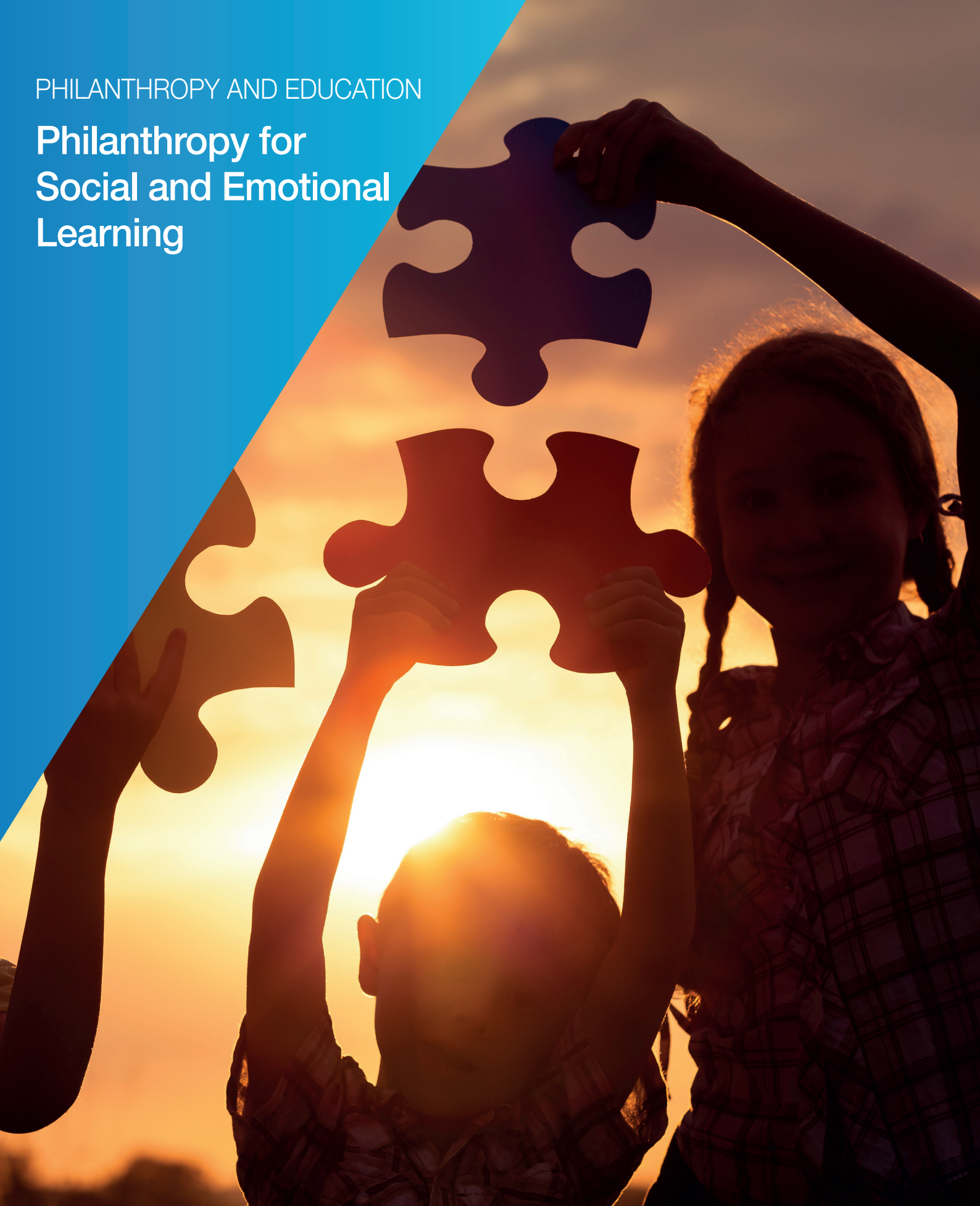


PHILANTHROPY AND EDUCATION

Philanthropy for Social and Emotional Learning



OECD CENTRE ON PHILANTHROPY
Data and analysis for development



Philanthropy for Social and Emotional Learning

Results from a global survey on interventions to develop and measure social and emotional skills

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Foreword

This report is part of the OECD Centre on Philanthropy's thematic research programme, which aims to show how philanthropy contributes to specific dimensions of development across the world, and offers actionable recommendations and lessons learned from multiple organisations.

