



BACKGROUND PAPER ON THE

# Development of a Socio-Emotional Skills Assessment in the Philippines: Global and local agenda

Copyright 2023 by UNICEF Philippines  
Background Paper on the Development of a Socio-Emotional Skills Assessment  
in the Philippines: Global and local agenda

All rights reserved.

No part of this paper may be reproduced in any form or by any means without prior written permission from the copyright owner and publishers.

**Published by:**

UNICEF Philippines  
14th Floor North Tower,  
Rockwell Business Center Sheridan,  
Sheridan Street corner United Street,  
Mandaluyong City 1550

**Acknowledgement:**

Our appreciation goes to Dr. Ronnel B. King for his technical input and for writing the paper.

**For further information, please contact:**

Aki Osawa  
Education Officer (JPO)  
[aosawa@unicef.org](mailto:aosawa@unicef.org)



# Contents

<b>Summary</b>	<b>4</b>
<b>1. Significance of socio-emotional skills in children’s learning</b>	<b>5</b>
1.1. Defining socio-emotional skills	6
1.2. Key roles of socio-emotional skills in children’s learning	6
1.2.1. Importance of socio-emotional skills in the twenty-first century	6
1.2.2. Socio-emotional skills are critical to children’s academic success	6
1.2.3. Socio-emotional skills are critical to children’s increased well-being	7
1.2.4. Socio-emotional skills are critical to children’s future job success	8
<b>2. Key global agenda and assessment work on socio-emotional skills</b>	<b>9</b>
2.1. Collaborative for Academic, Social, and Emotional Learning (CASEL)	10
2.2. OECD’s Study on Social and Emotional Skills (SSES)	10
2.3. World Bank’s Skills Toward Employment and Productivity (STEP) Measurement Program	10
2.4. OECD’s Global Competency Framework in PISA	11
2.5. World Economic Forum’s Social and Emotional Learning Framework	11
2.6. Inner Development Goals	11
2.7. Character strengths in positive psychology	12
2.8. Summary of existing socio-emotional skills assessments	12
2.8.1. Questionnaires that focus on specific domains of socio-emotional skills	13
2.8.2. Questionnaires based on the CASEL framework	13
2.8.3. Questionnaires based on the ‘Big Five’ Framework	14
2.8.4. Questionnaires based on the positive psychology framework	14
<b>3. Philippine initiatives on socio-emotional skills</b>	<b>15</b>
3.1. Socio-emotional skills in the Philippine education system	16
3.1.1. Basic Education Development Plan (BEDP)	16
3.1.2. MATATAG Education Agenda	16
3.1.3. Edukasyon sa Pagpapakatao (Character education)	17
3.1.4. Guidelines for the effective implementation of the Elementary Curriculum	17
3.1.5. Inclusive and special education	18
3.2. Socio-emotional skills assessments by development partners	19
3.2.1. Early Childhood Care and Development (ECCD) Longitudinal Study	19
3.2.2. World Bank Skills Toward Employability and Productivity (STEP) Survey	19
3.2.3. Programme for International Student Assessment	19
<b>4. Gaps and recommendations</b>	<b>21</b>
4.1. Gaps in current socio-emotional learning assessment in the Philippines	22
4.1.1. Lack of socio-emotional learning assessment in the K-12 context	22
4.1.2. Limitations of existing socio-emotional learning assessments by development partners	22
4.2. Recommendations to promote social and emotional skills	22
<b>5. Conclusion</b>	<b>24</b>
<b>6. Appendix</b>	<b>25</b>
<b>7. Bibliography</b>	<b>42</b>

# Summary

This background paper aims to help educators and policymakers understand the theory and practice behind socio-emotional skills and aid in the development of socio-emotional skills assessments for the Department of Education Education (DepEd). The study is divided into four sections. The first section highlights the crucial role played by socio-emotional skills in students' academic achievement, psychological well-being and job success. The second section reviews several socio-emotional frameworks and assessment programmes, such as the Collaborative for Academic, Social, and Emotional Learning, Organisation for Economic Co-operation and Development's Study on Social and Emotional Skills, and the World Bank's Skills Toward Employment and Productivity Program. The third section relates the Philippine initiatives on socio-emotional learning. Particular attention is paid to DepEd's initiatives on socio-emotional skills in the Philippine education system as well as activities spearheaded by the World Bank and the United Nations Children's Fund. The fourth section highlights gaps between international and Philippine initiatives, and provides recommendations for educators and policymakers to develop and conduct a socio-emotional skills assessment that provides evidence for integrating socio-emotional skills into educational policies and practices for promoting children's socio-emotional skills. Finally, a tool for measuring socio-emotional skills is proposed based on a thorough review of existing frameworks and expert recommendations.



# 1

## Significance of Socio-emotional Skills in Children's Learning

Socio-emotional skills have been increasingly recognized as an integral part of children and adolescent's learning and development. International organizations such as the World Bank (Guerra, Modecki and Cunningham 2014), World Economic Forum (2016), Organisation for Economic Co-operation and Development or OECD (2021), and United Nations Children's Fund (UNICEF) have highlighted that socio-emotional skills are related to numerous positive academic and life outcomes, including improved academic performance, increased social competence and better mental health (Corcoran et al. 2018; Salmela-Aro et al. 2021).

For example, OECD (2021) conducted a large-scale survey in 10 cities and nine countries to provide insights as to how students' social and emotional skills relate to key life outcomes. The findings indicate that children who have higher socio-emotional skills tend to have higher levels of academic motivation and engagement, better academic achievement, greater life satisfaction and lower levels of anxiety and depression (Leighton et al. 2018; Portela-Pino, Alvariñas-Villaverde and Pino-Juste 2021). Additionally, improving socio-emotional skills has been found to be an effective way to reduce negative outcomes, such as bullying, burnout, depression and anxiety (Salmela-Aro et al. 2021; Stan and Beldean 2014).

Socio-emotional learning can help create a positive school climate where students feel safe and supported (Mahoney et al. 2021). As such, socio-emotional learning should begin early in life so that it will bring long-term positive impacts on children's lives. Ensuring a seamless continuum of socio-emotional learning from early childhood to basic education is essential for nurturing well-rounded individuals who have the ability to learn, work with others, pay attention in a classroom and develop other skills that are the foundation for formal learning and social interaction in school years and beyond (UNICEF 2019).



## 1.1 Defining socio-emotional skills

Socio-emotional skills refer to the process through which individuals acquire and effectively apply the necessary knowledge, attitudes and abilities to understand and regulate emotions, achieve positive goals, empathize with others, cultivate positive relationships and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning or CASEL, 2020a). These skills have been labelled with different terms, such as twenty-first century skills, character strengths, employability skills, emotional intelligence and core competencies, among others (OECD 2021; World Economic Forum 2016). In economics, the terms 'non-cognitive skills' or 'employability skills' are commonly used, while in education, the term 'socio-emotional skills' is more prevalent. **Table 1** in the Appendix summarises the various terms used to represent socio-emotional skills while **Table 2** summarises the commonalities and differences among different frameworks. An important point to note is that despite differences in terminologies, these all "refer to the same conceptual space" (Duckworth and Yeager 2015).

According to the CASEL, socio-emotional skills can be further classified into five interconnected intra- and interpersonal skills (Jagers, Rivas-Drake and Williams 2019): (1) self-awareness, or understanding one's own emotions, thoughts and values and how these influence individual behaviours in different contexts; (2) self-management, or regulating emotions and behaviour in various situations to achieve goals and aspirations; (3) social awareness, or understanding different perspectives and empathizing with others; (4) relationship skills, or establishing and sustaining healthy relationships with others; and (5) responsible decision-making, making caring and constructive choices about personal behaviour and social interactions across diverse situations.

## 1.2 Key roles of socio-emotional skills in children's learning

### 1.2.1 Importance of socio-emotional skills in the twenty-first century

Socio-emotional skills are recognized as an integral part of twenty-first century skills,

which are critical for individuals to thrive and flourish in the contemporary world. One of the key features of the modern age is the dramatic development of technology. For instance, the advancement of artificial intelligence, such as ChatGPT, has resulted in the automation of numerous routine tasks and the displacement of low-skilled jobs (World Economic Forum 2020). Research has shown that many jobs requiring critical socio-emotional skills will experience growth in the next few decades, while those that rely on routine manual and cognitive skills will experience declines (World Economic Forum 2020). This trend is evident not only on a global scale, but also in the Philippines where occupations that demand both high cognitive and socio-emotional skills have consistently experienced growth in wages and employment.

According to McKinsey Global Institute (Lund et al. 2021), the demand for physical/manual and basic cognitive skills may decline by 18 per cent and 11 per cent respectively while the demand for socio-emotional skills may increase by 18 per cent. It is projected that 65 per cent of primary school students will be working in jobs that do not yet exist, with many of these new occupations emphasizing high levels of socio-emotional skills. However, companies and employers are facing challenges in finding individuals with the necessary socio-emotional skills, resulting in severe talent shortage. Studies have predicted that talent shortages in the Asia-Pacific region may lead to revenue losses totaling US\$4.238 trillion by 2030. These findings suggest that socio-emotional skills are becoming increasingly vital in the twenty-first century.

### 1.2.2 Socio-emotional skills are critical to children's academic success

Socio-emotional skills form the basis for children to apply their academic knowledge in diverse contexts. Both longitudinal and experimental studies have demonstrated that socio-emotional skills can facilitate children's academic motivation, engagement and self-regulation, leading to enhanced learning (Nix et al. 2013; Sorrenti et al. 2020). Numerous meta-analytic studies have consistently shown that socio-emotional skills strongly influence academic achievement and cognitive skill development. Children with high levels of socio-emotional skills are more likely to attain better academic outcomes (Corcoran

**Socio-emotional skills refer to the process through which individuals acquire and effectively apply the necessary knowledge, attitudes and abilities to understand and regulate emotions, achieve positive goals, empathize with others, cultivate positive relationships and make responsible decisions.**

Collaborative for Academic, Social, and Emotional Learning or CASEL, 2020a

et al. 2018; Durlak et al. 2011; MacCann et al. 2020; OECD 2021).

Similar findings were also found in experimental studies. Sorrenti et al. (2020) found that children in the socio-emotional intervention group were more likely to complete high school than their peers in the control group. Conversely, children who lack socio-emotional skills may face challenges in the classroom, have lower-quality relationships with peers and teachers and experience poor academic performance (Sutherland et al. 2018). In a meta-analytic study, Durlak et al. (2011) found that socio-emotional learning interventions led to an 11 percentile-point increase in children's overall academic achievement.

The critical role of socio-emotional skills on children's academic success is especially important in the post-COVID-19 world. The coronavirus or COVID-19 pandemic has deepened the learning crisis, with an estimated 1.6 billion learners affected by school closures and the generation of children at risk of losing US\$17 trillion in lifetime earnings (UNESCO, UNICEF and the World Bank 2021). On average, children globally are eight months behind where they would have been in the absence of the pandemic (Lund et al. 2021). The pandemic has also had severe negative effects on the quality of instruction, such as low levels of engagement. Although teaching and learning arrangements have returned to normal in some places, the long-term effects of the pandemic are yet to be resolved. In this context, socio-emotional skills are critical for children to adapt to the 'new normal', including in-person teaching and social interactions with classmates after prolonged online learning.

### **1.2.3 Socio-emotional skills are critical to children's increased well-being**

Socio-emotional skills have been found to be closely linked to increased levels of well-being, including life satisfaction and mental health. For example, in a meta-analytical study, Taylor et al. (2017) reviewed 82 school-based, universal social and emotional learning interventions and found that improved socio-emotional skills contribute to children's well-being by decreasing their

emotional distress and increasing positive social behaviour. In another meta-analytic study, Sánchez-Álvarez, Extremera and Fernández-Berroca (2016) found that socio-emotional skills are strongly associated with children's satisfaction with life, positive affect and subjective happiness. Salmela-Aro et al. (2021) demonstrated that socio-emotional skills can enhance children's well-being and reduce burnout by equipping them with coping strategies and abilities to manage their emotions and behaviours.

Previous studies have shown that socio-emotional skills can help individuals manage emotions and relationships with others (Portela-Pino, Alvariñas-Villaverde and Pino-Juste 2021). For when children are able to identify, understand and regulate emotions, they are more likely to experience positive well-being (Morrish et al. 2018). Additionally, socio-emotional skills promote pro-social behaviours and create a positive learning environment. In the classroom, children with high levels of socio-emotional skills tend to have better relationships with teachers and peers, which provide them with social and emotional support that is strongly related to their well-being (Alzahrani, Alharbi and Alodwani 2019). School-based interventions have found the positive effects of socio-emotional skills on children's well-being by reducing aggressive behaviours, anxiety and depression (Durlak et al. 2011).

