

Turning Schools into Hubs of Social and Emotional Learning and Well-being

Evidence and Promising Practices
from the OECD Survey on Social
and Emotional Skills (SSES)

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SOCIAL AND EMOTIONAL LEARNING (SEL) IS IMPORTANT

A key ingredient for the success and well-being of individuals and societies.



Empathy

Stress resistance

Creativity

Resilience

Well-being

Civic engagement

Responsibility

Prosperity
Innovation
Social Cohesion
Democracy
Resilience

Employability

Tolerance

Persistence

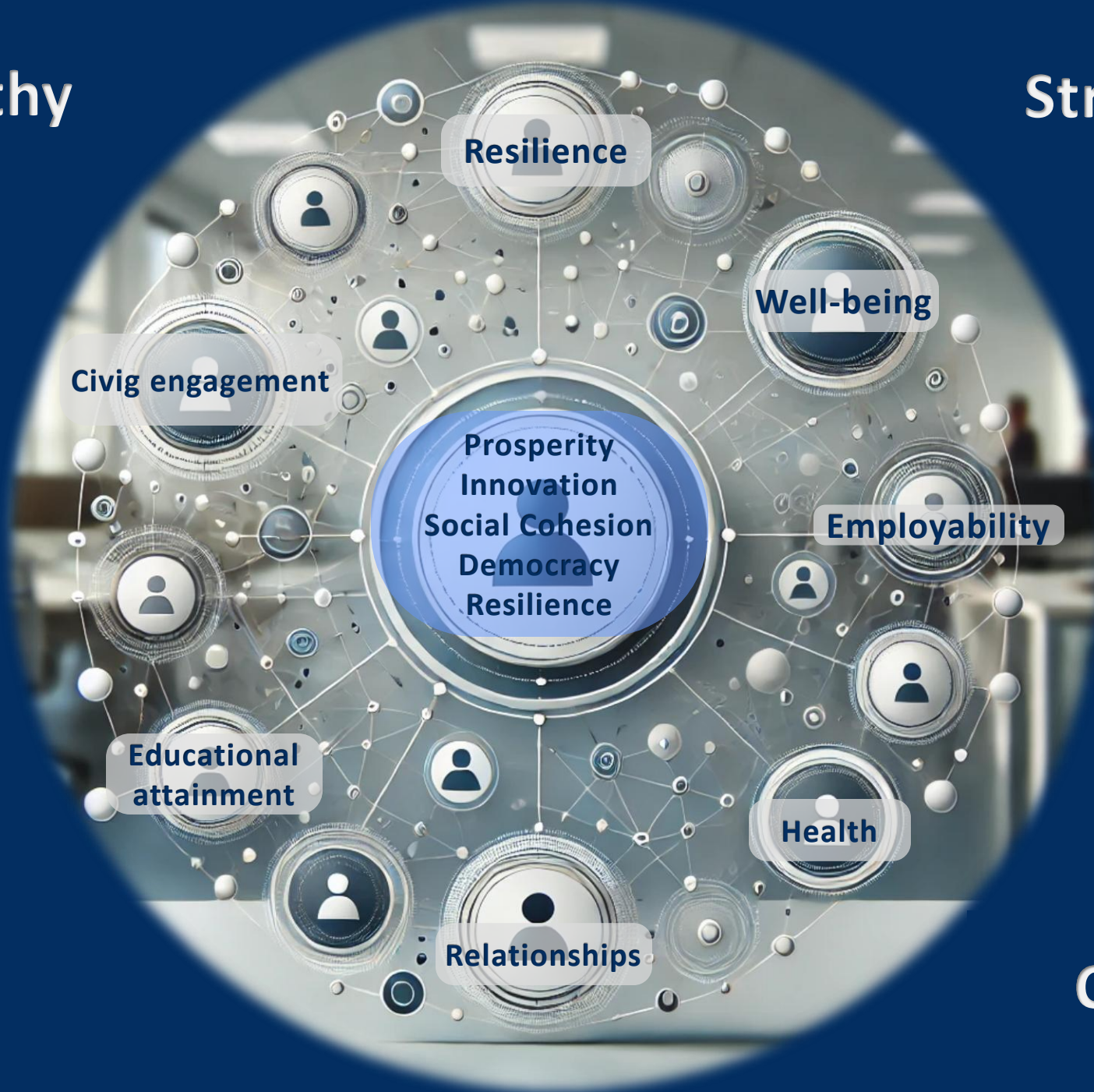
Educational
attainment

Health

Curiosity

Relationships

Co-operation



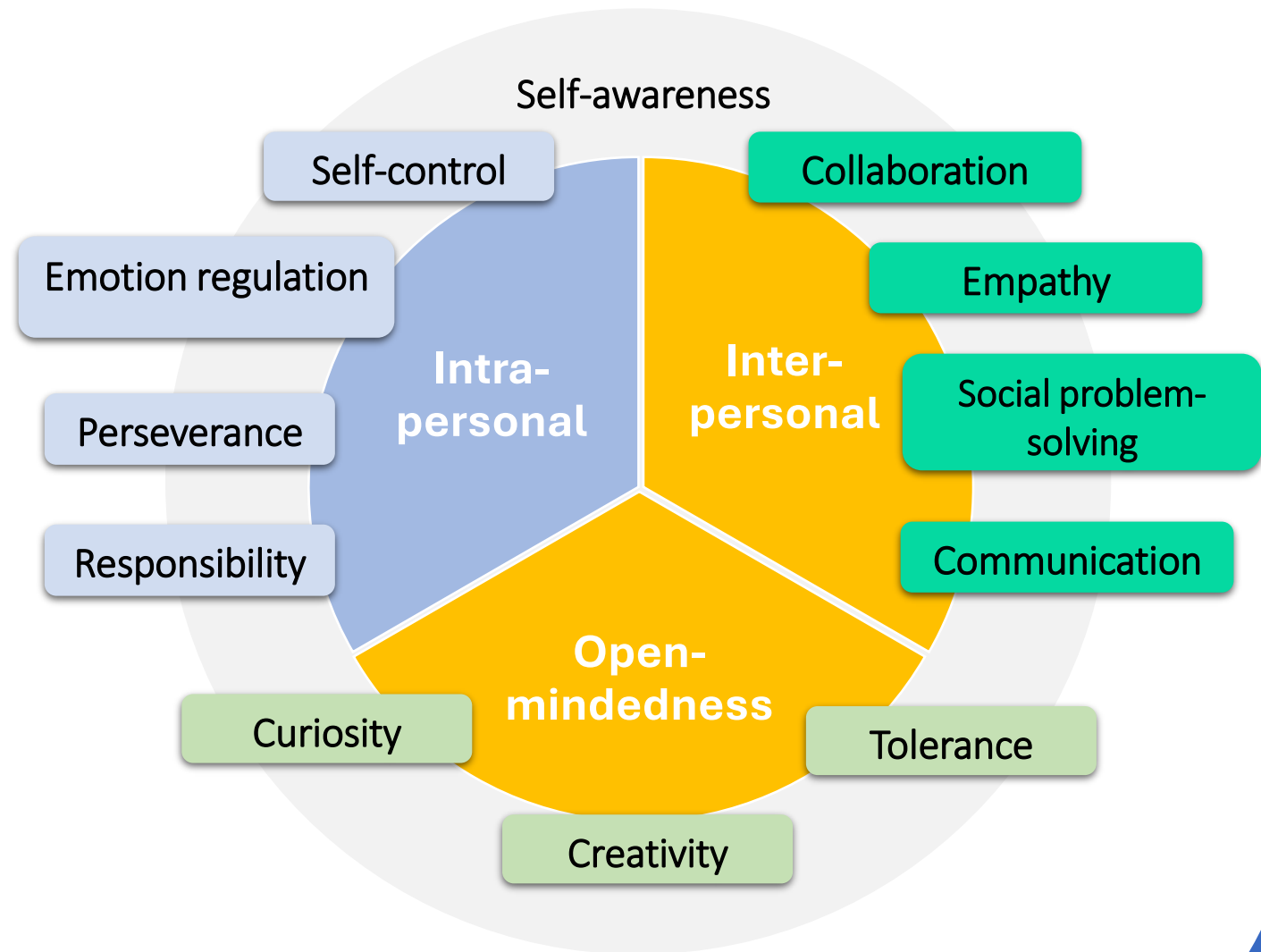
The SSES Framework of social and emotional skills

Assessment of

11 skills across 3 domains

+

**transversal skill of
self-awareness**



Over 70,000 10- and 15-year-old students participated in SSES 2023,
representing over 2.5 million students

North America

Houston (United States)*
Ottawa (Canada)*
Mexico

Middle/South America

Manizales (Colombia)*
Bogotá (Colombia)*
Peru
Chile
Sobral (Brazil)*

Western Europe

Emilia-Romagna and
Turin (Italy)
Spain
Helsinki (Finland)*
Sintra (Portugal)*

Eastern Europe

Bulgaria
Ukraine*

MENA/Türkiye

Dubai (UAE)
Istanbul (Türkiye)*

East Asia:

Jinan/Suzhou (China)*
Gunma (Japan)
Daegu (Korea)*

South/Southeast Asia:

Delhi (India)
Kudus (Indonesia)*

Participants in

● 2019 and 2023

● 2023

● 2019

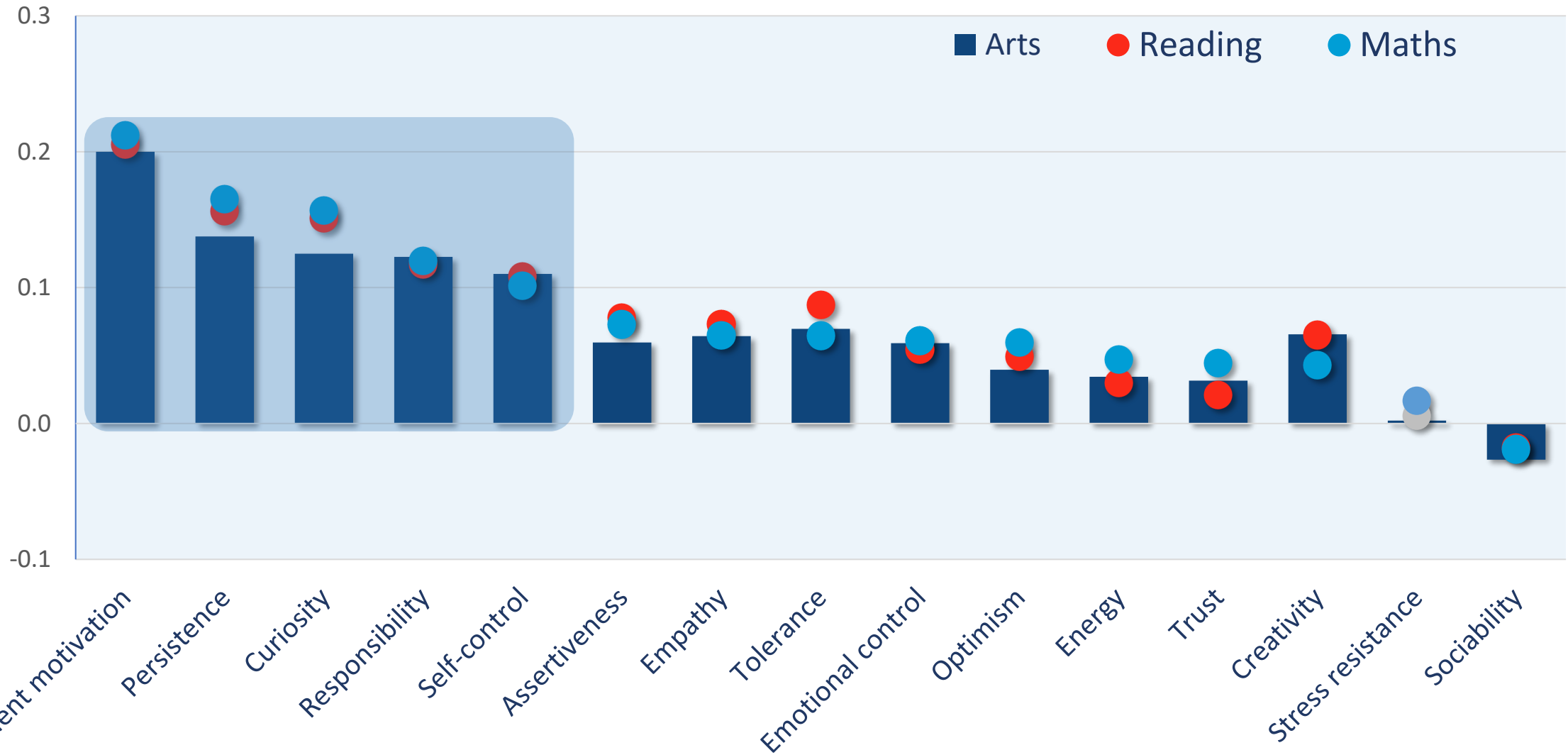
*sampling of 10 and 15-year-olds



In which country do you currently work or study?

Investing in SEL boosts academic success

Students with greater social and emotional skills achieve better grades in arts, reading and maths

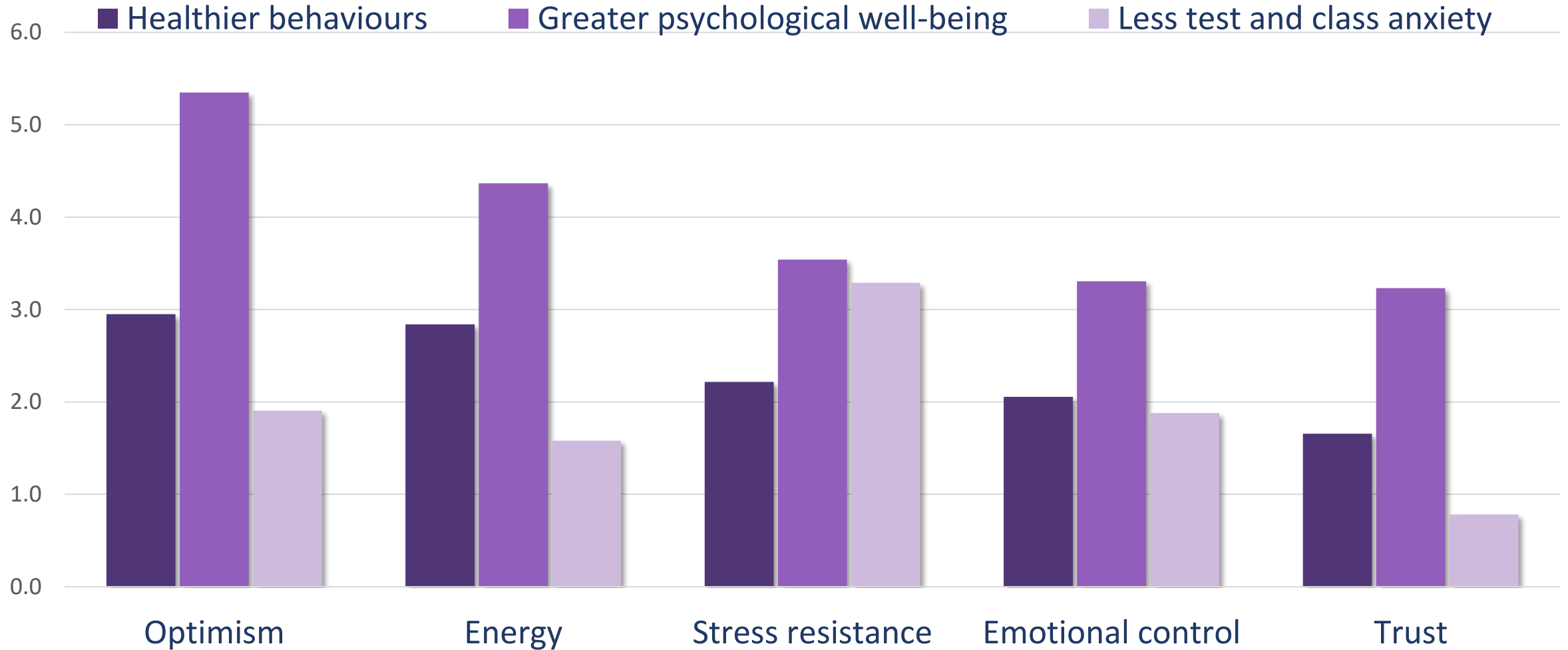


Standardised regression coefficients of skills on grades, 15-year-olds, average across sites

Restricted Use - À usage restreint

... and students' health and well-being.

Students with greater emotional regulation, energy and trust are happier and healthier



Standardised regression coefficients of individual skills on students' health and well-being outcomes, 15-year-olds, average across sites



15-year-olds who do not eat fruits or vegetables most days

Ø:	35%
Gunma (Japan):	16%
Sobral (Brazil):	59 %

15-year-olds who only exercise once a week or less

Ø:	31%
Spain:	21%
Kudus (Indonesia):	55%



15-year-olds who get less than 8 hours of sleep most nights

Ø:	57%
Peru:	43%
Gunma (Japan):	80%



Many students need support for developing healthier behaviours.



15-year-olds who do not eat fruits or vegetables most days

Ø:	35%
Em-Rom (Italy):	37%
Turin:	31%

15-year-olds who only exercise once a week or less

Ø:	31%
Em-Rom (Italy):	26%
Turin (Italy):	27%



15-year-olds who get less than 8 hours of sleep most nights

Ø:	57%
Em-Rom (Italy):	66%
Turin (Italy):	69%



And students in Italian sites? What do you think?

SEL support needs to be tailored to students' needs.

