

Measuring Knowledge, Skills, Values and Attitudes for Sustainable Development

UNESCO GCED Forum

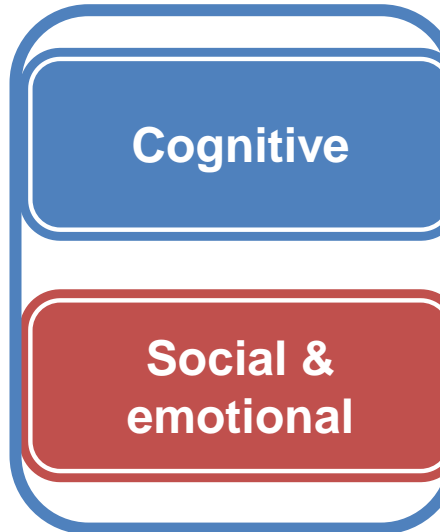
Koji Miyamoto

Paris, 27 Jan 2015

Contexts



Skills

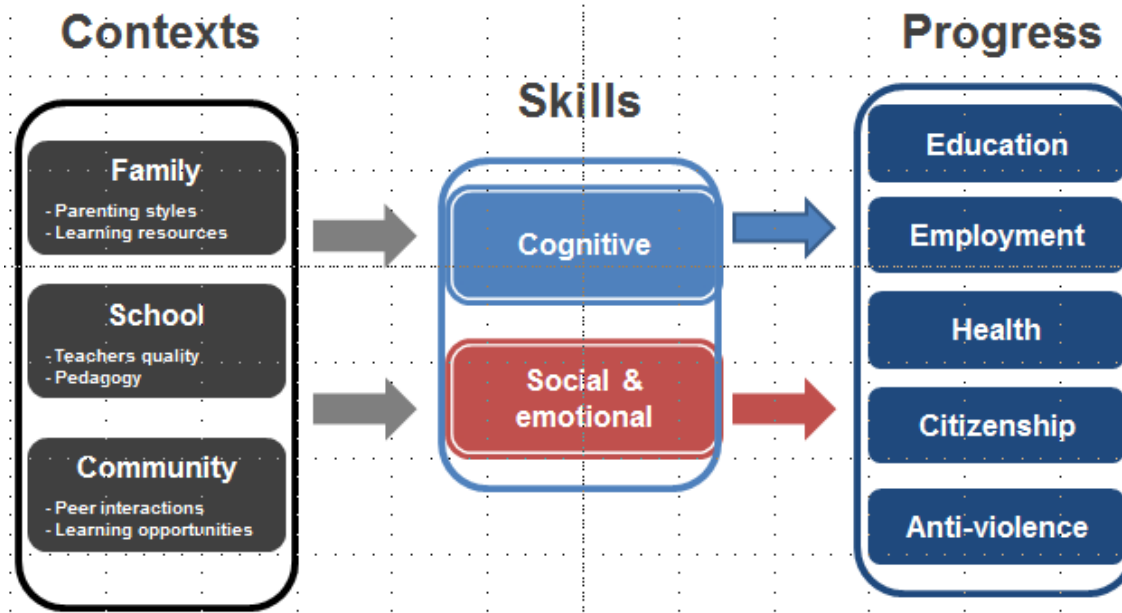


Progress

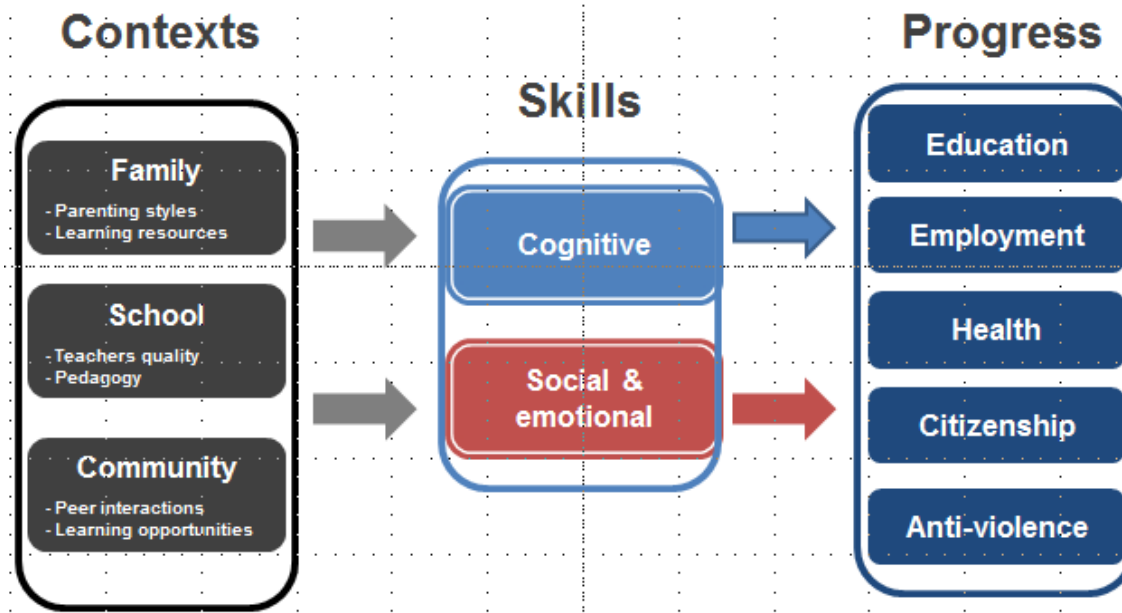


Outline of Presentation

- 1. Lessons learned** on ways to measure GCED
- 2. Contribution of OECD** to subsequent work
- 3. Ways to improve** the measurement agenda



- **Importance of the ‘whole child’**
 - The powers of socio-emotional skills
 - Not all socio-emotional skills are relevant across countries
 - Paucity of evidence on learning approaches that works across countries



- **Socio-emotional skills are ‘hard to measure’**
 - Socio-emotional skills are hard to reliably measure w/i a country, extremely difficult to measure across countries
 - Behavioural measures can be reliably measured but the underlying construct is not clear

- **ESP** (Education and Social Progress) –conceptual and methodological work
 - **Identify relevant socio-emotional constructs**
 - **Identify relevant measurement instruments**
 - Reducing biases inherent in rating scales
 - Mobilising performance-based and behavioural measures
- **PISA 2015**
 - **Non-cognitive outcomes**
- **PISA 2018**
 - **Global competencies**

- **Be holistic:** address key dimensions of human capabilities
 - Include socio-emotional capability
- **Be selective:** choose relevant constructs and reliable measures
 - Drop learning context measures?
 - Include constructs that are relevant across countries: e.g., perseverance, self-efficacy, sociability, self-esteem
 - Include reliable measures : self-reports and behavioural measures
- **Be realistic:** explore pre-scheduled micro-data that is ‘likely to’ include relevant and reliable measures across a large number of countries
 - e.g., ICCS2016, PISA2015, PISA2018