The importance of socio-emotional skills for children's mental health and well-being has been particularly emphasized since the onset of the COVID-19 pandemic, which has resulted in various mental health issues among individuals. According to a report by the World Health Organization in 2022, the pandemic has contributed to a 25 per cent increase in the prevalence of anxiety and depression worldwide. Additionally, the pandemic's negative and long-term effects have hindered children's socio-emotional development, with over 1.6 billion learners being affected by school closures that reduced interactions with peers and teachers (UNESCO, UNICEF and the World Bank 2021). As teaching and learning has resumed in-person, socio-emotional skills take on an even greater role as students need these skills to navigate their relationships with their teachers, peers and families.

# 25%

**increase in the prevalence of anxiety and depression worldwide since the onset of the COVID-19 pandemic**

# 1.6 billion

**learners being affected by school closures that reduced interactions with peers and teachers**

#### 1.2.4

##### **Socio-emotional skills are critical to children's future job success**

Socio-emotional skills play a critical role in shaping children's future job success. A growing body of literature highlights that these skills are even more important than cognitive skills in determining job earnings (Heckman, Stixrud and Urzua 2006; Segal 2013). Guerra, Modecki and Cunningham (2014) found that individuals with higher levels of socio-emotional skills have better employment prospects, highlighting the importance of these skills in securing employment opportunities. Peña-Acuña and del Henar Sánchez-Cobarro (2017) suggested that socio-emotional skills enable individuals to establish effective communication and social relationships with empathy and democratic participation. In a collaborative work environment, employees who possess high levels of socio-emotional skills are more likely to benefit both themselves and their colleagues, resulting in improved quality and efficiency of work activities.

Moreover, these skills are also significant factors in determining wage differences, as emphasized by Heineck and Anger (2010). Several meta-analytic studies have highlighted the critical role of socio-emotional skills in predicting job performance (O'Boyle et al. 2011), job satisfaction (Miao, Humphrey and Qian 2017) and career adaptation (Vashisht, Kaushal and Vashisht 2021). For instance, O'Boyle et al. (2011) found that employees with high levels of socio-emotional skills tend to perform better on their job and are more likely to receive positive evaluations from their colleagues and supervisors. Similarly, Miao, Humphrey and Qian (2017) found that socio-emotional skills are positively associated with job satisfaction, which has implications for employee retention and organizational performance. Vashisht, Kaushal and Vashisht (2021) further emphasized the importance of socio-emotional skills in career adaptation, as individuals with higher levels of these skills are better equipped to handle career transitions and changes.



©UNICEF Philippines/2022/Kokic



©UNICEF Philippines/2022/Kokic



## 2

# Key Global Agenda and Assessment Work on Socio- emotional Skills

Considering the significance of socio-emotional skills for children's future success in the school and workplace, international organizations such as OECD (2018), UNICEF (2020), World Economic Forum (2016) and the World Bank (Acosta, Muller and Sarzosa 2015) have dedicated efforts to understanding and fostering socio-emotional skills. Their programmes highlight a global and cross-sectoral interest in these skills. This section summarises the key global agenda and assessment work on socio-emotional skills.

## 2.1 Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL is a leading organization in the field, specifically focused on advancing the integration of socio-emotional learning into education systems, thus helping children develop key socio-emotional skills that are needed to thrive academically, socially and emotionally.

CASEL developed a prominent socio-emotional skills framework that consists of five core socio-emotional skills: (1) self-awareness, (2) self-management, (3) social awareness, (4) relationship skills, and (5) responsible decision-making. Educators and researchers have widely used the CASEL framework to guide school socio-emotional programmes (Durlak et al. 2011). Many school-based programmes found that socio-emotional skills had both short- and long-term effects on children's development, which can enhance their ability to interact positively with others, improve their sense of belonging to schools and decrease rates of delinquency and aggression.

## 2.2 OECD's Study on Social and Emotional Skills (SSES)

The OECD's global Survey on Social and Emotional Skills (SSES) (OECD 2021) aims to provide participating countries with robust and reliable information on the current state of children's socio-emotional skills and identify factors that can facilitate or hinder the growth of social and emotional skills. This survey defines socio-emotional skills as "individual competencies that are developed via all learning experiences, consistent with one's thoughts, feelings and behaviour, and vital to socioeconomic outcomes".

The OECD (2021) framework identifies five broad categories of socio-emotional skills based on the 'Big Five' theory, each of which can be further divided into narrower, more specific skills. In total, there are five broad categories and 15 more specific facets, including (1) task performance, which comprises the specific facets of responsibility, self-control and persistence; (2) emotional regulation, which comprises the specific facets of stress resistance, optimism

and emotional control; (3) engaging with others, which comprises the specific facets of sociability, assertiveness and energy; (4) open-mindedness, which comprises the specific facets of curiosity, tolerance and creativity; and (5) collaboration, which comprises the specific facets of empathy, trust and cooperation.

Each of the 15 facets was assessed using three items, which were rated on a five-point Likert scale by three informants: students, teachers and either a parent or guardian. OECD has reported that all subscales demonstrate good reliability and validity across diverse cultures and countries (OECD 2021). SSES involved surveying 61,010 children, 34,650 parents, 13,898 teachers and 1,295 principals in nine countries and 10 cities. These included: Bogotá (Colombia), Daegu (Republic of Korea), Helsinki (Finland), Houston (United States of America), Istanbul (Türkiye), Manizales (Colombia), Moscow (Russian Federation), Ottawa (Canada), Sintra (Portugal) and Suzhou (China). OECD (2018; 2021) revealed that socio-emotional skills are crucial predictors of academic success, career aspirations, psychological well-being and positive social interactions.

## 2.3 World Bank's Skills Toward Employment and Productivity (STEP) Measurement Program

In 2010, the World Bank launched the Skills Toward Employment and Productivity (STEP) Program, which measures cognitive skills, technical skills, job-related skills and personality and behavioural factors. The World Bank's STEP Skills Measurement Program aims to gather the information that sheds light on the skills needed in the job market of low- and middle-income countries, enabling a better understanding of how these needed skills are fostered and contribute to improvements in living standards, reductions in inequality and poverty, social inclusion and economic growth. The programme has identified socio-emotional skills as key factors that influence an individual's success in the job market, including grit, hostile attribution bias and decision-making. The first round of data collection focused on adult participants (around 15–64 years old) in nine countries (i.e., Armenia, Bolivia, Colombia, Georgia, Ghana, Lao People's Democratic Republic,

**CASEL is a leading organization specifically focused on advancing the integration of socio-emotional learning into education systems, helping children develop key socio-emotional skills that are needed to thrive academically, socially and emotionally.**



Sri Lanka, Viet Nam and the Yunnan Province in China). The survey results indicated that socio-emotional skills are critical to both individual employability and countries' economic development.

The items used in this programme were based on the framework of the OECD's Program for the International Assessment of Adult Competencies. The STEP survey includes measures such as grit, hostile attribution bias and decision-making. It also includes the Big Five traits, which include openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. Grit was measured using three items from the Grit Scale (Duckworth et al. 2007). Six items were selected from Dodge (2006) to measure hostile attribution bias. Four items were developed to measure decision-making, assessing alternative solution-thinking and consequential thinking. The short Big Five Inventory, initially created by John and Srivastava (1999), was used to measure the Big Five personality traits. All of these scales showed high reliability and validity across the participating countries.

## 2.4 OECD's Global Competency Framework in PISA

The Programme for International Student Assessment (PISA), organized by OECD, is a highly influential international assessment of 15-year-olds' reading, mathematics and science literacy. In 2018, PISA introduced a Global Competency Framework that recognizes students' socio-emotional skills and attitudes as core indicators of global competence, including (1) examining issues of local, global and cultural significance, (2) understanding and appreciating the perspectives and worldviews of others, (3) engaging in open, appropriate and effective interactions across cultures and (4) taking action for collective well-being and sustainable development. This framework represents a growing recognition of the importance of socio-emotional skills in global education policy and reflects the need for students to be equipped with the skills necessary to navigate and thrive in an increasingly interconnected world.

Considering the complexity of global competence, OECD adopts a multi-method,

multi-perspective approach to measure these skills. First, a cognitive test was developed to measure cognitive aspects of global competence (i.e., the four aspects/indicators mentioned in the previous paragraph). Second, a set of self-report survey items were used to collect information on all four dimensions of global competence.

## 2.5 World Economic Forum's Social and Emotional Learning Framework

In 2023, the World Economic Forum published its report, *Defining Education 4.0: A Taxonomy for the Future of Learning*, and proposed a series of necessary skills that prepare young learners for well-being in the economies of the future. In this report, socio-emotional skills are recognized as the critical abilities and skills that foster an individual's success in the workplace of the twenty-first century. Within this framework, four socio-emotional skills are emphasized: (1) collaboration (i.e., individuals solve problems and work effectively with others to achieve a shared goal); (2) communication (i.e., individuals exchange information with others through language or non-language signs); (3) negotiation (i.e., a strategic discussion with others to resolve issues in a way that is acceptable to all parties); and (4) socio-emotional awareness (i.e., the skills of comprehending the viewpoints of others and showing empathy towards those from various backgrounds and cultures).

## 2.6 Inner Development Goals

The Inner Development Goals framework was created by the United Nations Foundation based on an extensive consultation process that involved over a thousand individuals. This framework consists of 23 skills and qualities related to human inner growth and development, organized into five dimensions: Being (i.e., relationship to self), Thinking (i.e., cognitive skills), Relating (i.e., caring for others and the world), Collaborating (i.e., social skills) and Acting (i.e., enabling change).

The dimension of Being includes having an inner compass, integrity and authenticity,

### Five broad categories of socio-emotional skills based on the 'Big Five' theory:

- Task performance
- Emotional regulation
- Engaging with others
- Open-mindedness
- Collaboration

openness, a learning mindset, self-awareness and presence. Regarding Thinking, five subscales are used to measure individuals' critical thinking, complexity awareness, perspective skills, sense-making and long-term orientation and visioning. Relating involves four facets, which are appreciation, connectedness, humility and empathy and compassion. Collaborating consists of five subscales, which are communication skills, co-creation skills, an inclusive mindset, intercultural competence and trust and mobilization skills. Acting assesses four qualities: courage, creativity, optimism and perseverance.

Overall, the Inner Development Goals framework provides a comprehensive and holistic approach to understanding and developing the skills and qualities related to human inner growth and development. The framework's multidimensional nature underscores the importance of fostering skills and qualities essential for individuals to thrive in today's complex and rapidly changing world.

## UNICEF's Social and Emotional Learning Framework

**UNICEF has collaborated with government agencies for education in various countries to develop and implement the Social and Emotional Learning Project to support children's socio-emotional learning and well-being. For instance, between 2013 and 2021, UNICEF successfully supported implementing the socio-emotional project in China, directly and indirectly benefiting 291,250 children and 18,171 teachers from 525 primary schools. The assessment of socio-emotional skills varies across countries as localized approaches are adopted for measuring these skills among children. In China, for example, the CASEL framework is used to measure children's socio-emotional skills, which include self-awareness, self-management, social awareness, relationship skills and responsible decision-making.**

## 2.7

### Character strengths in positive psychology

One of the key contributions of positive psychology is the identification of character strengths across cultures. The Values in Action Institute on Character has identified six broad character strengths (wisdom, courage, humanity, justice, temperance and transcendence) that can be further divided into 24 distinct strengths (Peterson and Seligman 2004). Individuals with high levels of wisdom are likely to possess cognitive strengths that lead to greater creativity, curiosity, open-mindedness, love of learning and perspective. Those who score high in courage tend to have character strengths related to honesty, bravery, persistence and zest. The value of humanity is associated with three interpersonal character strengths involving kindness, love and social intelligence. Individuals with a strong value of justice tend to possess characteristics of fairness, leadership and teamwork. The dimension of temperance highlights the characteristics of forgiveness, modesty, prudence and self-regulation. The core positive strengths related to the final value of transcendence include appreciation of beauty, gratitude, hope, humour and religiousness.

## 2.8

### Summary of existing socio-emotional skills assessments

Recognizing the importance of socio-emotional skills for children's lifelong learning and development (Lund et al. 2011; Morrish et al. 2018), the development of high-quality assessments for evaluating and tracking these skills is crucial. To this end, various instruments and assessments have been developed and implemented internationally and regionally to measure children's socio-emotional skills (see **Table 3** in the Appendix). Three main types of questionnaires are commonly used by academia, government and international organizations. The first type focuses on specific domains of socio-emotional skills, the second is based on the CASEL framework and the third is based on the Big Five framework. These assessments have been widely used in various regions to evaluate social and emotional competencies in different cultural contexts, helping educators, policymakers and researchers



to promote children's socio-emotional skills across diverse settings. This section provides an overview of these existing assessment tools.

### 2.8.1 Questionnaires that focus on specific domains of socio-emotional skills

Some questionnaires have been developed that focus on specific domains of socio-emotional skills. For example, the Mayer-Salovey Caruso Emotional Intelligence Test–Youth Version developed by Mayer et al. (2003) was used to assess an individual's abilities to recognize emotions from faces and manage emotions. Kupersmidt, Stelter and Dodge (2011) developed the Social Information Processing Application to evaluate children's capabilities in solving social problems. While this questionnaire provides valuable information about specific aspects of emotional intelligence, it does not evaluate other important socio-emotional skills. Comprehensive questionnaires that assess multiple domains of socio-emotional skills are becoming increasingly popular in educational and clinical settings.