The report was written under the guidance of Bathylle Missika, Head of the Networks, Partnerships and Gender Division at the OECD Development Centre. The report was prepared by Nelson Amaya, Policy Analyst, OECD Centre on Philanthropy and Madeleine Lessard, Junior Policy Analyst, OECD Centre on Philanthropy. Inputs were also provided by Franziska Fischer, with support from Zélie Marçais, Rebecca Cambrini, Rossana Tatulli, Emma Cislighi and Valeria Strusi. We would like to thank Henri-Bernard Solignac-Lecomte, Mélodie Descours and Delphine Grandrieux from the Development Communications team for design and editorial contributions. We would also like to thank Noémie Le Donné, Head of the Social and Emotional Learning Unit at the OECD, for her review and contributions.

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Executive summary

Social and emotional skills are capabilities, behaviours and competencies that allow individuals to adapt to their social environments. Extensive research shows that these skills are correlated with educational achievement and life outcomes, such as job satisfaction and income. What role does social and emotional learning (SEL) have in education, and how are foundations investing in understanding and improving these skills?

This report describes the results of a global survey, carried out by the OECD Centre on Philanthropy, on philanthropy-funded initiatives that aim to develop or measure social and emotional skills and to improve educational outcomes.

SEL interventions can have positive effects, but more evidence is needed

SEL has been studied extensively in recent years, and multiple meta-analyses show positive effects across a wide range of outcomes. However, the most recent research casts doubt on the magnitude and distribution of those effects across test populations; for example, successful small-scale pilot studies have frequently failed to replicate on larger populations. Furthermore, measuring the long-term impact of SEL programmes remains challenging. Increased behavioural evidence in controlled trials can help to identify the actual impact of SEL interventions.

SEL programmes are being implemented in many countries and cultural contexts

SEL studies and programmes have expanded to many countries and adapted to a range of cultural contexts. The survey shows that a few countries, such as Brazil, Colombia and Tanzania, are hubs for SEL interventions. Evidence gathered from these interventions can help counterbalance the western bias of SEL literature, since social and emotional skills do not manifest in the same way across cultures.

Recommendations for foundations

Support evidence-based assessments in SEL hubs: As discussed above, more evidence is needed on the short- and long-term effectiveness of SEL interventions on a range of outcomes and in diverse contexts.

- Foundations and grantees can ensure that their programmes provide nationally and internationally relevant evidence on SEL. There is scope for universities, domestic and international philanthropic foundations, and local authorities, to work more closely together to conduct evidence-based assessments and communicate their findings to the broader education community.
- There is need for such evidence in SEL hubs such as Colombia, which is the only country with OECD Survey on Social and Emotional Skills respondents in two cities, Bogotá and Manizales (OECD, 2021^[1]).

Assess the policy relevance of small-scale interventions before expanding initiatives: The main recommendation of this report is that foundations working in the social and emotional skills space should expand ongoing efforts that aim to incorporate the lessons learned from programmes into policy design.

However, it is important to assess the policy relevance of small-scale interventions before expanding these initiatives.

- Philanthropic foundations can support research that examines the policy implications of different SEL interventions and identifies strategies for scaling up effective programmes.

Increase collaboration between donors, governments, researchers and implementers

- The most significant challenges faced by SEL programmes are overly rigid education policies, insufficient funding and a lack of proper evaluation tools. Philanthropic financing for the programmes surveyed totalled more than USD 120 million in the period 2016-22, but funding gaps persist. Implementers will need to collaborate with governments, other philanthropic organisations and research institutions in order to generate additional funding, improve education policy and reach a consensus on evaluation methodologies.

Work with governments to integrate effective SEL into broader educational programmes: The most significant obstacles to implementation in many countries are rigid education policy and curriculum mandates. SEL initiatives with robust evidence for effectiveness in their favour should be considered by governments in the wider context of education policy.

- Philanthropic organisations can provide further evidence to policy makers regarding SEL programmes, and contribute to additional evaluations that test the effectiveness and scope of their implementation so they can be considered for inclusion in broader education policies.

