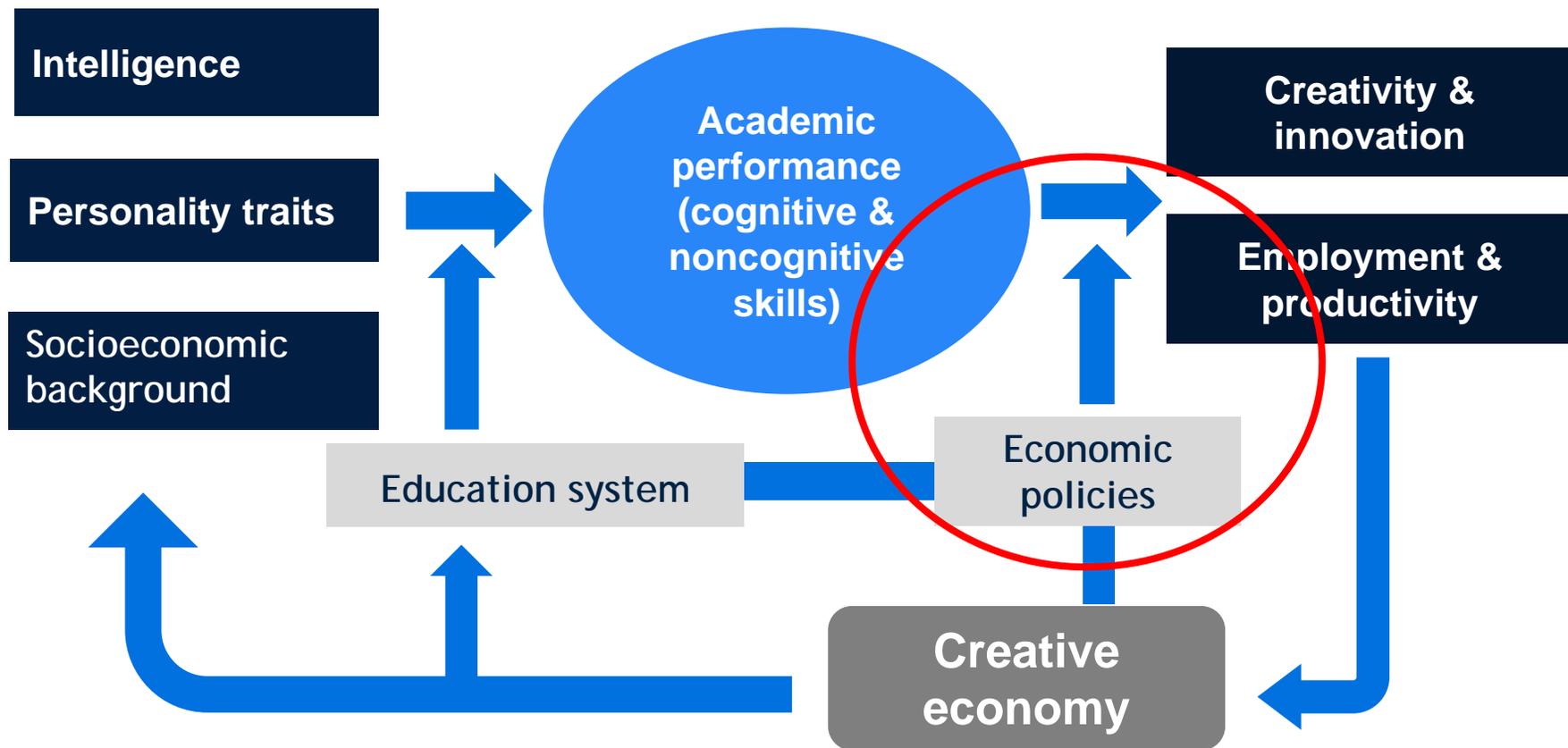
18 participating countries



→ Indicates the country had an employer survey

Economic policies can promote creative use of all skills

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Source: King and Rogers (2015)

Country application to Korea

Beyond cognitive skills to social/emotional skills and creativity

Make formal-school learning more engaging and creative, e.g.:

- Adopt curriculum and assessment reforms
- Improve teacher training

Reform university admissions, e.g.:

- Recognize that lasting change requires reorienting university admissions
- Use holistic admissions system to reduce costs and incentivize diverse skills

Strengthen non-university pathways to job market , e.g.:

- Create more attractive TVE (*meister* high schools, current reforms)

Strengthen economic policies to make more creative use of skills, e.g.:

- Promote competition in services sector, stimulate SMEs more efficiently
- Ensure that *everyone* (including women, youth) has full opportunity to use their skills

Final word: How can this social/emotional lens guide innovation to promote 21st-century skills?

Social and emotional skills matter

- Effects are both direct and indirect
- “Skills beget skills” (Heckman, OECD)

And they can be nurtured

- Programs and practices can improve social & emotional skills (e.g., ECD, CBI)
- But we still need much more evidence on what works

Don't forget the basics

- In many systems, students lack even most basic literacy/numeracy skills
- So make sure focus on social/emotional skills and creativity complements—and doesn't distract from—efforts to build these basic cognitive skills

And think about the costs of generating skills

- Consider costs to families and students, not just to the public sector

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Thank you!

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