### 2.8.2. Questionnaires based on the CASEL framework

The CASEL framework has been widely adopted as a comprehensive and evidence-based approach to promoting, assessing and developing socio-emotional skills in educational settings. It is based on the premise that children with high levels of socio-emotional skills are better prepared to navigate life's challenges, build positive relationships and achieve their goals. A recent systematic review found that 25 existing instruments varied in heterogeneous domains and covered at least one of the five CASEL core socio-emotional skills (Martinez-Yarza, Santibáñez and Solabarrieta 2023). Many questionnaires, such as the Devereux Student Strengths Assessment (DESSA), the Socio-emotional Competency Assessment (SECA) and the Social Skills Improvement System (SSIS), were developed based on the CASEL model.

DESSA is a strengths-based assessment that measures the socio-emotional skills of children and adolescents aged 8–18. It measures eight domains of socio-emotional skills – self-awareness, social awareness, self-management, goal-directed behaviour,

relationship skills, personal responsibility, decision-making and optimistic thinking (Smith et al. 2014). DESSA includes a pool of 156 items, and each is rated on a five-point Likert scale ranging from 0 (Never) to 4 (Very frequently). Each item starts with the sentence 'During the past four weeks, how often did the child...' and ends with a behavioural descriptor (e.g., try to do his/her best?). DESSA has high internal reliability and validity, as reported in LeBuffe et al. (2009).

SECA is a student self-report measure of socio-emotional skills designed for administration by schools to children in Grades 5 to 12. It is aligned with five domains: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Sample items include 'knowing how to get better at things that are hard for me to do at school' for self-awareness, 'staying calm when I feel stressed' for self-management, 'knowing how to get help when I'm having trouble with a classmate' for social awareness, 'sharing what I am feeling with others' for relationship skills, and 'helping to make my school a better place' for responsible decision-making. SECA comprises 138 items, and students are required to respond to each item using a four-point Likert scale ranging from 1 (Very difficult) to 4 (Very easy).

SSIS is a comprehensive, multi-rater assessment system designed to evaluate the social skills, problem behaviours and academic competence of children and



©UNICEF Philippines/2023/Forbes



©UNICEF Philippines/2022/ACDimatatac

adolescents aged 3–18 years (Elliott and Gresham 2007). It measures seven aspects of social skills: communication (seven items), cooperation (six items), responsibility (seven items), empathy (six items), engagement (seven items) and self-control (seven items). The items are rated on a four-point scale ranging from 1 (Never) to 4 (Almost always). SSIS has good reliability and validity, as reported in previous studies by Elliott and Gresham (2007). The SSIS questionnaire is a proprietary assessment tool, which means that researchers and other users need to purchase it from the developmental team to use it in their research or practice.

### 2.8.3 Questionnaires based on the ‘Big Five’ Framework

The Big Five framework has gained popularity in developing socio-emotional skills questionnaires (Abrahams et al. 2019; Soto et al. 2022). For instance, Soto et al. (2022) developed the Behavioural, Emotional, and Social Skills Inventory (BESSI), a questionnaire that measures social engagement, cooperation, self-management, emotional resilience and innovation skills based on the Big Five framework. BESSI has good psychometric reliability and validity and comprises six items for each facet, rated on a five-point Likert scale ranging from 1 (Not at all well) to 5 (Extremely well). BESSI facets were found to have moderate to strong correlations with the Big Five traits (Soto et al. 2022).

OECD also used the Big Five framework to assess 10- and 15-year-old children’s socio-emotional skills across cultures with a questionnaire consisting of 135 items (Chernyshenko, Kankaraš and Drasgow 2018; Kankaraš and Suarez-Alvarez 2019). The questionnaire includes 15 socio-emotional skills of children across the five broad facets of task performing, emotional regulation, engaging with others, open-mindedness and collaboration, each corresponding to a Big Five domain. For example, task performance (i.e., conscientiousness) assesses self-control, responsibility and persistence; emotional regulation (i.e., emotional stability) includes stress resistance, emotional control and optimism; engaging with others (i.e., extraversion) evaluates children’s energy, assertiveness and sociability; open-mindedness (i.e., agreeableness) measures

children’s curiosity, creativity and tolerance; and collaboration (i.e., openness to experience) includes empathy, cooperation and trust. Children report their own behaviours, thoughts and feelings using a five-point Likert scale from ‘strongly agree’ to ‘strongly disagree’. This scale has been validated to be cross-culturally comparable across diverse samples and settings (Kankaraš and Suarez-Alvarez 2019). OECD has emphasized that socio-emotional skills can be developed and improved (OECD 2015).

### 2.8.4 Questionnaires based on the positive psychology framework

According to the positive psychology framework, character strengths are innate to each individual but can be intentionally developed. This means that while some strengths may come more naturally to a person, all strengths can be cultivated with effort. Several surveys have been developed based on this framework (Lavy 2020; Linkins et al. 2015). For instance, the Character Strengths Inventory for Children was created by the VIA Institute on Character team to evaluate a classification of positive traits in elementary school-age children (ages 7–12). The scale comprises 96 items, with four items for each of the 24 character strengths. The complete inventory can be found in Shoshani and Shwartz (2018). The tool has good reliability and validity. Some sample items for the character strengths include:

- Social intelligence: ‘I play well with other children and almost never fight.’
- Love: ‘I show a lot of warmth and love towards my friends and family.’
- Kindness: ‘When I see another child in distress or encountering a problem, I try to help.’
- Fairness: ‘I relate to all children fairly, even if I do not like them.’
- Teamwork: ‘I consider the desire and needs of other children when playing in a group.’
- Perspective: ‘I know how to make decisions in a wise, level-headed manner.’
- Leadership: ‘I tend to be the leader in games or athletic activities with other children.’
- Bravery: ‘I do not hesitate to express my opinion or behave differently from my friends when I think this is the right thing to do.’

According to the positive psychology framework, character strengths are innate to each individual but can be intentionally developed.



# 3

## Philippine Initiatives on Socio-emotional Skills

There are several attempts to explore socio-emotional skills in basic education in the Philippines. The Department of Education (DepEd) recognizes the critical importance of socio-emotional skills. It includes socio-emotional skills under twenty-first century skills. Socio-emotional skills are covered in the curriculum, especially in *Edukasyon sa Pagpapakatao* (Character Education), which is designated as a key learning area from Grade 1 to 12. Socio-emotional skills are also given emphasis in the context of supporting learners with disabilities.

Aside from DepEd, partner organizations such as UNICEF and the World Bank have also explored socio-emotional skills initiatives. Highlighted in this section are the results of the Program for International Student Assessment (PISA) for the Philippines, which may have implications for socio-emotional skills.

### 3.1 Socio-emotional skills in the Philippine education system

#### 3.1.1 Basic Education Development Plan (BEDP)

DepEd has spearheaded the 2022–2030 Basic Education Development Plan (BEDP). The plan is anchored on the *Sulong Edukalidad* Framework, Philippine Development Plan and Ambisyon 2040, and commitments in the United Nations Sustainable Development Goals 2030. It provides a strategic roadmap for DepEd to improve the delivery and quality of basic education and the experience of learners in the basic education learning environment.

BEDP includes socio-emotional skills as part of its framework. The sector outcome is stated as: “Filipino basic education learners have the physical, cognitive, socio-emotional, and moral preparation for civic participation and engagement in post-secondary opportunities in their local, national, and global communities.”

The plan emphasizes the development of twenty-first century skills, which are further divided into the following:

- Information, media and technology skills: Visual literacy, information literacy, media literacy, technology literacy, digital literacy
- Learning and innovation skills: Creativity, openness, critical thinking, problem-solving, reflective thinking
- Communication skills: Teamwork, collaboration, interpersonal skills, intrapersonal skills, interactive communication, non-verbal communication, communicating in diverse environments
- Life and career skills: Informed decision-making, adaptive leadership, intercultural understanding, self-discipline, future orientation, resilience and adversity management

Special attention is paid to learning and innovation skills, communication skills, and life and career skills, which map closely to socio-emotional skills. Many of these skills can be mapped onto the two most prominent socio-emotional skills frameworks, CASEL framework and OECD’s Big Five framework.

Potential similarities between the BEDP twenty-first century skills framework and these two frameworks are articulated in the Appendix (see **Table 4** and **Table 5**).

#### 3.1.2 MATATAG Education Agenda

DepEd launched the MATATAG: *Bansang Makabata, Batang Makabansa* agenda to set the new direction of the agency and stakeholders in resolving basic education challenges. MATATAG stands for:

- **MA**ke the curriculum relevant to produce job-ready, active and responsible citizens;
- **TA**ke steps to accelerate the delivery of basic education services and provision facilities;
- **TA**ke good care of learners by promoting learner well-being, inclusiveness learning and positive learning environment; and
- **G**ive support for teachers to teach better

Socio-emotional skills are integrated under the whole MATATAG agenda, but are given special attention under Good Manners and Right Conduct (GMRC) and Values Education. Several of the ‘big ideas’ (*pangunahing kaisipan*) in these modules are explicitly laid out in Republic Act 11476 or the GMRC and Values Education Act of 2022.

These ‘big ideas’ are:

- *Dignidad* – dignity
- *Mapanagutang pagpapasya* – responsible decision-making
- *Pagkiling sa kabutihan* – inclination towards the good
- *Pagmahahal* – love
- *Pagmamahal sa Diyos* – love for God
- *Pagmamahal sa pamilya* – love for one’s family
- *Pagmamahal sa kapuwa* – love for others
- *Pagmamahal sa kalikasan* – love for the environment
- *Pagmamalasakit sa kapaligiran* – respect for the environment
- *Pagmamamahal sa bayan* – love for country
- *Pakikiisa sa daigdig* – world unity
- *Kabutihang panlahat* – common good

Some of these big ideas can also be mapped alongside the critical socio-emotional skills under the CASEL framework as shown in the Appendix (see **Table 6**).

**MATATAG stands for:**

**MA**ke the curriculum relevant to produce job-ready, active and responsible citizens;

**TA**ke steps to accelerate the delivery of basic education services and provision facilities;

**TA**ke good care of learners by promoting learner well-being, inclusiveness learning and positive learning environment; and

**G**ive support for teachers to teach better

### 3.1.3

#### Edukasyon sa Pagpapakatao (Character education)

Socio-emotional skills are given more attention under the *Edukasyon sa Pagpapakatao* (Character Education) curriculum under the Philippine curriculum. The curriculum coverage and time allotment of *Edukasyon sa Pagpapakatao* (EsP) from Grades 1 to 10 are shown in the Appendix (see **Table 7**).

In the EsP initiative, functional literacy is achieved when students can decide and act responsibly for the greater good (*'ang palatandaan o batayang kakayahan ng functional literacy ay nagpasya at kumilos nang mapanagutan tungo sa kabutihang panlahat'*). Under EsP, the following 'macro-skills' are posited:

1. understanding (*pag-unawa*) – involves understanding the concepts and principles that underpin one's experiences; to reflect on situations using moral standards
2. reflection (*pagninilay*) – in the midst of information overload, students need to dedicate time to give careful consideration and deep thought to different situations and to apply concepts learned in accordance with moral principles
3. seeking advice (*pagsangguni*) – students need to seek advice and guidance from people with more knowledge and experiences; involves the capability to weigh and filter information from different media sources using objective moral standards
4. decision-making (*pagpapasiya*) – involves the capability to make decisions, take a specific stance and form commitments based on moral values
5. action (*pagkilos*) – involves the ability to apply the principles learned and live out the moral virtues

These skills are expected to be nurtured from Kindergarten to Grade 12. These skills will be nurtured through four key curriculum themes, which are: personal responsibility and being part of the family (*pananagutan ng pansarili at pagiging kasapi ng pamilya*); social relationships and strengthening the family (*pakikipagkapwa at katatagan ng pamilya*); working for nation-building and being part of the global community (*paggawa tungo sa pambansang pag-unlad at pakikibahagi*); and godliness and preference for the good (*pagka-maka-Diyos at preperensya sa kabutihan*).

These four curricular themes are expected to develop seven core values:

1. health and being one with nature (*kalusugan at pakikisa sa kalikasan*)
2. truth and respect (*katotohanan at paggalang*)
3. love and goodness (*pagmamahal at kabutihan*)
4. spirituality (*ispiritwalidad*)
5. peace and justice (*kapayapaan at katarungan*)
6. progress (*likas-kayang pag-unlad*)
7. being pro-Filipino and being part of national unity (*pagkamaka-Pilipino at pakikibahagi sa pangbansang pagkakaisa*)

EsP explicitly mentions that it draws on social-emotional learning theory and cites the CASEL framework in the curriculum guide. The five CASEL skills are mentioned: self-awareness (*kamalyang pansarili*), self-management (*pamamahala ng sarili*), social awareness (*kamalyang panlipunan*), relationship skills (*pamamahala ng pakikipag-ugnayan*) and responsible decision-making (*mapanagutang pagpapasya*).