Recommendations for further research

SEL interventions beyond educational outcomes. The survey considered only SEL programmes that explicitly aimed to improve educational outcomes. These excluded initiatives focused mainly on other goals, such as mental health, women's empowerment and professional development.

- Further research is needed to assess the effectiveness of these programmes, the interrelation between educational and non-educational SEL interventions, and the ways that philanthropic organisations are supporting SEL outside the field of education.

Social and emotional skills and learning

What are social and emotional skills?

Social and emotional skills are capabilities, behaviours and competencies that enable individuals to navigate social interactions, understand and manage their emotions, and adapt well to their environments (CASEL, 2013^[2]; Chernyshenko, Kankaraš and Drasgow, 2018^[3]; EASEL Lab, 2019^[4]).

Social and emotional dimensions of human development are determinants of life outcomes (Duckworth and Seligman, 2005^[5]; Almlund et al., 2011^[6]; Durlak et al., 2011^[7]; Heckman and Kautz, 2012^[8]; Sklad et al., 2012^[9]; Taylor et al., 2017^[10]; Cipriano et al., 2023^[11]). Although consensus on what constitutes social and emotional skills has not yet emerged from psychology, economics, education, sociology and other disciplines that have tried to establish behavioural differences between individuals (Heckman and Kautz, 2012^[7]; Duckworth and Yeager, 2015^[12]; Roberts and Yoon, 2022^[13]), a majority of approaches are fundamentally based on the same framework: Big Five personality traits, which include extraversion, agreeableness, conscientiousness, emotional stability (versus neuroticism) and openness to experience (CASEL, 2013^[2]; OECD, 2015^[14]; Abrahams et al., 2019^[15]; Soto, Napolitano and Roberts, 2021^[16]). These traits have proved to have high cross-cultural comparability, even if they manifest differently across cultures.

Social and emotional skills encompass a wide range of competencies (Berg et al., 2017^[17]), including the ability to recognise one's own emotions, thoughts, and values, and understand how they influence behaviour; to regulate emotions, thoughts, and behaviours in a positive and constructive way; to understand and empathise with others, including recognising and respecting diversity; to establish and maintain positive relationships with others, including effective communication, active listening, and conflict resolution.

These social and emotional skills are often interrelated, and success in one area can contribute to success in other areas. For example, self-awareness and self-management skills are foundational for developing positive relationships, and responsible decision-making skills are built on a foundation of self-awareness, social awareness, and relationship skills.

Most importantly, social and emotional skills are not fixed traits: they can be developed and strengthened through intentional practice and experience. Social and emotional learning (SEL) programmes work towards the development and improvement of these skills through a variety of strategies, including explicit teaching. These programmes can have benefits not only for individual students but also for schools, families, and broader communities.

The cultural context of social and emotional skills

Despite the notable commonalities found in social and emotional skills in diverse regions and societies, their manifestations and relative importance can vary across cultures. Understanding these cultural differences can help programmes tailor their interventions for developing students' social and emotional skills in ways that are culturally appropriate and effective.

Social and emotional skills can vary depending on cultural contexts due to differences in norms, values, and expectations (Apicella, Norenzayan and Henrich, 2020^[18]; Muthukrishna et al., 2020^[19]). The same basic skills can be expressed and valued in different ways based on both individual and social dimensions. For instance, emotional expression varies widely depending on culture. In some western cultures, it is common for individuals to openly express their emotions, while in others it is more common to regulate emotions and avoid outward displays of emotion. This can lead to differences in how emotions are conveyed and valued, and how individuals are taught to manage them.

The ways in which social relationships are valued and maintained also vary across cultures. In some cultures, family and group relationships are highly valued, while in other cultures, individualism and independence are more emphasised.

Box 1. Cultural differences matter in social and emotional skills development

Social and emotional skills development is shaped by a range of contextual factors that vary across societies, such as cultural values, beliefs, practices, and social structures. In collectivist cultures, such as those found in many Asian countries, social and emotional skills development is closely linked to the individual's relationship with their family and community, whereas in individualistic cultures, such as those found in many western countries, social and emotional development is often focused on the individual's self-concept and autonomy (Markus and Kitayama, 1991^[20]).