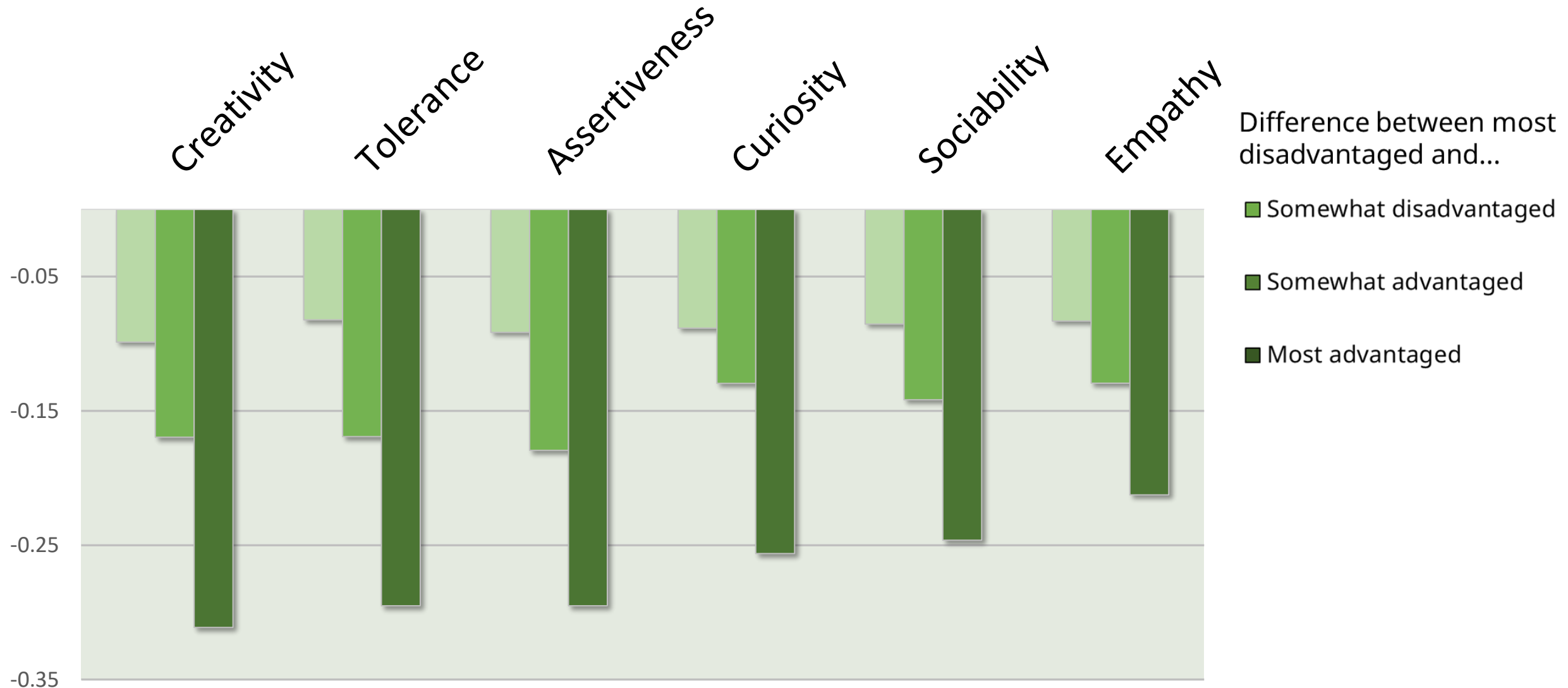
Socioeconomic disadvantage is linked to a social-emotional disadvantage.

Boys and girls exhibit different skill profiles.



Disadvantaged students need extra support in all SEL areas

Disadvantaged students report lower skills in all areas, especially lower creativity, tolerance, assertiveness



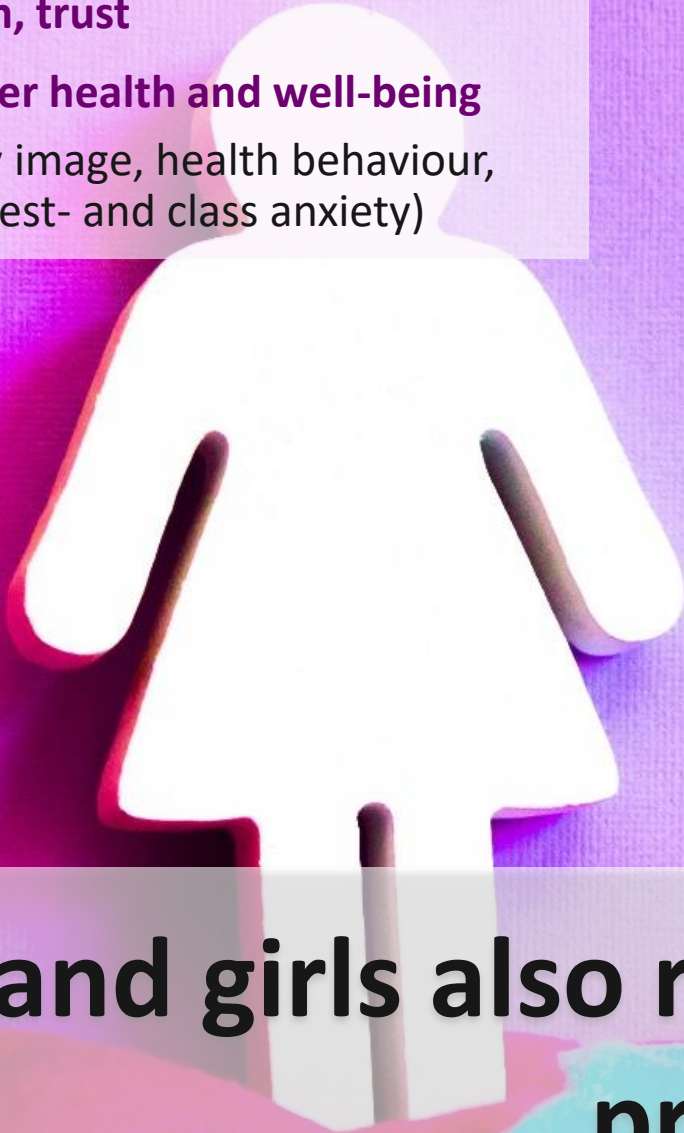
Standardised differences between advantaged and disadvantaged students, 15-year-olds, average across sites

Restricted Use - À usage restreint

Girls report lower...

**Stress resistance, emotional regulation,
energy, optimism, trust**

...as well as poorer health and well-being
(in terms of body image, health behaviour,
life satisfaction, test- and class anxiety)



Boys report lower...