### 3.1.4

#### Guidelines for the effective implementation of the Elementary Curriculum

DepEd Order 71, s. 2009, or Guidelines for the Effective Implementation of the Elementary Curriculum was released in July 2009. It emphasizes the importance of socio-emotional learning. It stipulates that socio-emotional learning will be integrated in *Edukasyon sa Pagpapakatao* (Character Education), which includes core skills like self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

The guideline also stipulates that starting on the second semester of every school year, the Integrated Fund Learning Day shall be conducted every Friday as a culminating activity of all learnings during the week. Integrated Fund Learning Day involves organizing interest groups where children's talents can be cultivated. It includes domains such as athletics, performing arts, music, journalism and academic competitions,

**Socio-emotional Learning will be integrated in *Edukasyon sa Pagpapakatao* (Character Education), which includes core skills like self-awareness, self-management, social awareness, relationship skills and responsible decision-making.**

DepEd Order 71, s. 2009



among others. One-on-one instruction for students with learning difficulties is also held on this day. These initiatives can serve to promote students' socio-emotional development.

### 3.1.5 Inclusive and special education

DepEd recognizes the importance of socio-emotional learning in the context of inclusive education. For example, DepEd Order 21, s. 2019, or Policy Guidelines on the K to 12 Basic Education Program emphasizes the importance of nurturing and developing the learners, while ensuring that they obtain the necessary physical, cognitive, socio-emotional and moral competencies to become holistically developed Filipinos.

A critical goal of special and inclusive education is to ensure that learners with disabilities will be supported. DepEd Order 21, s. 2020, or Policy Guidelines on the Adoption of the K to 12 Transition Curriculum Framework for Learners with Disabilities stipulates that one of the main goals of special education is to help learners with disabilities “become self-reliant, purposeful, and productive members of their families, communities, and societies”. This emphasis

on holistic development is also closely linked to socio-emotional skills.

DepEd Order 21, s. 2020, includes content areas and competencies that aim to equip learners with disabilities with the essential skills that will help them be prepared to manage daily life activities. These life skills are closely aligned with the socio-emotional skills of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Greater emphasis, however, is put on self-awareness and self-management.

These socio-emotional skills closely overlap with the content areas and competencies under the life skills package in DepEd Order 21, s. 2020, including:

- Communication skills – skills that enable them to convey ideas, opinions, feelings and emotions with others
- Health and personal safety skills – skills that nurture the well-being of learners with disabilities
- Positive self-concept – helps learners develop self-confidence and self-awareness that will improve their skills in discovering their own strengths and weaknesses
- Moral development – helps learners become aware of their rights and responsibilities as persons with disabilities

The Bureau of Learning Delivery-Student Inclusion Division recommends that teachers support the socio-emotional learning of learners through awareness and understanding of the areas of the learners' strengths and areas where they struggle. DepEd Order 44, s. 2021, or Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program includes provisions for assessment services across different developmental domains including cognitive, socio-emotional, physical, motor and moral-spiritual domains.

## Socio-emotional learning in early childhood education

**The ECCD Council has always given importance to socio-emotional learning as it recognizes socio-emotional development as one of the six domains of holistic child development. This is institutionalised in the Council-approved Philippine Early Learning and Development Standards or PELDS (2008) and National Early Learning Framework (2010), which guides the 'Early Years First' National Strategic Plan for ECCD 2019–2030. In line with this plan, UNICEF will support the ECCD Council and DepEd in the review and expansion up to 8 years old of PELDS (currently for Filipino children aged 0–5 years and 11 months). This enhanced and expanded PELDS will serve as the basis for the alignment of ECCD and kindergarten to the Grade 3 curricula and assessment (e.g., the Philippine ECCD Checklist), including in the domain of socio-emotional development. Future initiatives aimed at developing socio-emotional skills among Filipino learners should build upon the enhanced and expanded PELDS. This approach is essential to guarantee a smooth and continuous alignment of standards, curricula and assessment from ECCD to basic education.**

## 3.2 Socio-emotional skills assessments by development partners

### 3.2.1. Early Childhood Care and Development (ECCD) Longitudinal Study

UNICEF Philippines, with DepED, ECCD Council and Australia's Department of Foreign Affairs and Trade, conducted the Philippines Early Childhood Education Kindergarten to Grade 4 Longitudinal Study to investigate the growth of socio-emotional, cognitive and language skills in the mother tongue, English and Filipino on a cohort of learners from the start of kindergarten to Grade 4.

In the component on the Social and Emotional Development Survey, it measures the following socio-emotional skills:

- communication
- social norms
- conversational skills
- sharing/helping
- demonstrating loyalty
- validating others
- forming attachments/friendships
- playing with others
- following behavioural instructions
- collaborating
- respecting others/property
- regulating emotional expression
- controlling impulses

The key project findings were that socio-emotional skills were positively correlated with mathematics and literacy scores and only a small amount of growth in socio-emotional skills was evident. Context was also associated with socio-emotional skills. Children living in conflict-ridden areas had the lowest socio-emotional skills.

In terms of demographics, girls had slightly better socio-emotional skills. Children from disadvantaged backgrounds (i.e., families with low socioeconomic status) had the lowest levels of socio-emotional skills.

### 3.2.2 World Bank Skills Toward Employability and Productivity (STEP) Survey

Compared to the UNICEF ECCD Longitudinal Study, which focused on younger children, the World Bank STEP Survey focused

on adults in the labour market. The STEP Survey includes three modules: evaluation of reading proficiency and related competencies, information on socio-emotional skills (also called personality and behaviour in the survey) and assessment of technical skills.

The key findings were that socio-emotional skills were positively correlated with employment status and educational attainment. For example, those who were employed had higher levels of grit and decision-making. They also scored higher in terms of agreeableness (or collaboration skills) and extraversion (or social engagement) compared to their non-employed counterparts. Those who had tertiary education scored higher in all socio-emotional skills assessed in the survey, and no gender differences between men and women were found.

Most interestingly, a one-standard-deviation increase in socio-emotional skills was associated with a 5.9–9 per cent increase in daily earnings (approximately US\$2), showing the concrete benefits of socio-emotional skills for employment outcomes. Extraversion (or social engagement) and openness to experience (or innovation skills) were most strongly correlated with higher earnings among women and younger workers. For men, only extraversion (or social engagement) was correlated with higher earnings. The study also found that socio-emotional skills were even more important for workers with lower educational levels – those who were more extraverted, conscientious, open to new experiences, agreeable and had better decision-making skills were able to substitute the lack of more traditional cognitive and technical skills. Hence, socio-emotional skills might be essential for improving the employment outcomes of individuals with less formal education.

### 3.2.3 Programme for International Student Assessment

The Philippines joined PISA for the first time in 2018 (OECD 2020). The performance of students in the Philippines lagged behind most PISA-participating countries and economies. Compared to the Southeast Asia developing countries' average, the Philippines underperformed by 45 points

**Socio-emotional skills might be essential for improving the employment outcomes of individuals with less formal education.**

World Bank STEP Survey

in reading, by 51 points in math, and by 52 points in science.

In reading and math, 81 per cent of students performed below the basic proficiency level, as did 78 per cent in Science. Filipino students had an average score of 340 in reading (versus the 487 OECD average), 353 in math (versus 489 OECD average) and 357 in science (versus 489 OECD average). These were also below the averages in other developing countries in Southeast Asia such as Indonesia, Malaysia, Brunei Darussalam and Thailand.

Although PISA is primarily focused on literacy in reading, mathematics and science, it also contains two constructs that are closely related to socio-emotional skills. The first one is bullying, which is closely related to the socio-emotional skills of social awareness and relationship skills. The other is growth mindset, which is closely related to innovation skills.

In terms of bullying, the Philippines reported the highest levels of bullying of all educational systems. Approximately 65 per cent of students in the Philippines, in contrast to the

OECD average of only 23 per cent, stated that they experienced bullying on a regular basis, typically a few times each month. The average percentage of students frequently bullied across OECD countries was only 8 per cent, while in the Philippines, the figure rose to approximately 40 per cent. According to the items on the bullying scale, “Other students made fun of me” was reported by nearly half of the students, occurring at least a few times each month. Although bullying was prevalent across the entire socio-demographic spectrum, exposure to bullying was more prevalent among boys, disadvantaged students and low-achieving students.<sup>1</sup>

A growth mindset refers to the belief that a person’s abilities and intelligence can be shaped and improved. Students who embrace a growth mindset firmly believe that their intelligence can develop and grow with time and effort. While a fixed mindset is the belief that intelligence is a fixed characteristic that cannot be changed. Students who hold a fixed mindset believe that individuals are born with a predetermined level of intelligence that remains constant and cannot be influenced by experiences (Dweck and Molden 2005).

Among the participating countries and economies, the Philippines had one of the lowest percentages of students (only 31 per cent) who held a growth mindset, in contrast to the OECD average of 63 per cent. PISA asked students to indicate their level of agreement with the statement: “Your intelligence is something you can’t change much.” Students who disagreed with this statement were considered to have a stronger growth mindset compared to those who agreed with it. In the Philippines, the majority of students either agreed (51 per cent) or strongly agreed (18 per cent) with the fixed mindset statement, indicating that they believed intelligence is not easily changeable.

The findings pertaining to high levels of bullying and low levels of growth mindsets may signal the need to focus on socio-emotional skills related to social awareness, relationship building, and innovation among Filipino students.

## UNICEF Philippines’ support to socio-emotional learning

**UNICEF implemented projects to integrate socio-emotional learning in interventions for Children in Conflict with the Law (CICL) as well as through science, technology, engineering and mathematics (STEM) education to enhance psycho-social well-being of vulnerable children and adolescents. UNICEF provided technical assistance to the Disaster Risk Reduction and Management Service of DepEd in MHPSS response during the pandemic through the weekly webinars for students and in the provision of an MHPSS guide for school personnel on MHPSS as part of learning recovery. UNICEF also supports the framework development of Healthy Learning Institutions (HLI), one component of which is mental health. In addition, it worked together with UNESCO Bangkok in field-testing the mental health and psychosocial support (MHPSS) system-level tool that informed DepEd on its areas of strength as well as on gaps in the policy and implementation of its mental health programme.**

<sup>1</sup> Other items on the bullying scale included: “Other students left me out of things on purpose” (33 per cent of students in the Philippines); “I was threatened by other students” (35 per cent); “Other students took away or destroyed things that belong to me” (31 per cent); “I got hit or pushed around by other students” (32 per cent); and “Other students spread nasty rumours about me” (32 per cent).



# 4

## Gaps and recommendations

There are a few key gaps between the global agenda on socio-emotional learning and Philippine initiatives. Of note are the lack of socio-emotional learning assessments and limitations of existing socio-emotional learning assessments. This study recommends that the CASEL framework be used as the overarching framework to understand and assess socio-emotional skills.

## 4.1 Gaps in current socio-emotional learning assessment in the Philippines

### 4.1.1 Lack of socio-emotional learning assessment in the K-12 context

One of the key gaps is that there is no national assessment to measure socio-emotional skills among students in the K-12 setting. While the Philippines has made progress in implementing socio-emotional learning through initiatives like the *Edukasyon sa Pagpapakatao* or EsP (Character Education) curriculum guide, there is currently no standardised and systematic approach to assessing and measuring students' socio-emotional skills across the country. This lack of a comprehensive measurement programme makes it challenging to track the effectiveness of socio-emotional learning interventions and identify areas for improvement.

**The CASEL framework is widely recognized for promoting socio-emotional learning in schools. Compared with other frameworks, it is a more comprehensive approach to socio-emotional learning with five core competencies.**

### 4.1.2 Limitations of existing socio-emotional learning assessments by development partners

A second gap is that existing socio-emotional learning assessments by researchers and development partners mostly cover 15-year-olds (e.g., OECD 2021) and adults. There is a lack of assessments that cover students in the primary grades.

Overall, addressing these gaps in the Philippines' initiatives on socio-emotional learning will involve the development of a comprehensive measurement programme, the establishment of a coherent framework for assessing socio-emotional learning and the provision of adequate training and support to teachers, non-teaching personnel and school leaders. By addressing these gaps,

the Philippines can strengthen its efforts in promoting social and emotional learning and ensure a more consistent and effective implementation of socio-emotional learning across the education system.

## 4.2 Recommendations to promote social and emotional skills

Implementing a socio-emotional learning assessment will encourage evidence-based intervention on student learning and development. In line with this, this study developed a questionnaire that is rooted in both the CASEL framework and the Big Five framework.

The CASEL framework is widely recognized for promoting socio-emotional learning in schools. Compared with other frameworks, it is a more comprehensive approach to socio-emotional learning with five core competencies. These competencies are further broken down into specific skills that can be taught and measured, providing a clear roadmap for educators to integrate socio-emotional learning into their curriculum. Additionally, the CASEL framework has been extensively researched and validated, providing a strong evidence base for its effectiveness in promoting positive outcomes for students. Therefore, this study proposes a socio-emotional learning questionnaire based on the CASEL framework.