Methods and measures used to study SEL may not be appropriate to all cultures, thus leading to a lack of understanding of the phenomenon in different societies. For instance, some research may rely heavily on self-reported measures, which may not be accurate or valid in cultures that place a higher value on modesty or a lower value on emotional expression. Even though research is consistent on which personality factors are universal (Chernyshenko, Kankaraš and Drasgow, 2018^[21]), traits beyond extraversion, agreeableness and conscientiousness manifest in different ways across cultures (Donnellan and Lucas, 2020, p. 230^[21]). At a more local level, Big Five personality assessments have not replicated well in small-scale societies or low-income countries (Smaldino et al., 2019^[22]). For example, a study on heritability of personality traits among indigenous communities in eastern Paraguay found that only two of the Big Five traits – openness to experience and conscientiousness – could be reliably identified (Bailey et al., 2013^[23]). Another study conducted among an indigenous, preliterate population in Bolivia did not find support for any of the Big Five traits; rather, it found evidence of a two-trait framework based on prosociality and industriousness (Gurven et al., 2013^[24]).

Research focused on western, educated, industrialised, rich, and democratic (WEIRD) populations has often ignored the cultural and contextual factors that shape SEL in other societies. (Henrich, Heine and Norenzayan, 2010^[25]; Apicella, Norenzayan and Henrich, 2020^[18]). These studies tend to assume that their findings can be generalised to all populations, including those with different cultural values, beliefs, practices and social structures.

Therefore, there is a need for research that takes a culturally sensitive and contextually relevant approach to studying SEL. This requires taking a diverse perspective of the cultural and social contexts that shape social and emotional development, and finding culturally appropriate methods and measures to capture the complexity of the phenomenon.

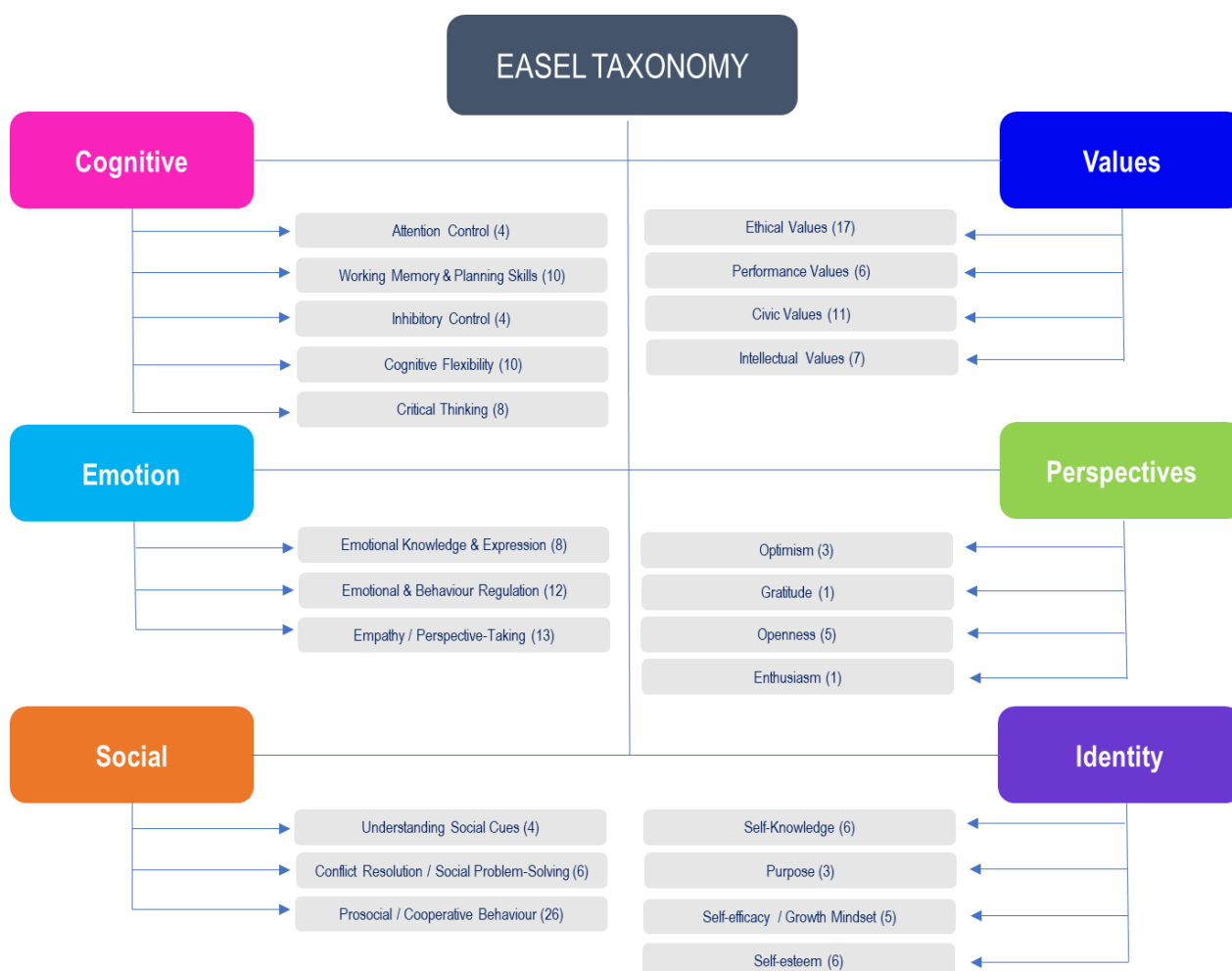
A broad inventory of social and emotional skills