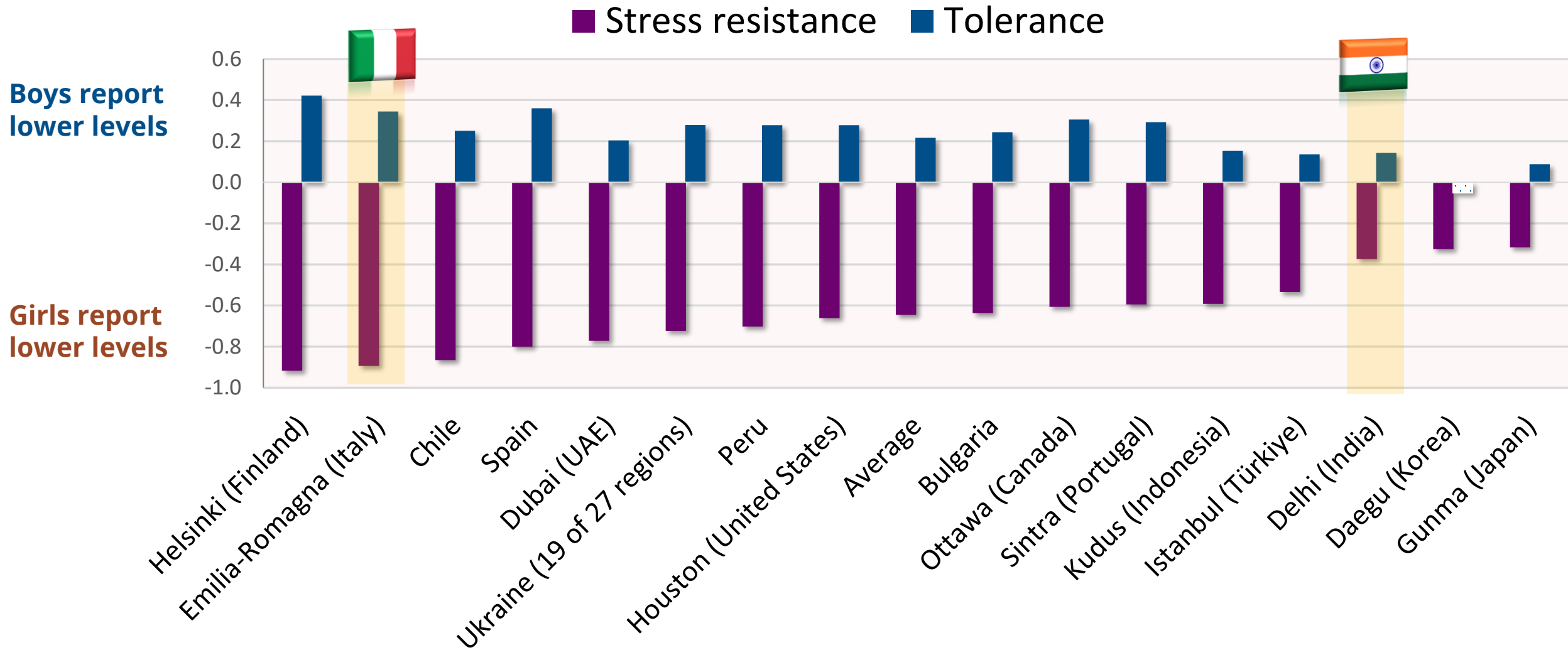
Tolerance and empathy



**Boys and girls also require different foci in SEL
promotion**

Targeted support pays off everywhere—but more in some places than others

Example: Stress resistance and Tolerance

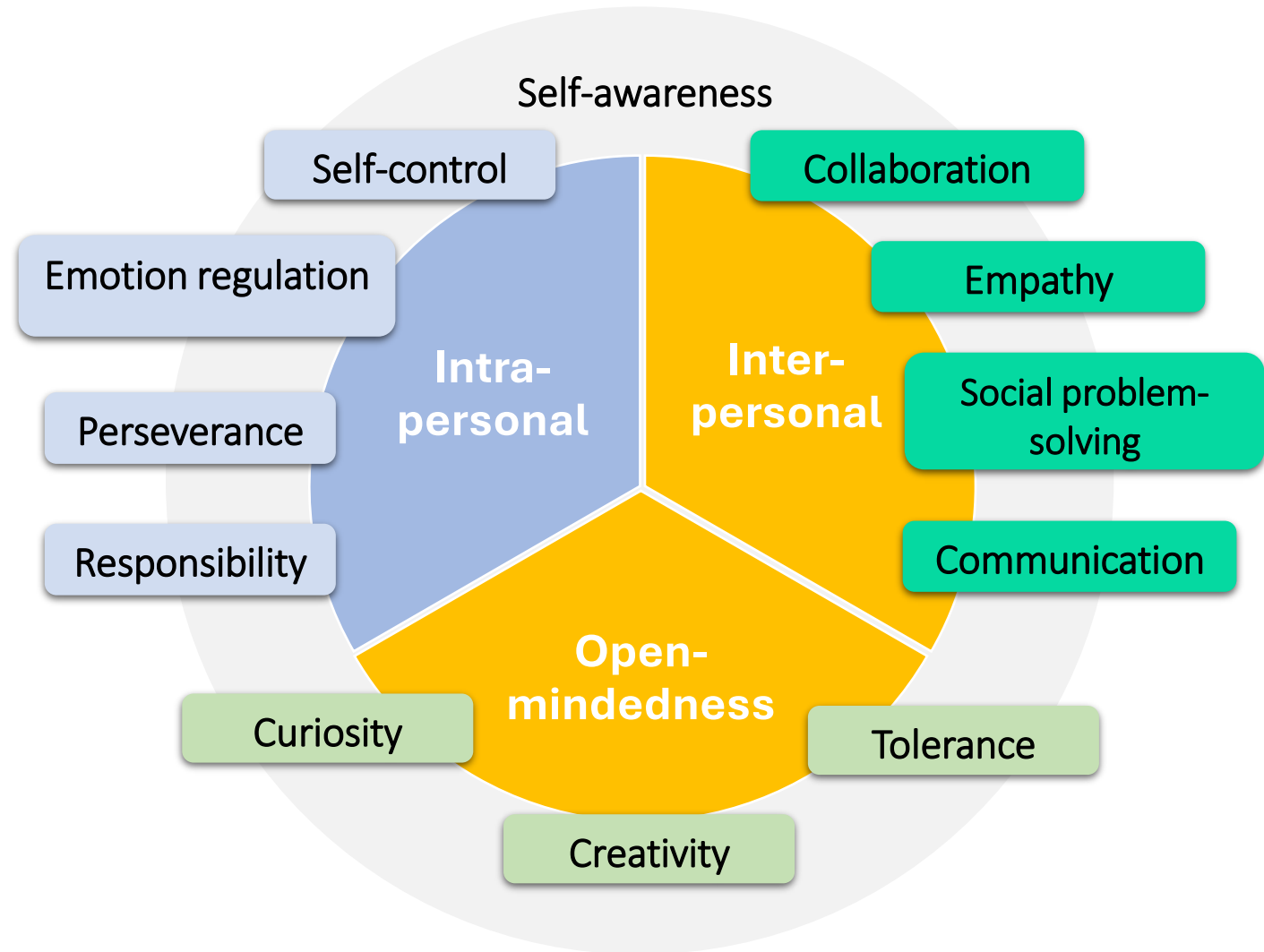


Standardised differences between boys and girls, 10- and 15-year-olds, average across sites



Now another question to you:

Which skill should education focus on most for the future?





Which skill should education focus on most for the future?

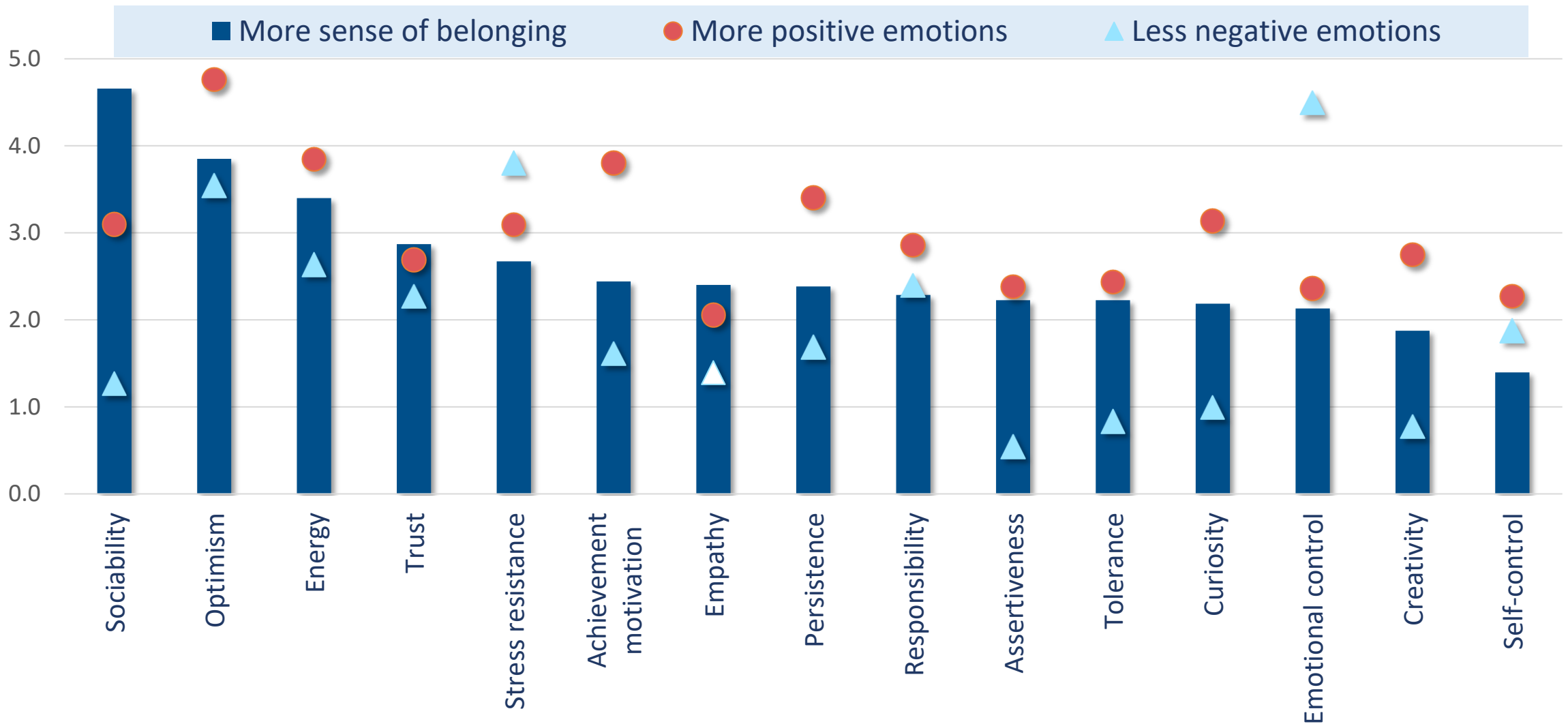
SCHOOLS ARE PERFECT HUBS FOR SEL – ARE THEY READY?

School offers opportunities to experience success, build trusting relationships, and learn that one's success depends on others.



Students who feel they belong and have more positive emotions at school report higher social skills and better emotional regulation

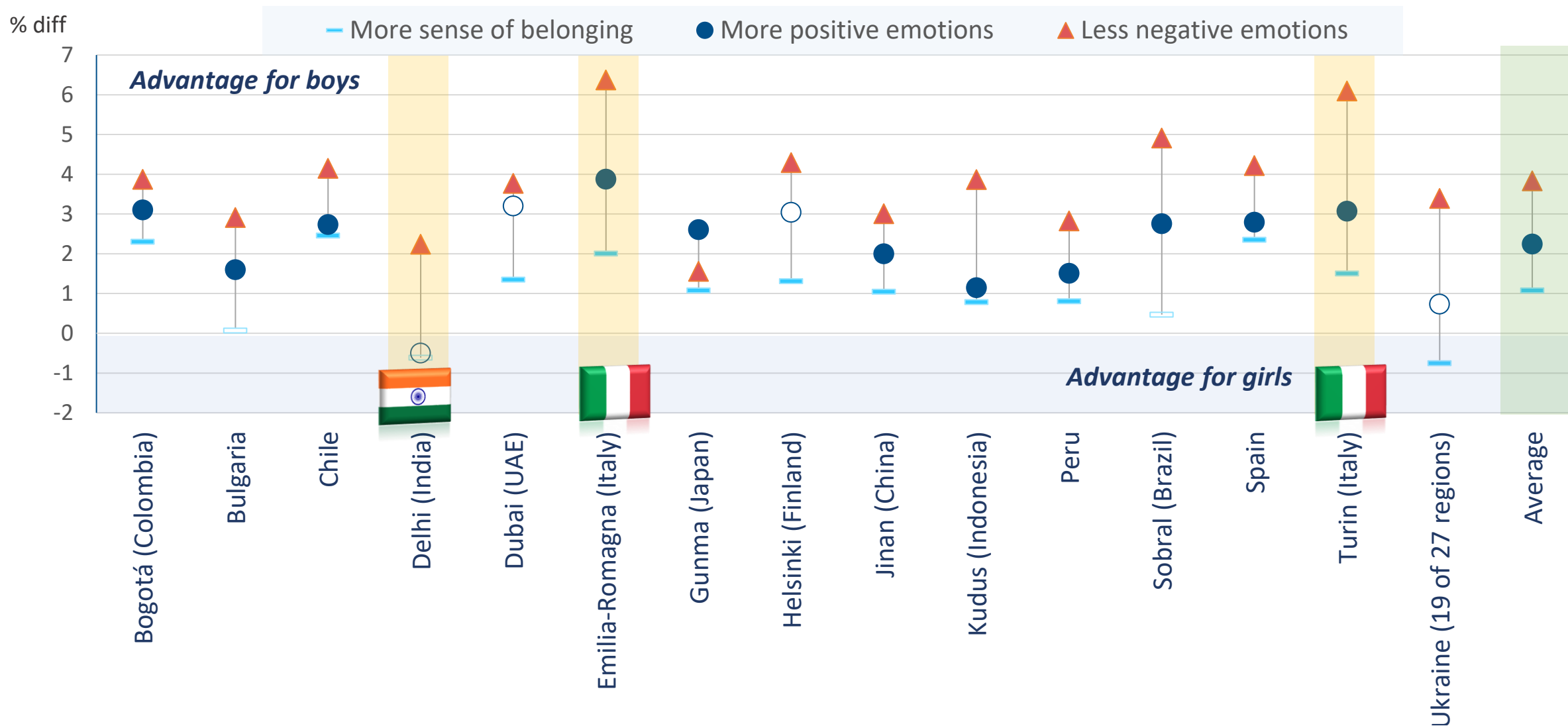
Figure 3.1



Standardised regression coefficients of SE skills on 15-year-old students' sense of belonging and emotions at school, average across sites