However, there are some missing components from the CASEL framework. First, it was developed in the United States of America and may not fully reflect the cultural values and practices of Asian cultures. It is necessary to consider the cultural context when implementing socio-emotional learning programmes. Second, effective socio-emotional learning programmes require training and support for teachers and parents to enhance children's social and emotional skills in a supportive learning environment. Last, the interventions or programmes should consider incorporating a focus on systematic practices, such as SAFE (sequenced, active, focused, explicit) features and CASEL's basic principles.

In line with the CASEL framework, the proposed questionnaire aims to measure



the following skills: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. However, one of the missing dimensions in CASEL are innovation skills, which are articulated in the Big Five framework. Hence, the sixth dimension of innovation skills are added.

The questionnaire is included in the Appendix (see **Table 8**). This tool was developed based on extensive consultations with educational experts both locally (e.g., DepED) and globally (e.g., UNICEF, World Bank and Southeast Asia Ministers of Education Organization).

Three options were developed. Option 1 is rated on a four-point Likert scale ranging from 1 (Strongly agree) to 4 (Strongly disagree). Option 2 is rated on a four-point scale from 1 (Extremely good) to (Not good at all). Option 3 is a vignette-based assessment. However, after extensive expert consultations, it was determined that Option 1 and Option 2 be used in the field trial since Option 3 imposes too heavy of a cognitive load on readers.

Option 1 is more common and follows the precedent of other large-scale assessments such as PISA, Trends in International

Mathematics and Science Study, and Survey on Social and Emotional Skills. Option 2, which uses a skill-based terminology, follows the suggestions of researchers who advocate that socio-emotional skills as skills are more appropriately measured by asking respondents to rate how capable they are of enacting the thought, feeling or behaviour described by the items, rather than how well each item describes their typical behaviour (Soto et al. 2022).

This study suggests that the two options be administered as separate booklets so the evaluation team can use empirical data to see which option is the best.



# 5

## Conclusion

This white paper shows that socio-emotional skills are critical to promoting students' academic accomplishments, psychological well-being and professional success. DepEd and other development partners (e.g., UNICEF, World Bank) have spearheaded the integration of socio-emotional skills in the educational context. Based on a comprehensive review of existing frameworks and expert recommendations, a proposed tool for measuring socio-emotional skills is presented. It is hoped that this tool will aid educators and policymakers in understanding and improving Filipino students' socio-emotional skills.





# Appendix

Table 1: Various frameworks related to socio-emotional skills

EXAMPLE FRAMEWORK	DEVELOPER	PURPOSE	SKILLS INCLUDED
21st Century Learning	Partnership for 21st Century Learning, a network of Battelle for Kids	To prepare learners to acquire the skills needed in a world of constant change and innovation	<ul style="list-style-type: none"> <li>Think creatively</li> <li>Work creatively with others</li> <li>Implement innovations</li> <li>Reason effectively</li> <li>Use systems thinking</li> <li>Make judgments and decisions</li> <li>Solve problems</li> <li>Communicate clearly</li> <li>Collaborate with others</li> <li>Access and evaluate information</li> <li>Use and manage information</li> <li>Analyse media</li> <li>Create media products</li> <li>Apply technology effectively</li> <li>Adapt to change</li> <li>Be flexible</li> <li>Manage goals and time</li> <li>Work independently</li> <li>Be self-directed learners</li> <li>Interact effectively with others</li> <li>Work effectively in diverse teams</li> <li>Manage projects</li> <li>Produce results</li> <li>Guide and lead others</li> <li>Be responsible to others</li> </ul>
ACT Holistic Framework	ACT, Inc.	To provide a more holistic and integrated picture of education and work-readiness for K-12 education, post-secondary education and workplace development	<ul style="list-style-type: none"> <li>English language arts</li> <li>Mathematics</li> <li>Science</li> <li>Collaborative problem-solving</li> <li>Studying and learning</li> <li>Technology and information literacy</li> <li>Thinking and metacognition</li> <li>Genuineness</li> <li>Fairness</li> <li>Modesty</li> <li>Creativity</li> <li>Curiosity</li> <li>Flexibility</li> <li>Accepting differences</li> <li>Stress tolerance</li> <li>Self-confidence</li> <li>Assertiveness</li> <li>Optimism</li> <li>Sociability</li> <li>Cooperation</li> <li>Perspective taking</li> <li>Goodwill</li> <li>Helpfulness</li> <li>Patience</li> <li>Dependability</li> <li>Order</li> <li>Persistence</li> <li>Rule consciousness</li> <li>Goal striving</li> <li>Self-control</li> <li>Awareness</li> </ul>

Table 1: Various frameworks related to socio-emotional skills

EXAMPLE FRAMEWORK	DEVELOPER	PURPOSE	SKILLS INCLUDED
Building Blocks for Learning	Turnaround for Children	To help stakeholders in the areas of policy, practice and research build a more comprehensive approach to student development by supporting the skills and mindsets that students need to succeed in school and beyond	Personal attributes Attitudes Expectations Self-efficacies Education and work knowledge Supports Barriers Experience Identity formation Exploration Goals Career and education decision-making Congruence Action planning Relational behaviours Roles Search behaviours Implementation Lifelong learning Academic tenacity Agency Attachment Civic identity Curiosity Executive functions Growth mindset Self-efficacy Sense of belonging Relevance of school Relationship skills Resilience Self-regulation Self-awareness Social awareness Stress management Self-direction
Character Strengths	Character Lab	Building character strengths tied to achievement and well-being	Curiosity Gratitude Grit Growth mindset Optimism Purpose Self-control Social/emotional intelligence Zest



Table 1: Various frameworks related to socio-emotional skills

EXAMPLE FRAMEWORK	DEVELOPER	PURPOSE	SKILLS INCLUDED
Employability Skills	Office of Career, Technical, and Adult Education (OCTAE) at the US Department of Education	Preparing students to be college- and career-ready and building skills needed to succeed in the workplace	<ul style="list-style-type: none"> <li>Reading skills</li> <li>Writing skills</li> <li>Math strategies/procedures</li> <li>Scientific principles/procedures</li> <li>Thinks creatively</li> <li>Thinks critically</li> <li>Makes sound decisions</li> <li>Solves problems</li> <li>Reasons</li> <li>Plans/organizes</li> <li>Understands teamwork and works with others</li> <li>Responds to customer needs</li> <li>Exercises leadership</li> <li>Negotiates to resolve conflict</li> <li>Respects individual differences</li> <li>Demonstrates responsibility and self-discipline</li> <li>Adapts and shows flexibility</li> <li>Works independently</li> <li>Demonstrates a willingness to learn</li> <li>Demonstrates integrity</li> <li>Demonstrates professionalism</li> <li>Takes initiative</li> <li>Displays a positive attitude and sense of self-worth</li> <li>Takes responsibility for professional growth</li> <li>Manages time</li> <li>Manages money</li> <li>Manages resources</li> <li>Manages personnel</li> <li>Locates</li> <li>Organizes</li> <li>Uses</li> <li>Analyses</li> <li>Communicates</li> <li>Communicates verbally</li> <li>Listens actively</li> <li>Comprehends written material</li> <li>Conveys information in writing</li> <li>Observes carefully</li> <li>Understands and uses systems</li> <li>Monitors systems</li> <li>Improves systems</li> <li>Understands and uses technology</li> </ul>
European Union (EU) NESET Framework for Social and Emotional Education	NESET, European Commission	To define the key competencies within social and emotional education (SEE) and make recommendations for the integration of SEE as a core component of curricula across the EU	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Self-management</li> <li>Social awareness</li> <li>Social management</li> </ul>

Table 1: Various frameworks related to socio-emotional skills

EXAMPLE FRAMEWORK	DEVELOPER	PURPOSE	SKILLS INCLUDED
Four Branch Model of Emotional Intelligence	Dr. John D. Mayer and Dr. Peter Salovey	To clarify the concept of Emotional Intelligence for researchers and policymakers	Perception, appraisal and expression of emotion Emotion facilitation of thinking Understanding and analysing emotions; employ emotional knowledge Reflective regulation of emotions to promote emotional and intellectual growth
Framework for Systemic Social and Emotional Learning (CASEL)	Collaborative for Academic, Social, and Emotional Learning (CASEL)	To guide educators, families and communities in promoting students' social, emotional and academic learning	Self-awareness Self-management Social awareness Relationship skills Responsible decision-making
Kenya BECF Core Competencies for Basic Education	Kenya BECF Core Competencies for Basic Education	To provide a comprehensive conceptualization of the basic education curriculum reforms and to serve as a reference for developing curriculum, pedagogy, materials and assessments aligned to the national goals for basic education for educators, parents, learners and anyone interested in basic education in Kenya	Communication and collaboration Self-efficacy Critical thinking and problem solving Creativity and imagination Citizenship Digital literacy Learning to learn
Kenya TVET Values and Life Skills (VaLi) Framework	VaLi Working Group	To support the holistic development of youth, enabling them to transition effectively into employment and entrepreneurship, and subsequently succeed in work and life	Love Social justice Respect Integrity Responsibility Peace Resilience Patriotism Regional citizenship Global citizenship Unifying global diversity Environmental sustainability Governance and leadership Personal branding Intrapreneurship Self-management Planning Teamwork Ethics Critical thinking Creative thinking Innovation Problem solving Decision-making Visioning Learning to learn Communication skills Collaboration Negotiation skills Self-concept Empathy Personal expression Stress management Attitude

Table 1: Various frameworks related to socio-emotional skills

EXAMPLE FRAMEWORK	DEVELOPER	PURPOSE	SKILLS INCLUDED
LEGO's Skills for Holistic Development	LEGO Foundation	To highlight the importance of physical, social, cognitive, creative and emotional skills to children's learning and development, and how they complement and interact with one another	Emotional skills Cognitive skills Physical skills Social skills Creative skills
The Clover Model for Youth Development	Dr. Gil Noam and the PEAR Institute: Partnerships in Education and Resilience at McLean Hospital and Harvard Medical School	To serve as a unified, clear framework that provides a common language for youth workers, educators and families to talk about and understand youth development	Active engagement Assertiveness Belonging Reflection
USAID YouthPower Action Key Soft Skills for Cross-Sectoral Youth Outcomes	FHI360, YouthPower Action, USAID	To identify a set of core soft skills that predict positive youth outcomes across workforce success, violence prevention and sexual and reproductive health, and may be most important to develop as part of youth development programmes	Self-control Positive self-concept Higher-order thinking skills Social skills Communication Empathy Goal orientation Responsibility Positive attitude

**Table 2: The commonalities and differences among different frameworks related to socio-emotional skills**

	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making	Learning and innovation skills	Information, media and technology skills	Life and career skills
CASEL	✓	✓	✓	✓	✓			
21st Century Learning		✓		✓	✓	✓	✓	✓
ACT Holistic Framework	✓	✓	✓	✓		✓		✓
Building Blocks for Learning	✓	✓	✓	✓				
Character Lab		✓	✓	✓				
Clover Model	✓	✓	✓	✓				
Developmental Assets		✓		✓	✓			✓
EDC Work Ready Now			✓	✓				✓
EU NESET Framework for Social and Emotional Education	✓	✓	✓					
Emotional Intelligence		✓	✓	✓				
Employability Skills		✓		✓	✓	✓	✓	
Habits of Mind		✓		✓		✓		
Head Start		✓	✓	✓		✓		
Hilton and Pellegrino Clusters of 21 <sup>st</sup> Century Competencies			✓	✓		✓		
IB Learner Profile	✓	✓	✓	✓		✓		
IRC Social and Emotional Learning Competencies	✓	✓	✓	✓		✓		



**Table 2: The commonalities and differences among different frameworks related to socio-emotional skills**

	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making	Learning and innovation skills	Information, media and technology skills	Life and career skills
K-12 SEL Standards	✓	✓	✓	✓				
KIPP (Knowledge is Power Program)		✓		✓		✓		
Kenya BECF Core Competencies for Basic Educaiton			✓	✓		✓	✓	
LEGO's Skill for Holistic Development		✓		✓		✓		
MELQO MODEL Framework	✓	✓	✓	✓				✓
MESH (Mindsets, Essential Skills, and Habits)	✓	✓	✓			✓		
OECD	✓	✓	✓	✓		✓		
Pratham Life Skills Framework	✓	✓		✓			✓	✓
Preparing Youth to Thrive		✓		✓	✓	✓		✓
Room to Read Life Skills Educa-tion Learning Outcomes	✓	✓	✓	✓	✓			
Sesame Workshop Global Framework for Learning			✓	✓		✓		✓