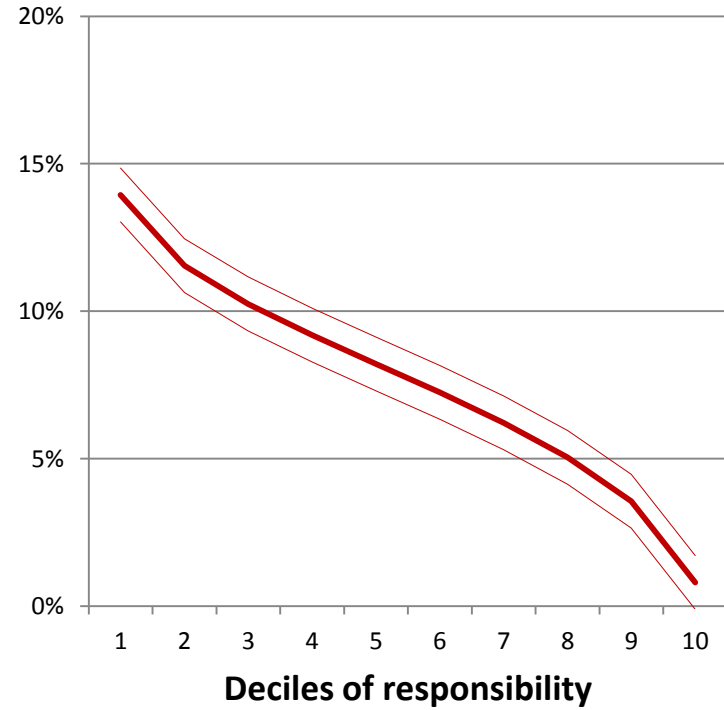
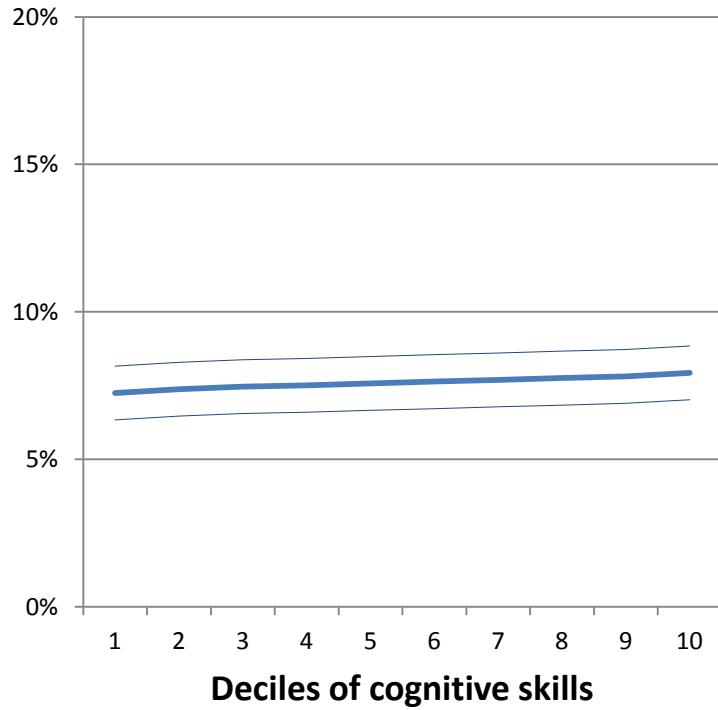
Thank you

Improving the measurement agenda