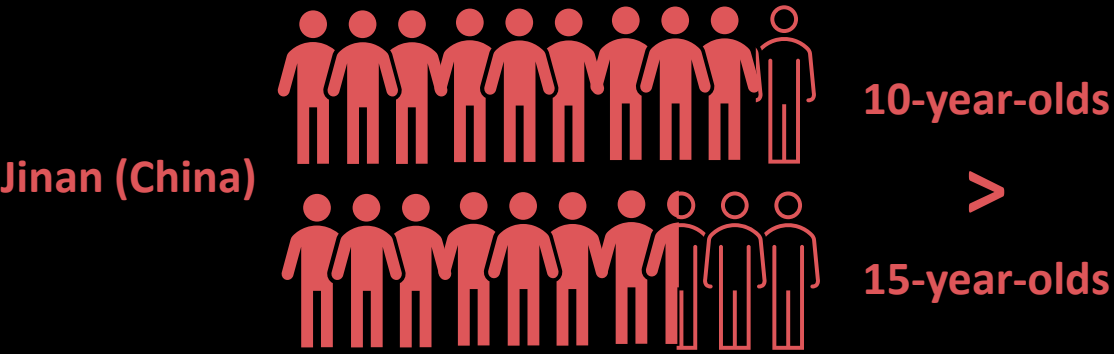
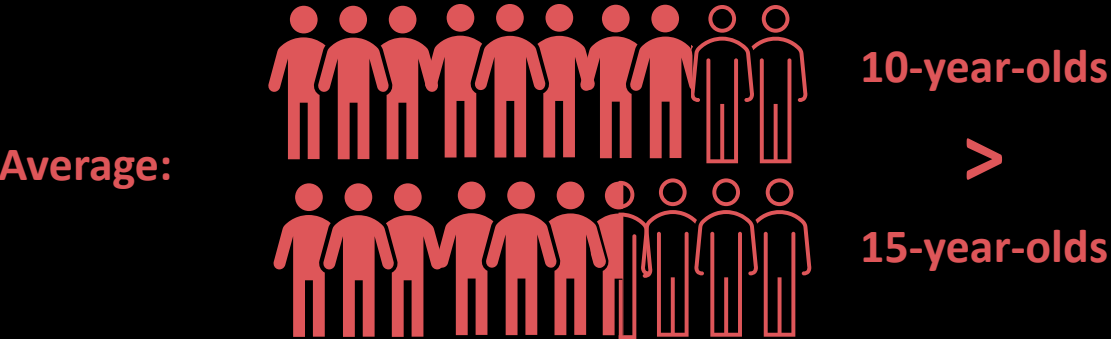
Girls often feel less positive and belonging about school – low performers too!

Figure 3.2



Gender gap in 15-year-old students' sense of belonging, and positive and negative emotions at school

Students agreeing to “If I walked into my classes upset, my teachers would be concerned about me.”

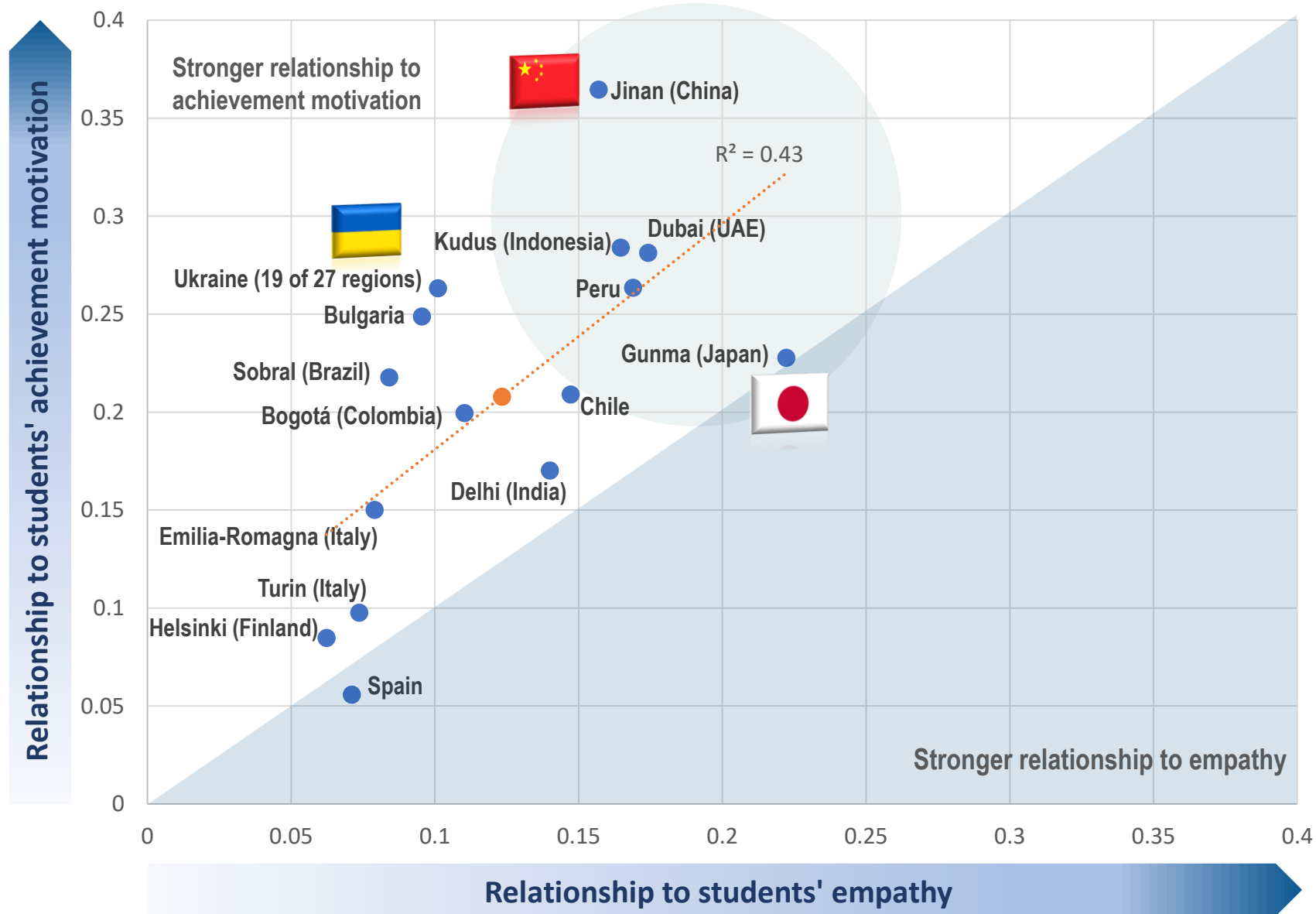


Relationships matter -
Teachers and peers are perceived as
less caring as students grow older