**Table 2: The commonalities and differences among different frameworks related to socio-emotional skills**

	Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making	Learning and innovation skills	Information, media and technology skills	Life and career skills
Singapore Framework for 21CC and Student Outcomes (Developed based on CASEL Framework)	✓	✓	✓	✓	✓			✓
Social, Emotional, and Ethical (SEE) Learning Framework	✓	✓	✓	✓				✓
The Five C's Model of Positive Youth Development	✓		✓	✓				
The PRACTICE Model	✓		✓	✓		✓		✓
UNICEF India Comprehensive Life Skills Framework	✓		✓	✓	✓	✓		✓
USAID YouthPower Action Key Soft Skills for Cross-Sectoral Youth Outcomes	✓	✓		✓	✓			✓
Vision of the Haitian Child in Society: Social Emotional Framework	✓	✓	✓	✓		✓		✓
WHO Skills for Health		✓	✓	✓	✓			✓
Young Adult Success		✓	✓			✓		

**Table 3: The existing tools for measuring socio-emotional skills**

First author or organization (year) Country	Name of questionnaire	Framework	Number of items	Dimensions	Sample item
Aurora-Adina (2011) Romania	Socio-emotional Skills Assessment Scale (SESAS)	CASEL's Socio-emotional skills framework	75	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Emotional management</li> <li>• Autonomy</li> <li>• Social awareness</li> <li>• Interpersonal management</li> <li>• Life skills</li> </ul>	Not applicable (N/A)
Coelho et al. (2016) Portugal	Social and Emotional Competencies Questionnaire — Teacher Version	CASEL's Socio-emotional skills framework	59	• Social awareness (10 items)	He/She is worried when somebody has problems
				• Self-control (12 items)	When he/she wants to talk, he/she waits for his/her turn
				• Initiative (13 items)	He/she takes initiative when starting new activities
				• Social isolation (12 items)	Stays alone and speaks to no one
				• Social anxiety (9 items)	He/she is afraid when facing new situations or activities
• Relationship skills (additional 3 items)	He/she pays attention when someone is talking to him/ her				
Crowder et al. (2019) USA	Washoe County School District Socio-Emotional Competency Assessment (WCSD-SECA)	CASEL's Socio-emotional skills framework	40	• Self-awareness: strengths/weaknesses (4 items)	Accepting things I can't control
				• Self-awareness: emotion knowledge (6 items)	Knowing how others might act when I tell them how I am feeling
				• Self-management: emotion regulation (4 items)	Concentrating when there is a lot of noise around me
				• Self-management: goal management (4 items)	Reaching goals that I set for myself
				• Self-management: schoolwork (6 items)	Getting my schoolwork done right away
				• Social awareness (5 items)	Knowing how I can help my community
				• Relationship skills (6 items)	Sharing what I am feeling with others
• Responsible decision-making (5 items)	Helping to make my school a better place				
DeRosier and Thomas (2018) USA	Social Skills and Behaviour Inventory  Game-based social emotional skills assessment	N/A	39	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Cooperation</li> <li>• Impulse control</li> <li>• Emotion regulation</li> <li>• Social initiation</li> <li>• Empathy</li> </ul>	N/A

Table 3: The existing tools for measuring socio-emotional skills

First author or organization (year) Country	Name of questionnaire	Framework	Number of items	Dimensions	Sample item
Zhou and Ee (2012) Singapore	Social Emotional Competence Questionnaire (SECO)	CASEL's Socio-emotional skills framework	25	• Social awareness (5 items)	I understand my moods and feelings
				• Social awareness (5 items)	If someone is sad, angry or happy, I believe I know what they are thinking
				• Self management (5 items)	I am able to use my time effectively every day
				• Relationship management (5 items)	I prefer to listen to others
				• Relationship decision-making (5 items)	I ensure that there are more positive outcomes when making a choice
Elliott et al. (2018) Australia	Social Emotional Learning Assessment (SELA)	CASEL's Socio-emotional skills framework	46	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	N/A
Bar-On and Parker (2000) USA	Emotional Intelligence Inventory: Young Version (EQ-i:YV)	Bar-On's theory	60	• Intrapersonal (16 items)	I make friends easily
				• Interpersonal (19 items)	I am not very happy
				• Stress management (12 items)	I know things will be okay
				• Adaptability (13 items)	A lot of things must happen to me to get me angry
				• General mood (8 items)	I can stay calm when I am upset
Furlong et al. (2014) USA	Social Emotional Health Survey (SEHS)	Social-cognitive perspective, socio-emotional learning theory	36	<ul style="list-style-type: none"> <li>• Self-efficacy (3 items)</li> <li>• Self-awareness (3 items)</li> <li>• Family coherence (3 items)</li> <li>• Peer support (3 items)</li> <li>• Emotional regulation (3 items)</li> <li>• Empathy (3 items)</li> <li>• Gratitude (3 items)</li> <li>• Persistence (3 items)</li> <li>• School support (3 items)</li> <li>• Self-control (3 items)</li> <li>• Zest (3 items)</li> <li>• Optimism (3 items)</li> </ul>	N/A
Gresham et al. (2020) USA	Social Skills Improvement System Social Emotional Learning Edition Rating Forms (SSIS SEL RF)	CASEL's Socio-emotional skills framework	46	<ul style="list-style-type: none"> <li>• Self-awareness (8 items)</li> <li>• Self-management (10 items)</li> <li>• Social awareness (7 items)</li> <li>• Relationship skills (15 items)</li> <li>• Responsible decision-making (6 items)</li> </ul>	N/A



**Table 3: The existing tools for measuring socio-emotional skills**

First author or organization (year) Country	Name of questionnaire	Framework	Number of items	Dimensions	Sample item
Ji et al. (2013) USA	Socio-Emotional and Character Development Scale (SECDS)	Socio-emotional learning (Weissberg and O'Brien 2004) and socio-emotional and character development (Elias 2009)	28	• Prosocial behaviour (6 items)	I play nicely with others
				• Honesty (6 items)	I apologise when I have done something wrong
				• Self-control (5 items)	I wait my turn in line patiently
				• Self-development (4 items)	I make myself a better person
				• Respect at school (5 items)	I speak politely to my teacher and other adults at school
				• Respect at home (4 items)	I speak politely to my parents
Kilgus et al. (2020) USA	Intervention Selection Profile (ISP) Skills	CASEL's Socio-emotional skills framework	122	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul>	N/A
Malti et al. (2018) USA	Holistic Student Assessment (HSA)	Socio-emotional developmental theory	25	• Optimism	I am happy with the choices I make in my life
				• Emotion control	I react to things so quickly I get in trouble
				• Action orientation	I like being active
				• Self-reflection	I feel good when I fulfil my responsibilities
				• Trust	I think most people are fair
				• Empathy	I like to help people with their problems
				• Assertiveness	I stand up for things that matter to me
Mantz et al. (2018) USA	Delaware Socio-Emotional Competency Scale (DSECS-S)	CASEL's Socio-emotional skills framework	12	<ul style="list-style-type: none"> <li>• Responsible decision-making (3 items)</li> <li>• Relationship skills (3 items)</li> <li>• Self-management (3 items)</li> <li>• Social awareness (3 items)</li> </ul>	N/A
Merrell et al. (2011) USA	Socio-Emotional Assets and Resilience Scale, parent form (SEARS-P)		54	• Self-regulation/responsibility (22 items)	Able to handle problems
				• Social competence (9 items)	People think he/she is fun
				• Empathy (7 items)	Feels sorry for others

**Table 3: The existing tools for measuring socio-emotional skills**

First author or organization (year) Country	Name of questionnaire	Framework	Number of items	Dimensions	Sample item
Murano et al. (2021) USA	Social and Emotional Skill	The Big Five	30	<ul style="list-style-type: none"> <li>Grit (6 items)</li> <li>Teamwork (6 items)</li> <li>Resilience (6 items)</li> <li>Curiosity (6 items)</li> <li>Leadership (6 items)</li> </ul>	N/A
Primi et al. (2016) Brazil	Inventory Assessing Social and Emotional Skills	The Big Five	48	Conscientiousness (8 items)	I am a hard worker
				Emotional stability (8 items)	I easily lose my calm
				Extraversion (8 items)	Tends to be quiet
				Agreeableness (8 items)	Is considerate and kind to almost everyone
				Open-mindedness (8 items)	Is inventive
				External locus of control (8 items)	I am often accused of lying or cheating
				Optimism	N/A
				Empathy	
				Self-regulation	
				Assertiveness	
Responsible decision-making					
Thomson et al. (2018) Canada	Middle Years Development Instrument (MDI) Survey	Middle Years Development Instrument (MDI) theory	71	<ul style="list-style-type: none"> <li>Optimism</li> <li>Empathy</li> <li>Self-regulation</li> <li>Assertiveness</li> <li>Responsible decision-making</li> </ul>	N/A
West et al. (2016) USA	Student socio-emotional surveys	CORE's framework	25	<ul style="list-style-type: none"> <li>Self-management (9 items)</li> <li>Growth mindset (4 items)</li> <li>Self-efficacy (4 items)</li> <li>Social awareness (8 items)</li> </ul>	N/A
Zych et al. (2018) Spain	Social and Emotional Competencies Questionnaire	Emotional intelligence model	16	Self-awareness (4 items)	I know how to label my emotions
				Self-management and motivation (3 items)	I know how to motivate myself
				Social-awareness and prosocial behaviour (6 items)	I know what people expect from others
				Decision-making (3 items)	I make decisions by analysing carefully the possible consequences

**Notes:** CASEL = Collaborative for Academic, Social, and Emotional Learning; The CORE Districts (or CORE) is a partnership of California local educational agencies working to improve student achievement by fostering collaboration and learning across its eight members: Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana Unified School Districts.

**Table 4: BEDP twenty-first century skills mapped alongside the CASEL Framework**

CASEL Framework	Self-awareness and Self-management	Relationship skills and Social awareness	Responsible decision-making
Twenty-first century skills in BEDP Framework	<ul style="list-style-type: none"> <li>• Self-discipline</li> <li>• Resilience and adversity management</li> <li>• Reflective thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Collaboration</li> <li>• Interpersonal skills</li> <li>• Interactive communication</li> <li>• Non-verbal communication</li> <li>• Communicating in diverse environments</li> <li>• Adaptive leadership</li> <li>• Intercultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Informed decision-making</li> <li>• Critical thinking</li> <li>• Problem solving</li> </ul>

**Table 5: BEDP twenty-first century skills mapped alongside the OECD Big Five Socio-emotional Framework**

Big Five Socio-emotional skills	Twenty-first century skills in the BEDP Framework
Task performance	Future orientation
Innovation skills	Creativity, openness, critical thinking, problem-solving, reflective thinking
Engaging with others	Adaptive leadership
Collaboration	Teamwork, collaboration, interpersonal skills; intercultural understanding
Emotion regulation	Self-discipline, resilience and adversity management

**Table 6: Big ideas under the GMRC and Values Education modules mapped within the CASEL Framework**

CASEL Framework	Self-awareness and Self-management	Relationship skills and Social awareness	Responsible decision-making
Big ideas under the GMRC and Values Education modules of the MATATAG curriculum	<ul style="list-style-type: none"> <li>• Dignity</li> </ul>	<ul style="list-style-type: none"> <li>• Love for family</li> <li>• Love for others</li> <li>• Love</li> <li>• World unity</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible decision-making</li> <li>• Inclination towards the good</li> <li>• Respect for the environment</li> <li>• Common good</li> </ul>

