



Concluding Debate and Future Agenda

High Level Policy Forum on Skills for Social Progress

24-25 March 2014

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Summary of the 3 Forums

- a) Policy Makers' Forum
- b) Policy Players' Forum
- c) Researchers' Forum



1. Summary - Policy Makers' Forum

Roundtable 1: Understanding skills that matter

- The **importance of cognitive and social and emotional skills** to achieve individual success and more prosperous societies.
- The **need to work with others** to foster social and emotional skills, including teachers, parents, different ministries, organisations and institutions.
- **Evidence is still limited** in informing policy makers and teachers the precise nature of social and emotional skills that matter, for whom and under what conditions.
- Some concerns about the systems **capacity to incorporate social and emotional skills policies and practices.**



1. Summary - Policy Makers' Forum

Roundtable 2: Raising skills for success in life

- Need to invest in skills development **from early childhood** to ensure children have a good start in life.
- **Keep up investments** throughout schooling years to ensure positive effects do not wither.
- A number of **educational systems have been working** on raising students' social and emotional skills.



1. Summary - Policy Makers' Forum

Roundtable 3: Ensuring policy coherence

- The need to **consistently invest** in social and emotional skills from early childhood until adolescence.
- The importance of **policy coherence across different areas of policy-making** to raise effectiveness and efficiency of investment
- The need to **consider the capabilities of teachers** in fostering social and emotional skills, and incorporate practices for social and emotional skills learning into teacher training.



2. Policy Players' Forum

Debate: The nature of skills that drive children's lifetime success

The discussion between James Heckman and Dirk Van Damme:

- Fostering social and emotional skills is not a revolution in educational thinking, going back to a more holistic approach of education.
- A broad variety of skills matter for success.
- Critical periods of developing skills: Better to prevent because remediation is harder and is more expensive.
- Interventions supplement parenting – especially for children from disadvantaged families; teaching resembles parenting



2. Policy Players' Forum

Roundtable 1: Leaders of major education initiatives

Three Innovators running major skills initiatives:

- **Charles Fadel:** *Centre for Curriculum Design*
- **Patrick Griffin:** *Assessment and teaching of the 21st century of skills.*
- **David Nicoll:** *Studio Schools Trust*



2. Policy Players' Forum

Roundtable 2: Leaders of major school systems

Directors and Superintendents of local school districts:

- Ms. Jennifer Adams, Ottawa, Canada
- Ms. Claudia Costin, Rio de Janeiro, Brazil
- Ms. Silvia Montoya, Buenos Aires, Argentina
- Mr. Wilson Risolia, Rio de Janeiro State, Brazil
- Ms. Astrid Sognen, Oslo, Norway



2. Policy Players' Forum

- Impossible to disconnect cognitive and social and emotional skills.
- Social and emotional skills are important not only for social outcomes but also for economic outcomes (employability).
- The basket is too big. Need to focus on a reduced list of relevant social and emotional skills.
- Role of teachers in fostering social and emotional skills is crucial – we need more evidence on how to support them in enhancing children's skills.
- Resilience is a very important concept to think about in view of current global socioeconomic outlook.



3. Researchers' Forum

Debate 1: Identifying and developing skills that drive children's lifetime success

- Both cognitive and social and emotional skills matter for individuals' life success
- More and better data is needed both for researchers and policy makers.
- Future work should focus on identifying which skills matter most for which outcomes at which point in a life course.



3. Researchers' Forum

Debate 2: Measuring skills that matter

- It is possible to reliably measure children and adults' social and emotional skills (e.g. Big 5).
- We can further improve existing measures of social and emotional skills, i.e., by
 - reducing response biases (vignettes and forced-choices),
 - using multiple measures (e.g. observational, self-reports, etc) and
 - using multiple observers.
- Much available research is cross-sectional – need for longitudinal research.



3. Researchers' Forum

Debate 3: Research agenda

- An interdisciplinary research strategy helps better understand how these skills develop.
- An international and longitudinal approach help identify which skills matter for which outcomes across different countries.
- Many challenges ahead to overcome to conduct a rigorous study but efforts will produce important gains for policy makers, researchers, teachers, parents and children.



Thanks you ! – Muito obrigado !

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