Teacher feedback relates to achievement motivation and empathy

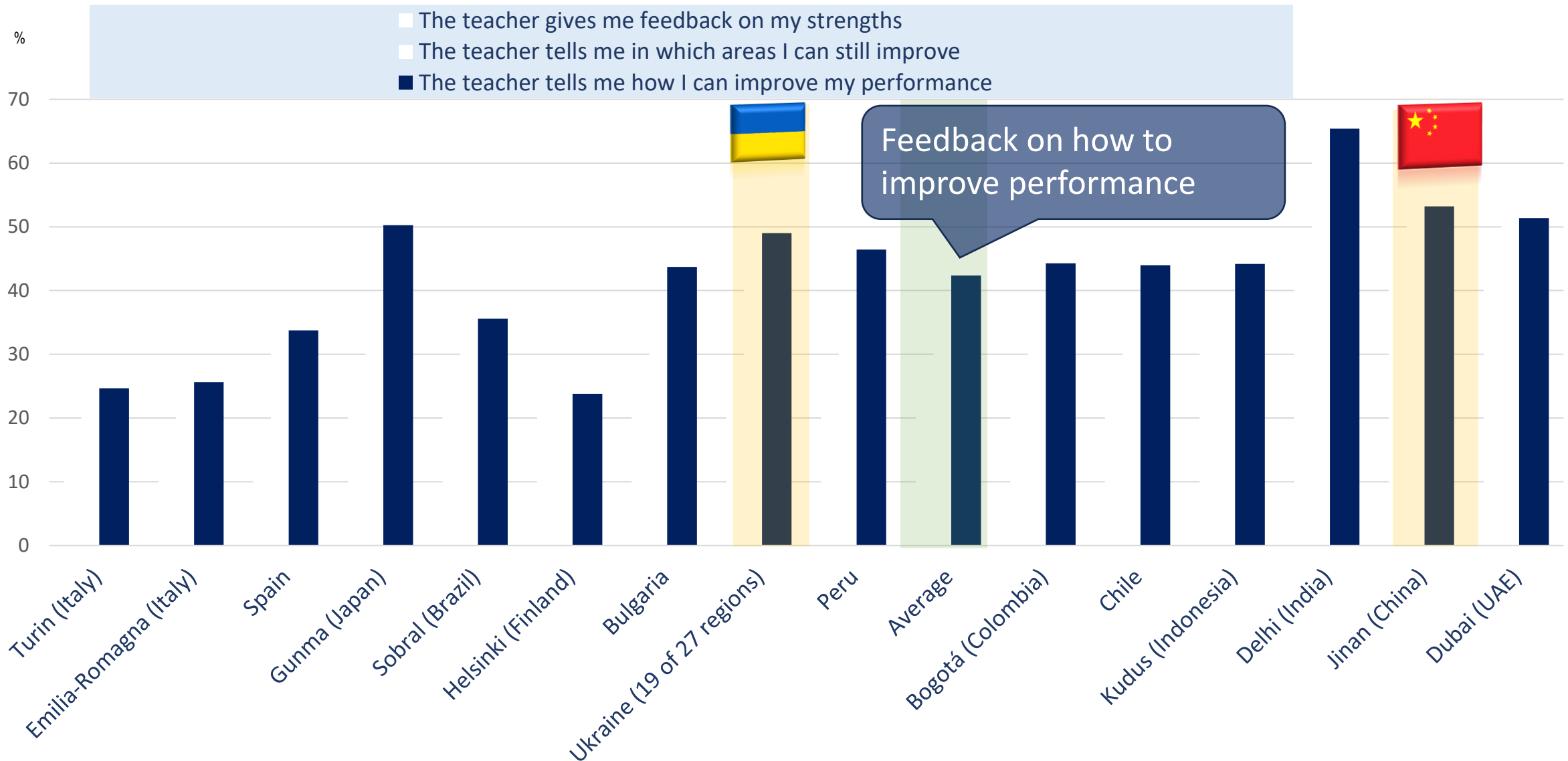
Figure 2.2



Standardised regression of 15-year-old students' empathy and achievement motivation on teacher feedback, across sites

Teacher feedback focuses more on areas of improvement than on strengths

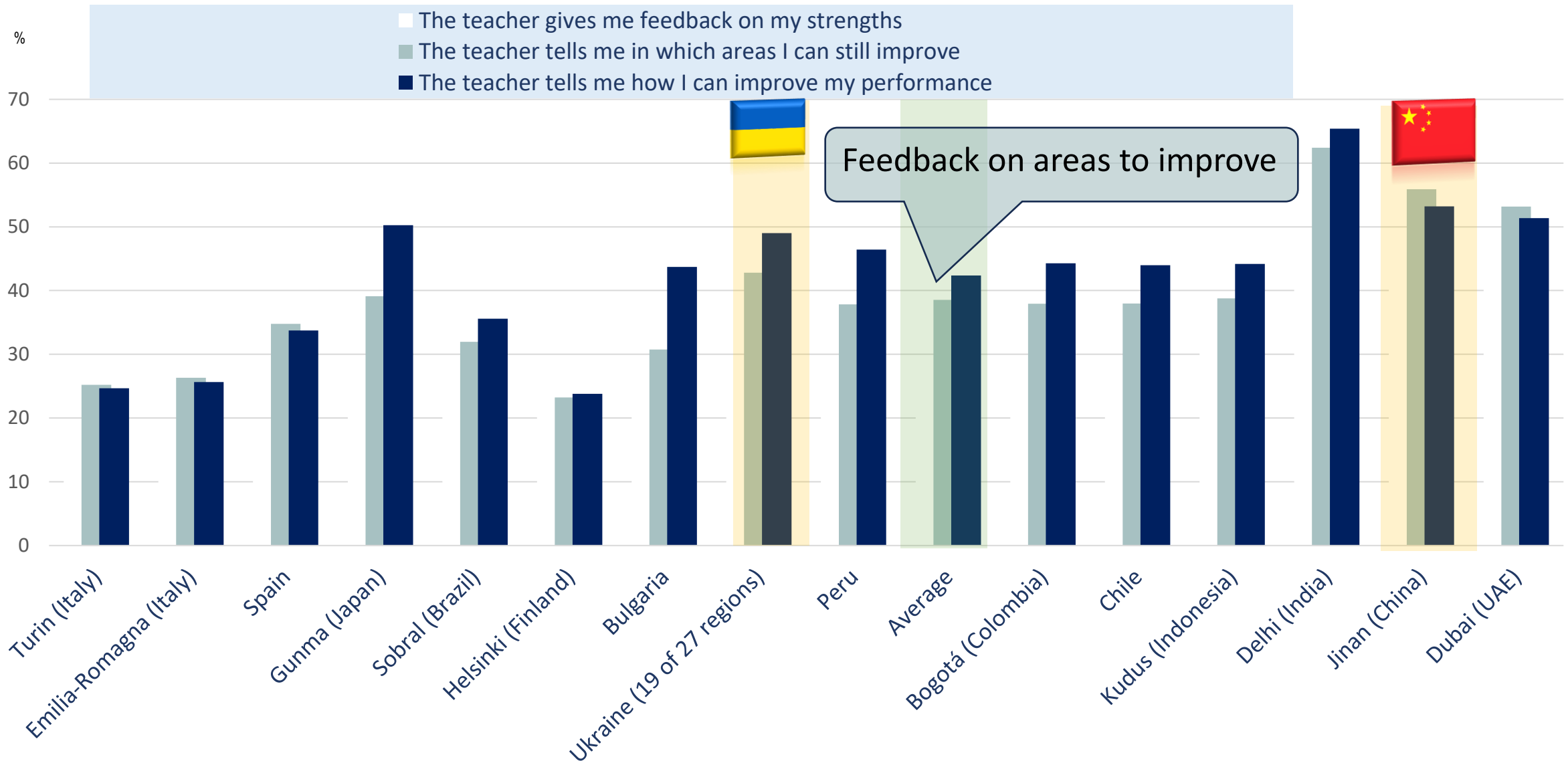
Figure 2.3



Percentage of 15-year-old students who reported receiving the following types of feedback in many lessons or every or almost every lesson