**Table 7: Character education (Edukasyon sa Pagpapakatao) curriculum and time allotment**

Grade level	Curriculum description	Time allotment
Grade 1	<i>Pag-unawa sa mga paraan ng paggalang sa sarili, kapwa, bansa at Diyos bilang gabay tungo sa maayos at masayang tahanan at paaralan</i>	30 minutes daily
Grade 2	<i>Pag-unawa sa pagpapakita ng mga kilos na nagpapahalaga sa sarili, kapwa, bansa, Diyos at sa Kanyang mga nilikha bilang patnubay sa maayos at masayang paaralan at pamayanan</i>	30 minutes daily
Grade 3	<i>Pag-unawa sa mga gawain na nagpapakita ng pagpapahalaga tungo sa maayos at masayang pamumuhay na may pananagutang pagkilos at pagpapasiya para sa sarili, kapwa, pamayanan, bansa at Diyos</i>	30 minutes daily
Grade 4	<i>Pag-unawa sa mga makabuluhang gawain na may kaakibat na pagpapahalaga tungo sa wasto, maayos, masaya at mapayapang pamumuhay para sa sarili, kapwa, bansa at Diyos</i>	30 minutes daily
Grade 5	<i>Pag-unawa sa masusing pagsusuri sa pagpapahayag, pagganap ng tungkulin na may pananagutan at pagsasabuhay ng mga ito tungo sa masaya, mapayapa at maunlad na pamumuhay para sa mga sarili/mag-anak, kapwa/pamayanan, bansa/daigdig at Diyos</i>	30 minutes daily
Grade 6	<i>Pag-unawa sa mga gawain na tumutulong sa pag-angat ng sariling dignidad, pagmamahal sa kapwa na may pananagutang pagkilos at pagpapasiya tungo sa maayos, mapayapa at maunlad na pamumuhay para sa kabutihang panlahat</i>	30 minutes daily
Grade 7	<i>Mga angkop na inaasahang kakayahan at kilos sa panahon ng pagdadalaga/pagbibinata; mga talent at kakayahan; mga hilig (interests); mga tungkulin bilang nagdadalaga at nagbibinata; isip at kilos loob (will); ang kaugnayang konsiyensiya sa likas na batas moral; kalayaan; kaugnayan ng pagpapahalaga at birtud; hirarkiya ng mga pagpapahalaga; mga panloob na salik na nakaiimpluwensa sa paghubog ng mga pagpapahalaga; ang pangarap at mithiin; ang mabuting pagpapasya; mga pansariling salik sa pagpili ng kursong akademiko o teknikal-bokasyonal; sining o isports; negosyo o hanapbuhay; ang halaga ng pag-aaral sa paghahanda para sa pagnenegosyo at paghahanapbuhay</i>	120 minutes per week
Grade 8	<i>Ang pamilya bilang natural na institusyon ng Lipunan, ang misyon ng pamilya sa pagbibigay ng edukasyon; paggabay sa pagpapasiya at paghubog ng pananampalataya; ang panlipunan at pampulitikal na papel ng pamilya; ang pakikipagkapuwa; pakikipagkaibigan; emosyon, ang mapanagutang pamumuno at pagiging tagasunod; pasasalamat sa ginawang kabutihan ng kapwa; pagsunod at paggalang sa mga magulang, nakakatanda at may awtoridad</i>	120 minutes per week
Grade 9	<i>Layunin ng lipunan, kabutihang panlahat, lipunang pulitikal, lipunang ekonomiya, lipunang sibil; media at simbahan; Karapatan at tungkulin; mga batas na nakabatay sa likas na batas moral (natural law); ang paggawa bilang paglilingkod at pagtataguyod ng dignidad ng tao; pakikilahok at bolunterismo; katarungang panlipunan; kagalingan sa paggawa; kasipagan, pagpupunyagi, pagtitipid at wastong pamamahala sa naimpok; pamamahala ng paggamit ng oras; mga pansariling salik sa pagpili ng tamang kursong akademiko o teknikal-bokasyonal; sining at isports; negosyo o hanapbuhay; mga local at global na demand; ang paghahanda sa minimithing uri ng pamumuhay.</i>	120 minutes per week
Grade 10	<i>Ang mataas na gamit at tunguhin ng isip at kilos-loob (will); paghubog ng konsiyensiya batay sa likas na batas moral; ang tunay na Kalayaan, dignidad, ang pagkukusa ng makataong kilos (voluntariness of human act); mga salik na nakaapekto sa pananagutan ng tao sa kahihinatnan ng kilos at pasya; mga yugto ng makataong kilos, layunin, paraan at sirkumstansya ng makataong kilos; pagmamahal sa Diyos, paggalang sa buhay, pagmamahal sa bayan, pangangalaga sa kalikasan; ang paninidigan ng tao sa pagmamahal niya sa buhay bilang kaloob ng Diyos, paninidigan sa tamang paggamit ng kapangyarihan at pangagalaga sa kapaligiran, paninidigan tungkol sa pangangalaga ng sarili labas sa pang-aabusong sekswal tungo sa maayos na pagtingin sa sarili at pagtataguyod ng dignidad ng tao; ang paninidigan para sa katotohanan</i>	120 minutes per week



**Table 8: Tool to measure students' socio-emotional skills**

**Option 1: How much do you agree with the following statements**  
*(Strongly agree, agree, disagree, strongly disagree)*

Socio-emotional skills	Items
Self-awareness	1. I know when I am feeling happy, sad or angry.
Self-awareness	2. I know what I am good at and what I need help with.
Self-awareness	3. When I make a mistake, I think about what I can do to make it right.
Self-awareness	4. I know what I like and what I don't like.
Self-management	5. I can control myself when I am angry.
Self-management	6. I can relax when I am feeling worried.
Self-management	7. I can deal with my problems.
Self-management	8. I can stay calm when I have problems.
Social awareness	9. I listen carefully when my friends talk.
Social awareness	10. I do NOT ask others how they feel (reversed).
Social awareness	11. I know how to make others feel better.
Social awareness	12. I understand what my friends need.
Relationship skills	13. I like to fight with other people (reversed).
Relationship skills	14. I help others.
Relationship skills	15. I am respectful to others.
Relationship skills	16. I am polite to other people.
Responsible decision-making	17. I follow the rules set by my teachers.
Responsible decision-making	18. I like disobeying my parents (reversed).
Responsible decision-making	19. I am responsible.
Responsible decision-making	20. I am reliable.
Innovation skills	21. I like to know about different things.
Innovation skills	22. I am curious.
Innovation skills	23. I like learning new things at school.
Innovation skills	24. If I don't know something, I like to ask questions.

**Table 8: Tool to measure students' socio-emotional skills**

<b>Option 2: How good are you at...</b> <i>(Extremely good, good, not so good, not good at all)</i>	
<b>Socio-emotional skills</b>	<b>Items</b>
Self-awareness	1. How good are you at knowing when you are feeling happy, sad or angry?
Self-awareness	2. How good are you at knowing what you are good at and what you need help with?
Self-awareness	3. How good are you at knowing when you make a mistake and correcting it?
Self-awareness	4. How good are you at knowing what you like and what you don't like?
Self-management	5. How good are you at controlling yourself when angry?
Self-management	6. How good are you at relaxing when you feel worried?
Self-management	7. How good are you at dealing with your problems?
Self-management	8. How good are you at staying calm when you have problems
Social awareness	9. How good are you at listening to your friends when they talk?
Social awareness	10. How good are you at asking about how others feel?
Social awareness	11. How good are you at making others feel better?
Social awareness	12. How good are you at understanding what your friends need?
Relationship skills	13. How good are you at stopping yourself from fighting others even if you want to?
Relationship skills	14. How good are you at helping others?
Relationship skills	15. How good are you at being respectful to others?
Relationship skills	16. How good are you at being polite to other people?
Responsible decision-making	17. How good are you at following the rules set by your teachers?
Responsible decision-making	18. How good are you at following the rules set by your parents?
Responsible decision-making	19. How good are you at being responsible?
Responsible decision-making	20. How good are you at being reliable?
Innovation skills	21. How good are you about knowing different things?
Innovation skills	22. How good are you at being curious?
Innovation skills	23. How good are you at learning new things at school?
Innovation skills	24. How good are you at asking questions if you don't know about something?

# 7

## Bibliography

- Acosta, A. S., Á. H. Crespo and J. C. Agudo, 'Effect of Market Orientation, Network Capability and Entrepreneurial Orientation on International Performance of Small and Medium Enterprises (SMEs)', *International Business Review*, 27(6), 2018, pp. 1128–1140.
- Abrahams, L., et al., 'Social-Emotional Skill Assessment in Children and Adolescents: Advances and challenges in personality, clinical, and educational contexts', *Psychological Assessment*, 31(4), 2019, pp. 460–473.
- Acosta, P., N. Muller and M.A. Sarzosa, 'Beyond Qualifications: Returns to cognitive and socio-emotional skills in Colombia, Policy Research Working Paper 7430, World Bank, 2015.
- Alzahrani, M., M. Alharbi and A. Alodwani, 'The Effect of Socio-Emotional Skills on Children Academic Achievement and Behavioral Development', *International Education Studies*, 12(12), 2019, pp. 141–149.
- Aurora-Adina, I., 'Assessing the Socio-Emotional Skills in Romanian Teenagers', *Procedia-Social and Behavioral Sciences*, 30, 2011, pp. 876–882.
- Balcar, J., et al., *Transferability of Skills across Economic Sectors*, Publication Office of the European Union, 2011.
- Bar-On, R., 'Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory' in *The Handbook of Emotional Intelligence: Theory, development, assessment, and application at home, school, and in the workplace*, edited by R. Bar-On and J. D. A. Parker, Jossey-Bass/Wiley, 2000, pp. 363–388.
- Bar-On, R. and J. D. A. Parker, 'Emotional Quotient Inventory: Youth version' (BarOn EQ-i: YV™), Database record, APA PsycTests, 2000, <<https://doi.org/10.1037/t04980-000>>.
- Collaborative for Academic Social and Emotional Learning (CASEL), 'What is SEL?', 2020a, <<https://casel.org/what-is-sel>>.
- CASEL, *The CASEL Guide to Schoolwide Social and Emotional Learning*, CASEL, Chicago, Illinois, 2020b, <<https://schoolguide.casel.org>>.
- Cinque, M., S. Carretero and J. Napierala, 'Non-cognitive Skills and Other Related Concepts: Towards a better understanding of similarities and differences', JRC Working Papers Series on Labour, Education and Technology No. 2021/09, 2021.
- Cipriano, C., et al., *The State of Evidence for Social and Emotional Learning: A contemporary meta-analysis of universal school-based SEL interventions*, Stage 2 report, OSF, 2023, <<https://osf.io/r246m>>.
- Chernyshenko, O. S., M. Kankaraš and F. Drasgow, *Social and Emotional Skills for Student Success and Well-being: Conceptual framework for the OECD study on social and emotional skills*, OECD Publishing, 2018.
- Coelho, V. A., et al., 'Bullying and Cyberbullying in Portugal: Validation of a questionnaire and analysis of prevalence', *School Psychology International*, 37(3), 2016, pp. 223–239.
- Corcoran, R. P., et al., 'Effective Universal School-Based Social and Emotional Learning Programs for Improving Academic Achievement: A systematic review and meta-analysis of 50 years of research', *Educational Research Review*, 25, 2018, pp. 56–72.
- Crowder, M. K., et al., 'Linking Social and Emotional Learning Standards to the WCSO Social-Emotional Competency Assessment: A Rasch approach', *School Psychology*, 34(3), 2019, pp. 281–295, <<https://doi.org/10.1037/spq0000308>>.
- Darling-Hammond, L., et al., 'Implications for Educational Practice of the Science of Learning and Development', *Applied Developmental Science*, 24(2), 2020, pp. 97–140, <<https://doi.org/10.1080/10888691.2018.1537791>>.
- DeRosier, M. E. and J.M. Thomas, 'Establishing the Criterion Validity of Zoo U's Game-Based Social Emotional Skills Assessment for School-Based Outcomes', *Journal of Applied Developmental Psychology*, 55, 2018, pp. 52–61.
- Dodge, K. A., 'Translational Science in Action: Hostile attributional style and the development of aggressive behavior problems', *Development and Psychopathology*, 18(3), 2006, pp. 791–814.

- Duckworth, A. L. and D.S. Yeager, 'Measurement Matters: Assessing personal qualities other than cognitive ability for educational purposes', *Educational Researcher*, 44(4), 2015, pp. 237-251.
- Duckworth, A. L. and P.D. Quinn, 'Development and Validation of the Short Grit Scale (GRIT-S)', *Journal of Personality Assessment*, 91(2), 2009, pp. 166-174.
- Duckworth, A. L., et al., 'Grit: Perseverance and passion for long-term goals', *Journal of Personality and Social Psychology*, 92(6), 2007, p. 1087-1101.
- Durlak, J. A., et al., 'The Impact of Enhancing Students' Social and Emotional Learning: A meta-analysis of school-based universal interventions', *Child Development*, 82(1), 2011, pp. 405-432.
- Dweck, C. S. and D.C. Molden, 'Self-theories: Their impact on competence motivation and acquisition' in the *Handbook of Competence and Motivation*, edited by A. Elliot and C. S. Dweck, Guilford Press, New York, 2005, pp. 122-140.
- Elias, M. J., 'Socio-Emotional and Character Development and Academics as a Dual Focus of Educational Policy', *Educational Policy*, 23(6), 2009, pp. 831-846.
- Elliott, S. N., et al., 'Development and Initial Validation of a Social Emotional Learning Assessment for Universal Screening', *Journal of Applied Developmental Psychology*, 55, 2018, pp. 39-51.
- Elliott, S.N. and F.M. Gresham, *Social Skills Improvement System: Performance screening guides*, Pearson Assessments, 2007.
- Elliott, S.N. and F.M. Gresham, *The SSIS ASSIST: Scoring, interpretation, and report writing program*, Pearson Assessments, 2008.
- European Commission, *European Skills, Competences, Qualifications and Occupations Handbook*, European Union, 2019, <<https://ec.europa.eu/esco/portal/document/it/0a89839c-098d-4e34-846c54cbd5684d24>>.
- European Union, *EU Skills Panorama*, 2015, <<https://skills Panorama.cedefop.europa.eu/en>>.
- European Union, 'Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning', *Official Journal of the European Union*, L394/310, 2006.
- Furlong, M. J., et al., 'Preliminary Development and Validation of the Social and Emotional Health Survey for Secondary School Students', *Social Indicators Research*, 117, 2014, pp. 1011-1032.
- Gresham, F., et al., 'Psychometric Fundamentals of the Social Skills Improvement System: Social-emotional learning edition rating forms', *Assessment for Effective Intervention*, 45(3), 2020, pp. 194-209.
- Guerra, N., K. Modecki and W. Cunningham, 'Developing Socio-Emotional Skills for the Labor Market: The PRACTICE model', Policy Research Working Paper 7123, World Bank, 2014.
- Harvard University Graduate School of Education, *Navigate the Complex Field of Social and Emotional Learning*, n.d., <<http://exploresel.gse.harvard.edu>>.
- Heckman, J. J., J. Stixrud and S. Urzua, 'The Effects of Cognitive and Non-Cognitive Abilities on Labor Market Outcomes and Social Behavior', *Journal of Labor Economics*, 24(3), 2006, pp. 411-482.
- Heineck, G. and S. Anger, 'The Returns to Cognitive Abilities and Personality Traits in Germany', *Labour Economics*, 17(3), 2010, pp. 535-546.
- Jagers, R. J., D. Rivas-Drake and B. Williams, 'Transformative Social and Emotional Learning (SEL): Toward SEL in service of educational equity and excellence', *Educational Psychologist*, 54(3), 2019, pp. 162-184.
- Ji, P., D. L. DuBois and B. R. Flay, 'Socio-Emotional and Character Development Scale', *Journal of Research in Character Education*, 9(2), 2013, pp. 121-147.