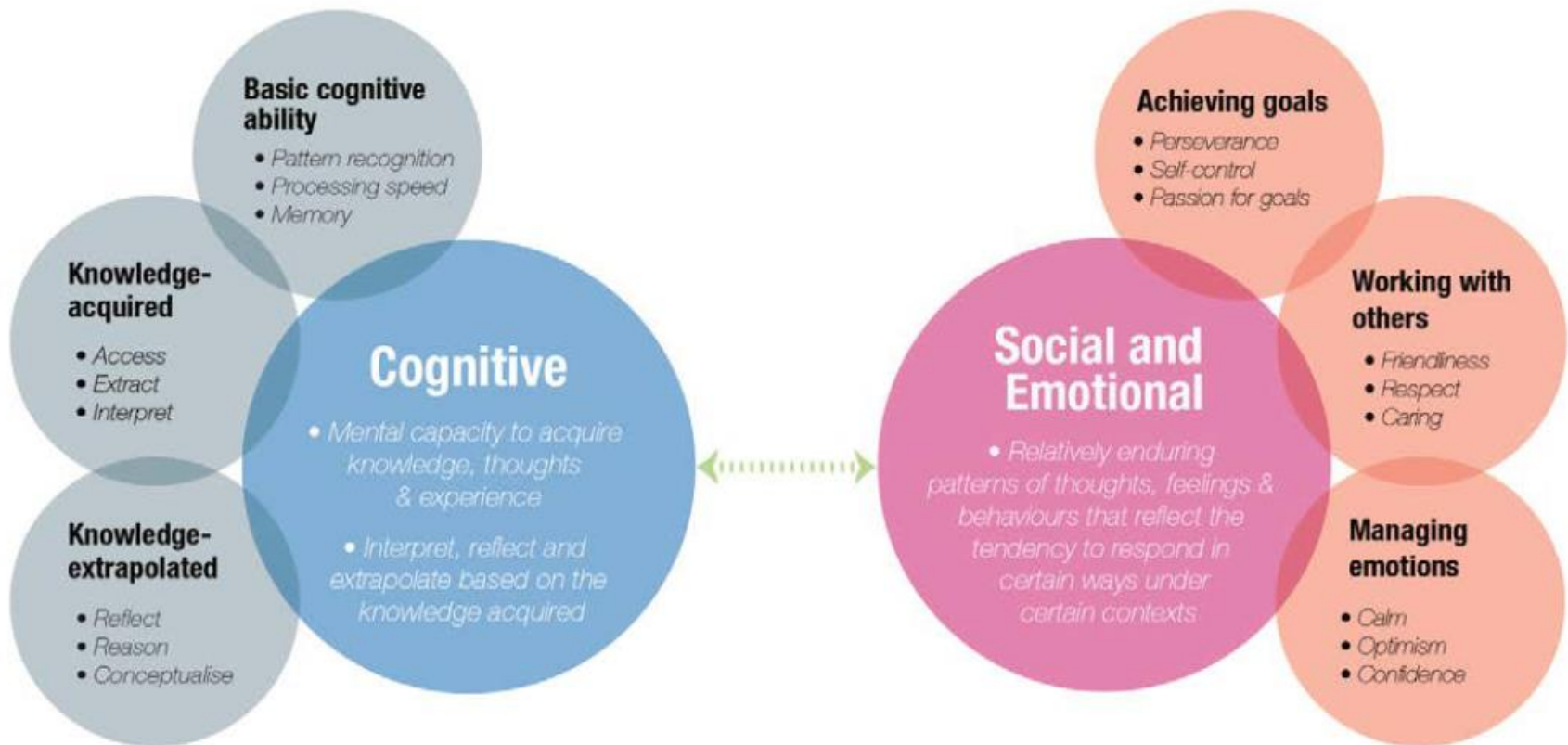
GCED and ESD key conceptual dimensions / priorities for measurement