Teacher feedback focuses more on areas of improvement than on strengths

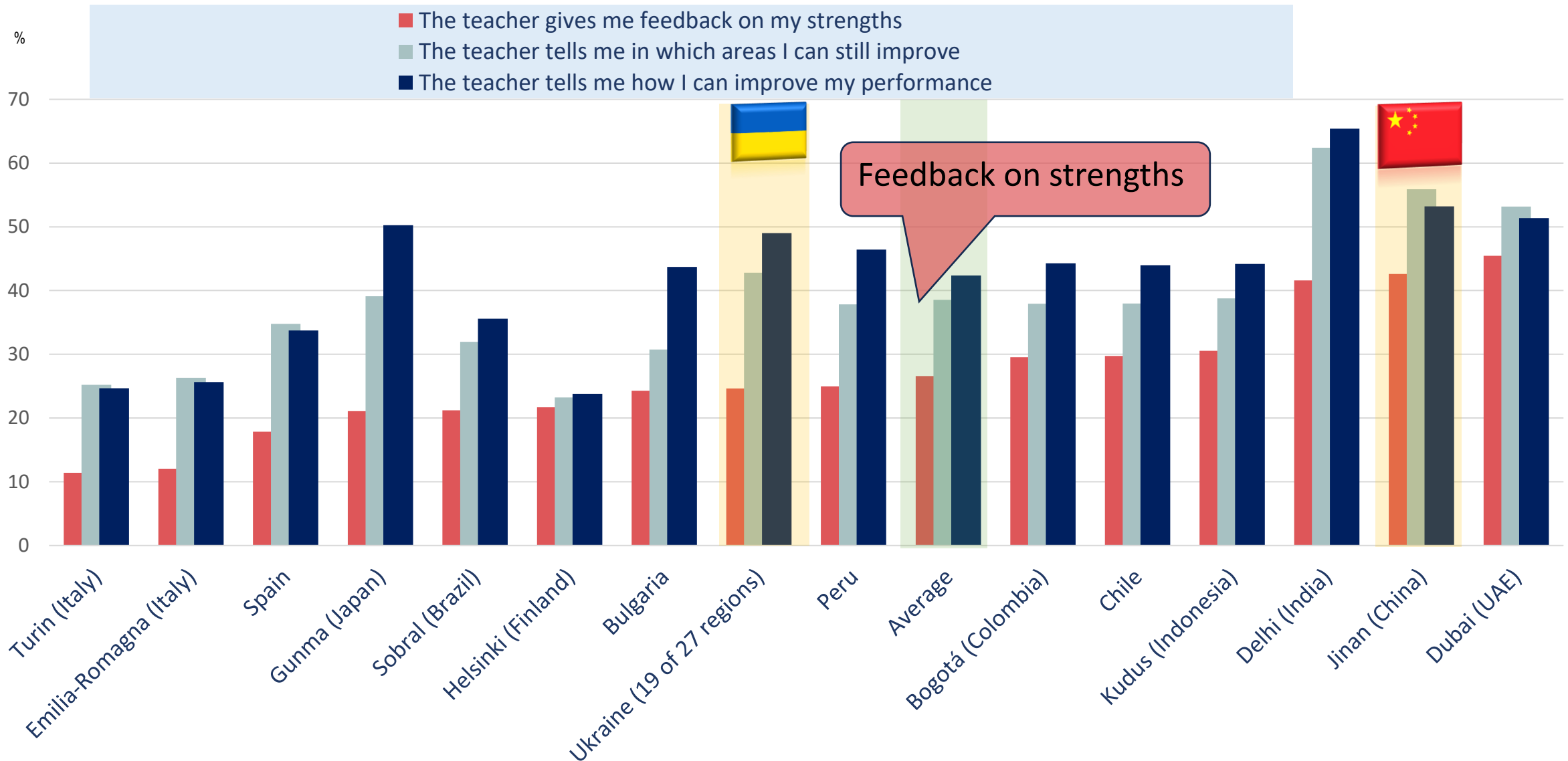
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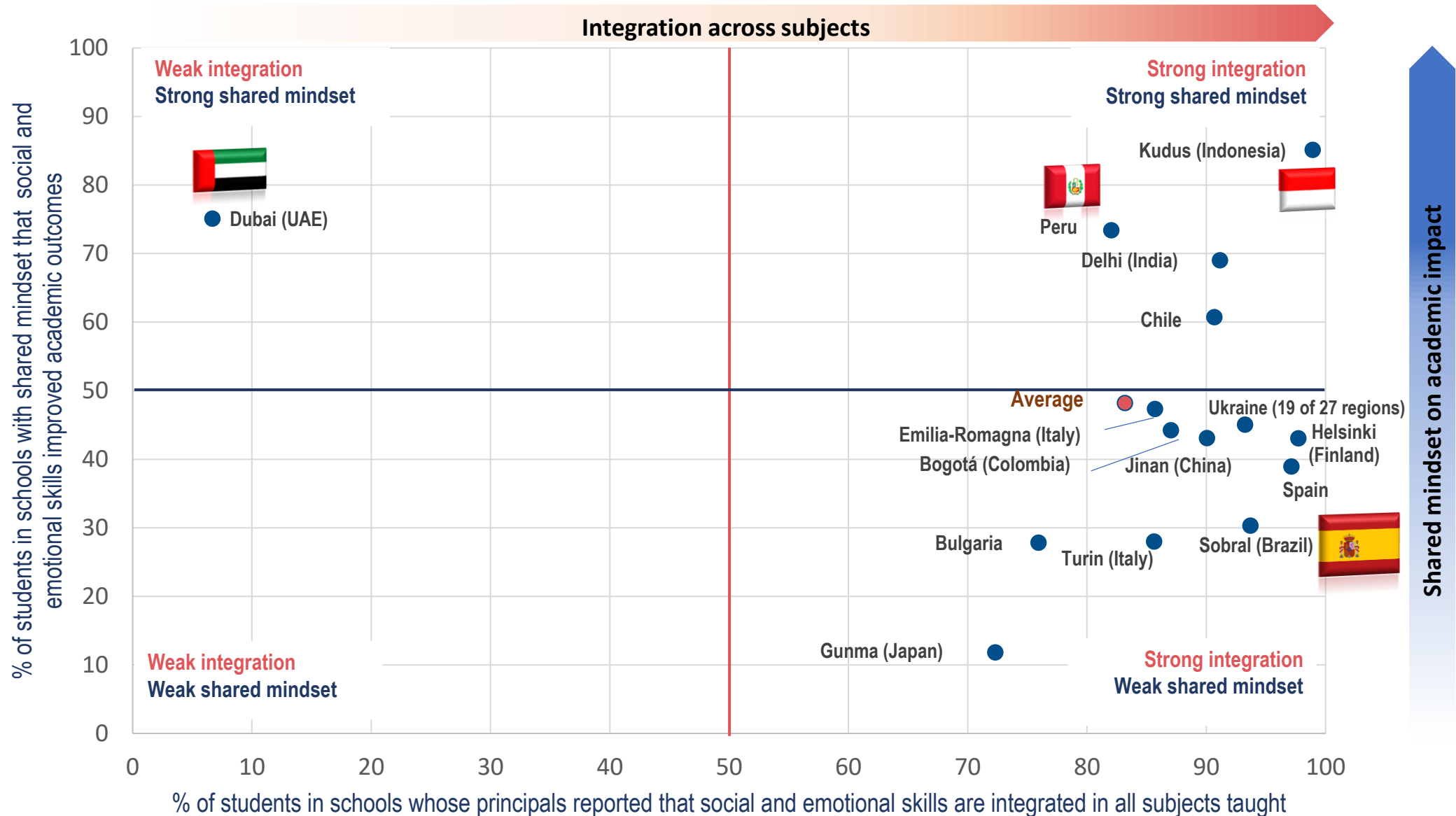
Percentage of 15-year-old students who reported receiving the following types of feedback in many lessons or every or almost every lesson

INTEGRATING SEL AND CULTIVATING A SHARED MINDSET

Incorporating SEL across subjects, requires that school staff share a belief in the benefits of investing in SEL and a shared feeling of responsibility.



While most schools integrate SEL across subjects, many lack a shared mindset



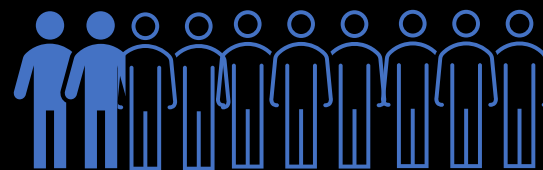
Percentage of 15-year-old students in school whose principals reported that SE skills are integrated across all subjects and those attending schools where all teachers and principal agreed that these skills improve academic outcomes, across sites

Many schools lack a shared mindset on SEL



15-year-old on schools with a shared mindset that...

SEL has an impact on youth employment and economic success.

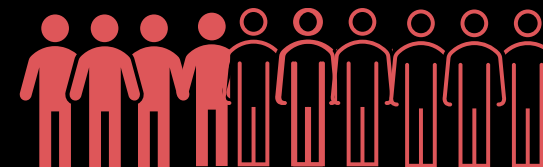


Average



Dubai (UAE)
Kudus (Indonesia)

Teachers should be responsible for SEL.



Average



Dubai (UAE)
Helsinki (Finland)
Kudus (Indonesia)

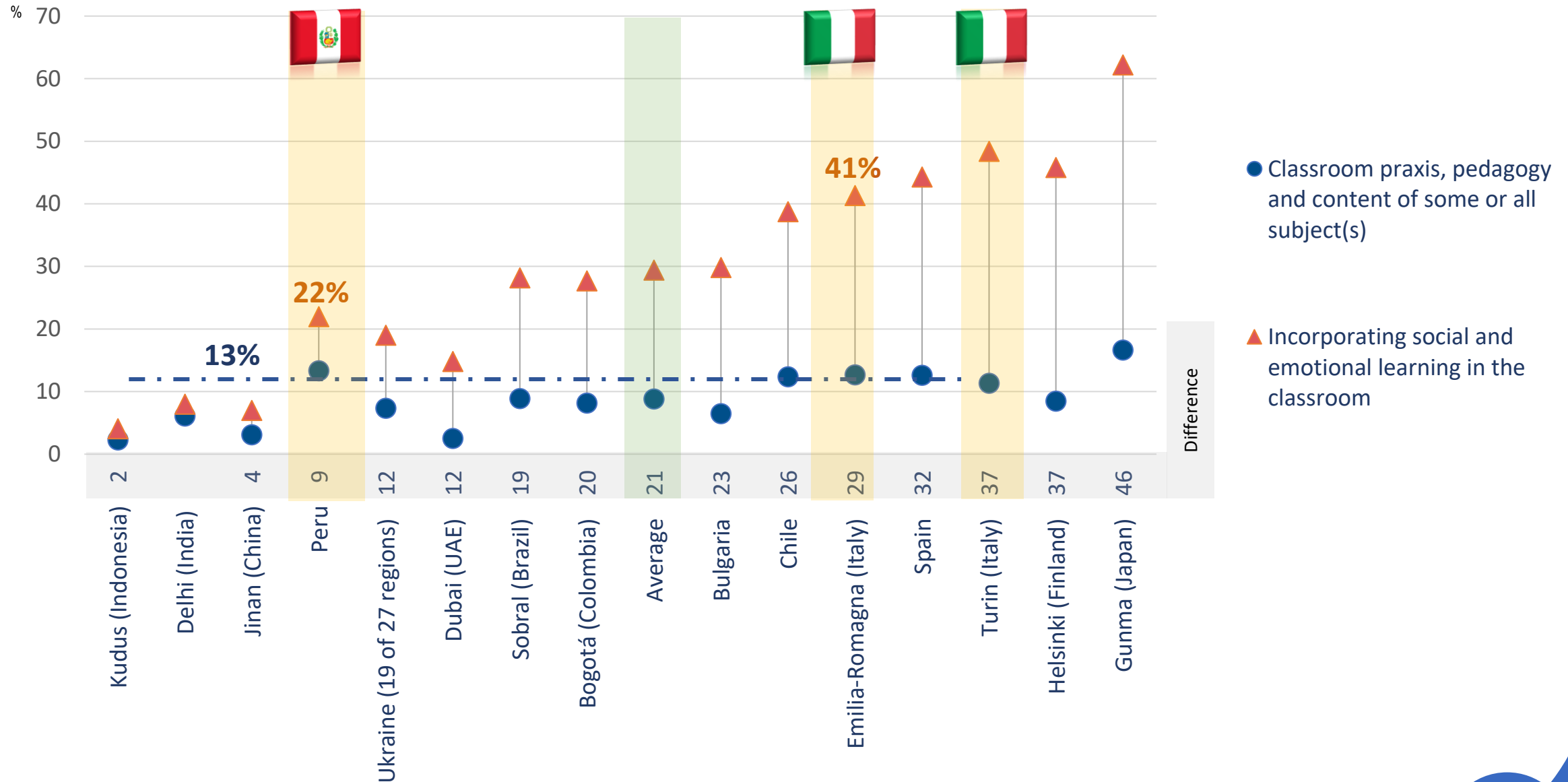
SUPPORTING “OUR ENGINES” OF SEL IN SCHOOLS

For devoting thoughtful, sustained, and systematic attention to SE skills, teachers need support and training.