- John, O. P. and S. Srivastava, *The Big-Five Trait Taxonomy: History, measurement, and theoretical perspectives*, The University of California, 1999.
- Kankaraš, M. and J. Suarez-Alvarez, 'Assessment Framework of the OECD Study on Social and Emotional Skills', OECD Education Working Paper No. 207, OECD, 2019.
- Kilgus, S. P., et al., 'Development and Validation of the Intervention Skills Profile–Skills: A brief measure of student socio-emotional and academic enabling skills', *Journal of School Psychology*, 83, 2020, pp. 66–88.
- Kupersmidt, J. B., R. Stelter and K.A. Dodge, 'Development and Validation of the Social Information Processing Application: A web-based measure of social information processing patterns in elementary school-age boys', *Psychological Assessment*, 23(4), 2011, p. 834.
- Lavy, S. A., 'Review of Character Strengths Interventions in Twenty-First-Century Schools: Their importance and how they can be fostered', *Applied Research Quality Life*, 15, 2020, pp. 573–59, <<https://doi.org/10.1007/s11482-018-9700-6>>.
- LeBoeuf, W. A. and J.W. Fantuzzo, 'Effects of Intradistrict School Mobility and High Student Turnover Rates on Early Reading Achievement', *Applied Developmental Science*, 22(1), 2018, pp. 43–57.
- LeBuffe, P. A., V.B. Shapiro and J.A. Naglieri, *The Devereux Student Strengths Assessment (DESSA) Assessment, Technical Manual, and User's Guide*, Apperson, 2009.
- Leighton, J. P., et al., 'A Pedagogical Alliance for Academic Achievement: Socio-Emotional effects on assessment outcomes', *Educational Assessment*, 23(1), 2018, pp. 1-23.
- Linkins, M., et al., 'Through the Lens of Strength: A framework for educating the heart', *The Journal of Positive Psychology*, 10(1), 2015, pp. 64–68.
- Lund, S., et al., 'The Future of Work after COVID-19', McKinsey Global Institute, 2021.
- MacCann, C., et al., 'Emotional Intelligence Predicts Academic Performance: A meta-analysis', *Psychological Bulletin*, 146(2), 2020, pp. 150–186.
- Mahoney, J. L., et al., 'Systemic Social and Emotional Learning: Promoting educational success for all preschool to high school students', *American Psychologist*, 76(7), 2021, pp. 1128–1142, <<https://doi.org/10.1037/amp0000701>>.
- Mahoney, J. L., J.A. Durlak and R.P. Weissberg, 'An Update on Social and Emotional Learning Outcome Research', *Phi Delta Kappan*, 100(4), 2018, pp. 18–23.
- Malti, T., A. Zuffianò and G.G. Noam, 'Knowing Every Child: Validation of the Holistic Student Assessment (HSA) as a measure of socio-emotional development', *Prevention Science*, 19(3), 2018, pp. 306–317.
- Mantz, L. S., et al., 'Delaware Socio-Emotional Competency Scale (DSECS-S): Evidence of validity and reliability', *Child Indicators Research*, 11, 2018, pp. 137–157.
- Martinez-Yarza, N., R. Santibáñez and Solabarrieta, 'A Systematic Review of Instruments Measuring Social and Emotional Skills in School-Aged Children and Adolescents', *Child Indicators Research*, 2023, pp. 1–28.
- Mayer, J. D., et al., 'Measuring Emotional Intelligence with the MSCEIT V2.0', *Emotion*, 3, 2003, pp. 97–105.
- Merrell, K. W., J.C. Felver-Gant and K.M. Tom, 'Development and Validation of a Parent Report Measure for Assessing Socio-Emotional Skills of Children and Adolescents', *Journal of Child and Family Studies*, 20, 2011, pp. 529–540.
- Miao, C., R.H. Humphrey and S. Qian, 'A Meta-Analysis of Emotional Intelligence Effects on Job Satisfaction Mediated by Job Resources, and a Test of Moderators', *Personality and Individual Differences*, 116, 2017, pp. 281–288.
- Morrish, L., et al., 'Emotion Regulation in Adolescent Well-Being and Positive Education', *Journal of Happiness Studies*, 19, 2018, pp. 1543–1564.

- Murano, D., et al., 'Measuring Social and Emotional Skills in Elementary Students: Development of self-report Likert, situational judgment test, and forced choice items', *Personality and Individual Differences*, 169, 2021, 110012.
- Nix, R. L., et al., 'Promoting Children's Socio-Emotional Skills in Preschool can Enhance Academic and Behavioral Functioning in Kindergarten: Findings from Head Start REDI', *Early Education & Development*, 24(7), 2013, pp. 1000–1019.
- O'Boyle Jr, E. H., et al., 'The Relation Between Emotional Intelligence and Job Performance: A meta-analysis', *Journal of Organizational Behavior*, 32(5), 2011, pp. 788–818.
- Organisation for Economic Co-operation and Development or OECD, *Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo) – Summary of the final report Key Competencies for a Successful Life and a Well-functioning Society*, OECD Publishing, 2003.
- OECD, *OECD Survey on Social and Emotional Skills Technical Report*, OECD Publishing, 2021.
- OECD, *PISA 2018 Results (Volume VI): Are students ready to thrive in an interconnected world*, OECD, Paris, 2020.
- OECD, *The Future of Education and Skills: Education 2030*, OECD Publishing, 2018, <[www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf)>.
- Osher, D. and J. Berg, *School Climate and Social and Emotional Learning: The integration of two approaches*, Edna Bennet Pierce Prevention Research Center, Pennsylvania State University, 2017.
- Pancorbo, G., et al., 'Development and Psychometric Properties of Rubrics for Assessing Socio-Emotional Skills in Youth', *Studies in Educational Evaluation*, 67, 2020, 100938.
- Partnership for 21st Century Learning, *Framework for 21st Century Learning*, 2015, <[www.battelleforkids.org/networks/p21/frameworks-resources](http://www.battelleforkids.org/networks/p21/frameworks-resources)>.
- Peña-Acuña, B. and P. del Henar Sánchez-Cobarro, 'Socio-Emotional Skills and Business Communication', *Procedia-Social and Behavioral Sciences*, 237, 2017, pp. 914-918.
- Peterson, C. and M.E. Seligman, *Character Strengths and Virtues: A handbook and classification*, 1, Oxford University Press, 2004.
- Portela-Pino, I., M. Alvariñas-Villaverde and M. Pino-Juste, 'Socio-Emotional Skills in Adolescence, Influence of Personal and Extracurricular Variables', *International Journal of Environmental Research and Public Health*, 18(9), 2021, 4811.
- Primi, R., et al., 'Development of an Inventory Assessing Social and Emotional Skills in Brazilian Youth', *European Journal of Psychological Assessment*, 32, 2016, pp. 5–16, <<https://doi.org/10.1027/1015-5759/a000343>>.
- Sala, A., et al., *LifeComp: The European framework for personal, social and learning to learn key competence*, Publications Office of the European Union, 2020.
- Salmela-Aro, K., et al., 'Adolescents' Longitudinal School Engagement and Burnout Before and During COVID-19—The role of socio-emotional skills', *Journal of Research on Adolescence*, 31(3), 2021, pp. 796–807.
- Sánchez-Álvarez, N., N. Extremera and P. Fernández-Berrocal, 'The Relation Between Emotional Intelligence and Subjective Well-being: A meta-analytic investigation', *The Journal of Positive Psychology*, 11(3), 2016, pp. 276–285.
- Segal, C., 'Misbehavior, Education, and Labor Market Outcomes', *Journal of the European Economic Association*, 11(4), 2013, pp. 743–779.
- Shoshani, A. and L. Shwartz, 'From Character Strengths to Children's Well-being: Development and validation of the character strengths inventory for elementary school children', *Frontiers in Psychology*, 9, 2018, Doi:10.3389/fpsyg.2018.02123/full.
- Smith, G. T., et al., 'A Strengths-Based Approach to Supervised Visitation in Child Welfare', *Child Care in Practice*, 20(1), 2014, pp. 98–119.

- Sorrenti, G., et al., 'The Causal Impact of Socio-Emotional Skills Training on Educational Success', Working Paper, Department of Economics, University of Zurich, 2020, 343.
- Soto, C. J., et al., 'An Integrative Framework for Conceptualizing and Assessing Social, Emotional, and Behavioral Skills: The BESSI', *Journal of Personality and Social Psychology*, 123(1), 2022, pp. 192-222.
- Stan, C. and I.G. Beldean, 'The Development of Social and Emotional Skills of Students-Ways to Reduce the Frequency of Bullying-Type Events: Experimental results', *Procedia-Social and Behavioral Sciences*, 114, 2014, pp. 735-743.
- Taylor, M., et al., *Good Work: The Taylor review of modern working practices*, Department for Business, Energy & Industrial Strategy, 2017.
- United Nations Children's Fund or UNICEF, *Life Skills Learning and Teaching: Principles, concepts and standards*, UNICEF, 2010.
- UNICEF, 'Social and Emotional Learning in Early Years – Crucial for brain development', 2019, <[www.unicef.org/northmacedonia/press-releases/social-and-emotional-learning-early-years-crucial-brain-development](http://www.unicef.org/northmacedonia/press-releases/social-and-emotional-learning-early-years-crucial-brain-development)>.
- United Nations Educational, Scientific and Cultural Organization or UNESCO, 'Reopening Schools: When, where and how', 2020, <[www.unesco.org/en/articles/reopening-schools-when-where-and-how](http://www.unesco.org/en/articles/reopening-schools-when-where-and-how)>.
- UNESCO, *SDG 4 – Education 2030: Part II, Education for sustainable development beyond 2019*, 2019, <<https://unesdoc.unesco.org/ark:/48223/pf0000366797.locale=en>>.
- UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific, *2015 ERI-Net Regional Study on Transversal Competencies in Education Policy and Practice – Regional synthesis report*, UNESCO, 2016.
- UNESCO, UNICEF and The World Bank, *The State of the Global Education Crisis: A path to recovery*, The World Bank Group, 2021.
- Vashisht, S., P. Kaushal and R. Vashisht, 'Emotional Intelligence, Personality Variables and Career Adaptability: A systematic review and meta-analysis', *Vision*, 2021, 0972262921989877.
- Wagenaar, R. and J. González Ferreras, *Tuning Educational Structures in Europe: Universities' contribution to the Bologna Process – An introduction*, Publicaciones de la Universidad de Deusto, Bilbao, 2008.
- Weissberg, R. P. and M.U. O'Brien, 'What Works in School-Based Social and Emotional Learning Programs for Positive Youth Development', *The Annals of the American Academy of Political and Social Science*, 591(1), 2004, pp. 86-97.
- West, M.R., et al., 'Promise and paradox: Measuring students' non-cognitive skills and the impact of schooling', *Educational Evaluation and Policy Analysis*, 38 (1), 2016, pp. 148-170.
- World Economic Forum, *New Vision for Education: Fostering social and emotional learning through technology*, 2020, <[www.weforum.org/docs/WEF\\_New\\_Vision\\_for\\_Education.pdf](http://www.weforum.org/docs/WEF_New_Vision_for_Education.pdf)>.
- World Economic Forum, *New Vision for Education: Unlocking the potential of technology*, Prepared in collaboration with The Boston Consulting Group, World Economic Forum, 2015.
- World Economic Forum, *The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution: Global challenge insight report*, 2016.
- World Health Organization, *Life Skills Education in Schools – Skills for life, 1*, World Health Organization, 1993.
- Zhou, M. and J. Ee, 'Development and Validation of the Social Emotional Competence Questionnaire (SECQ)', *The International Journal of Emotional Education*, 4(2), 2012, pp. 27-42.
- Zych, I., 'Dimensions and Psychometric Properties of the Social and Emotional Competencies Questionnaire (SEC-Q) in Youth and Adolescents', *Revista Latinoamericana de Psicología*, 50(2), 2018, pp. 98-106.