Cognitive	Learners acquire knowledge, understanding and critical thinking about global issues and the interconnectedness/ interdependency of countries and different populations
Socio-emotional	Learners have a sense of belonging to a common humanity, sharing values and responsibilities and holding rights
	Learners show empathy, solidarity and respect for differences and diversity
Behavioural	Learners act effectively and responsibly at local, national and global contexts for a more peaceful and sustainable world

Bullying by skills (Korea)



Skills



Outcomes



Which social and emotional skills matter?

OECD (2014, forthcoming)

Tasks that demand social and emotional skills	Social and emotional skills	BEL	CAN	CHE	GBR	KOR	NOR	NZL	SWE	USA
Achieving goals	Responsibility	○				●		○		○
	Persistence, Perseverance	○		●	○			○	●	○
	Locus of control, Self-efficacy		○	●	○	●				
Working with others	Extraversion, Sociability	○					●	○	●	
	Adaptability								●	
Managing emotions	Reactivity, Mood									○
	Self-confidence		○				●			
	Self-esteem	○	○	●	○					○

Which social and emotional skills matter?

Heckman and Kautz (2014)

Tasks	Social and emotional skills fostered	Outcomes		
		Education	Labour market	Social
1. Achieving goals	Conscientiousness	-	●Earnings (Perry, STAR, Career academies, Year-up)	●Crime (Perry) ●Family formation (Career academies)
	Openness to new experience	-	●Employment (ABC)	●Health (ABC)
	Self-efficacy	●Educational attainment (Seattle)	●Earnings (Seattle)	●Health (Seattle)
2. Working with others	Social, communication and team-working skills	-	●Earnings (Perry, STAR, Year-up) ●Wages (Dominican) ●Employment (Dominican)	●Crime (Perry)
	Agreeableness (externalising behaviours)	-	●Earnings (Perry) ●Employment (ABC)	●Crime (Perry) ●Health (ABC)
3. Managing emotions	Emotional stability (internalising behaviours), Self-esteem	●Educational attainment	●Earnings (Jamaican, Perry) ●Wages (Dominican) ●Employment (ABC, Dominican)	●Crime (NFP, Perry) ●Health (ABC)

Which Learning contexts Matter?

Key features of promising intervention programmes

	Family involvement	Parent-child attachment	Mentoring	Programmes
Early Childhood (0-4)	●	●	—	Abecedarian (US), Jamaican Supplementation Study, Head Start (US), Perry Pre-school (US), Chicago Child Parent Center (US), Sure Start (US)
Childhood (5-9)	●	○	—	Project Start (US), Seattle Social Development (US), Montreal Longitudinal Experimental Study (Canada)
Adolescence (10-18)	○	—	●	Big Brothers Big Sisters (US), Entrepreneurs for Social inclusion (US), Becoming a Man (US), Pathways to Education (Canada), National Guard Challenge (United States), Job Corps (US), Dominican Youth employment Program, Year-up (US), Joven (Chile)