Social and emotional education is underrepresented in teacher training, with a significant gap compared to subjects and pedagogy training in some systems

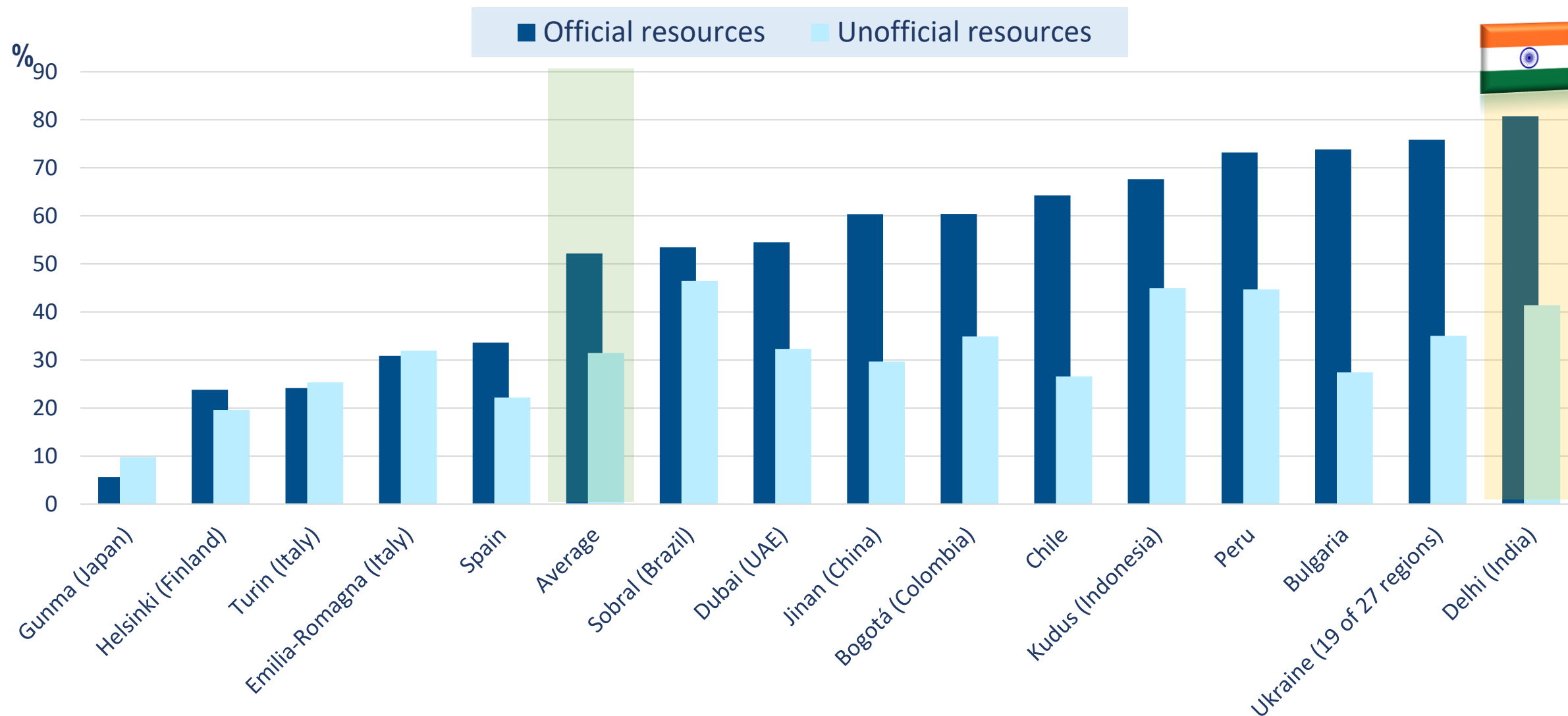
Figure 2.8



Percentage of 15-year-olds' teachers without training in the following topics, by sites

Many teachers draw on unofficial resources in lesson planning

Figure 2.9



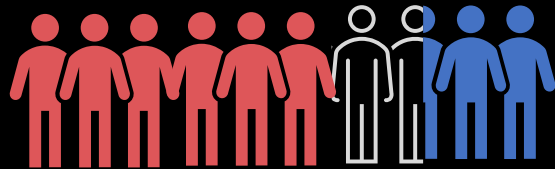
Percentage of teachers of 15-year-olds who reported drawing to a large extent on official and unofficial resources for integrating SEL into their lesson planning

15-year-olds' teachers
who perceive that on line/remotely
the teaching of
co-operation, empathy and trust
was:

hindered

vs. fostered

Average:

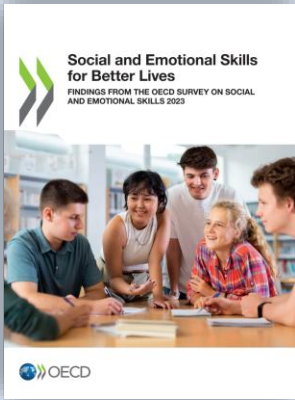


More support is needed for teaching
SE skills on line/remotely,
especially for social skills

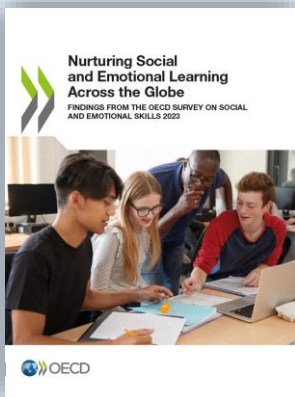


If you want to find out more:

Read our latest publication



[SSSES 2023 Vol 1](#)



[SSSES 2023 Report 2](#)

Last call - Join SSSES 2026

- **Direct assessment of empathy**
- **New themes**
 - teachers' social and emotional skills
 - responsible and safe use of AI and social media
- **Optional support for schools, teachers and policy-makers**
- **Reach out to: SSSES.contact@oecd.org**



A group of children are sitting in a circle on a green artificial grass surface. They are all looking towards the center of the circle, where their hands are placed. Some children are making peace signs with their hands. The children are wearing various colored clothing, including orange, yellow, pink, white, and brown. The text "What's the biggest challenge to SEL and well-being in your work?" is overlaid in the center of the image.

**What's the biggest challenge
to SEL and well-being in your
work?**

Extracurricular Activities

Well-being and health

Ruuti system in Helsinki

SURVEY ON SOCIAL AND EMOTIONAL SKILLS (SSES)

PDF

4

Action for impact: Support students' extra-curricular engagement

SURVEY ON SOCIAL AND EMOTIONAL SKILLS (SSES)

Action for impact: Support students' extra-curricular engagement

PDF

21

Eco clubs in India: A national effort towards sustainability

Eco clubs in India: A national effort towards sustainability

PDF

Promoting student resilience in primary and secondary schools: evidence from Victoria (Australia)

PDF

6

PATH programme

SURVEY ON SOCIAL AND EMOTIONAL SKILLS (SSES)

Learning to walk the PATHS

PDF

7

Learning to walk the PATHS

Improving students' sleep in Japan

Improving students' sleep in Japan through project-based learning

PDF



Go to the SEL library and decide on a topic of interest, read about SEL/wellbeing approaches used elsewhere and discuss:

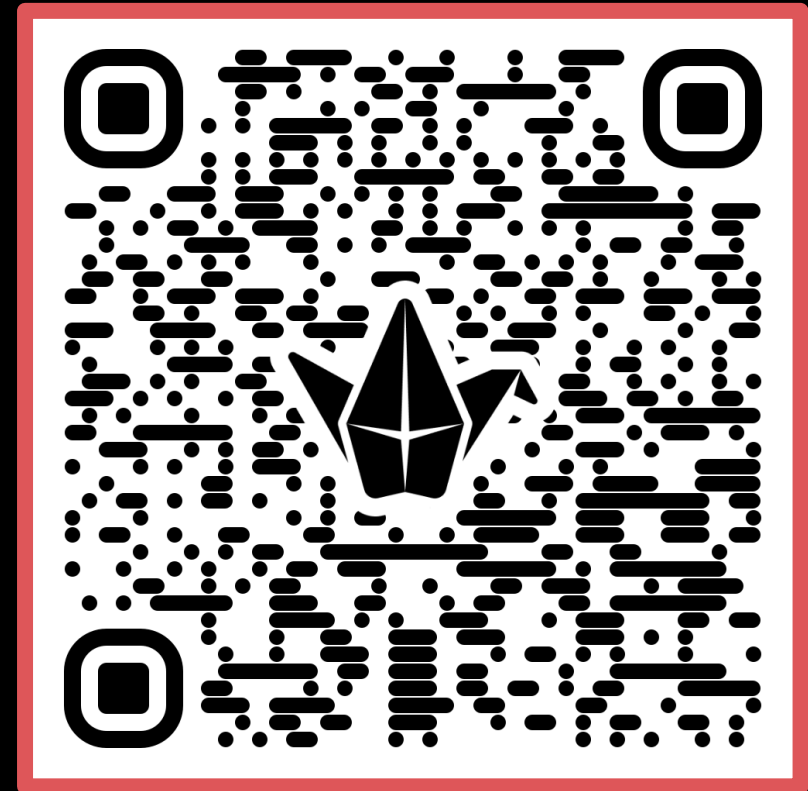
Does this approach address issues your facing?

Would this work in your school(s)?

What needs changing to make it work?

“SEL Practice and Policy Library”

**Approaches to Promoting SEL and Student Well-being
Around the World**



<https://padlet.com/hannahulferts/sel-practice-and-policy-box-tion6wodqu3d9jpz>



Thank you!

Workshop reflection survey round 4 - Turning Schools into Hubs of Social and Emotional Learning and Well-being

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4271 9909



Or use QR code

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