Given the wide differences in theories, skills, and the cultural contexts in which they apply, it is helpful to have a unifying classification system to describe and group social and emotional skills. The Ecological Approaches to Social and Emotional Learning (EASEL) taxonomy is a model integrating multiple theories from disciplines such as developmental and personality psychology, education, sociology, and economics, all of which pertain to social and emotional skills (Berg et al., 2017^[17]; Jones et al., 2019^[26]). Given the comprehensive and diverse range of skills covered by this taxonomy, it was selected as the guiding framework for the skills module of the OECD Survey on Philanthropy for Social and Emotional Learning in Education.

The EASEL Taxonomy Project's classification system includes an inventory of 176 social and emotional skills, and a shared vocabulary for describing them. It identifies six domains of skills, each of which contains a set of specific competencies or skills (EASEL Lab, 2019^[3]) (Figure 1):

- **Cognitive:** includes the basic cognitive skills required to direct behaviour toward the attainment of a goal and linked to tasks that require concentration and focus, remembering instructions, prioritising, impulse control, defining and achieving goals, and using information to make decisions, among others. Specific skills in this area include attention control, working memory and planning, inhibitory control, cognitive flexibility, and critical thinking.
- **Emotion:** includes skills that help individuals recognise, express, and control their emotions, as well as understand other people's emotions. Specific skills in this area include emotion knowledge and expression, emotion and behaviour regulation, and empathy and perspective taking.
- **Social:** includes skills that help accurately interpret other people's behaviour, effectively navigate social situations, and interact positively with others. In this domain, we find skills that are required for collaboration, collective problem-solving, building positive relationships, managing conflict, and coexisting with others. Specific skills in this area include understanding social cues, conflict resolution and social problem-solving, and prosocial and co-operative behaviour.
- **Values:** includes the skills, character traits/virtues, and habits that support prosocial behaviour and productive membership in a community. It encompasses understanding, caring about, and acting on core ethical values – habits required to live and work together in communities. Specific values in this area include ethical values, performance values, intellectual values, and civic values.
- **Perspectives:** encompasses how individuals view themselves, others, and their own environments, and how they interpret and approach challenges in daily life. Specific perspectives in this area include optimism, gratitude, openness, and enthusiasm.
- **Identity:** encompasses how individuals understand and perceive themselves and their abilities, including the capacity to learn and grow. Specific competencies in this area include self-knowledge, purpose, self-efficacy and growth mindset, and self-esteem.

Figure 1. Social and emotional domains and skills synthesised by the EASEL Taxonomy Project



Note: The number of skills in each group is shown in brackets.

Source: Based on (EASEL Lab, 2019^[3]).

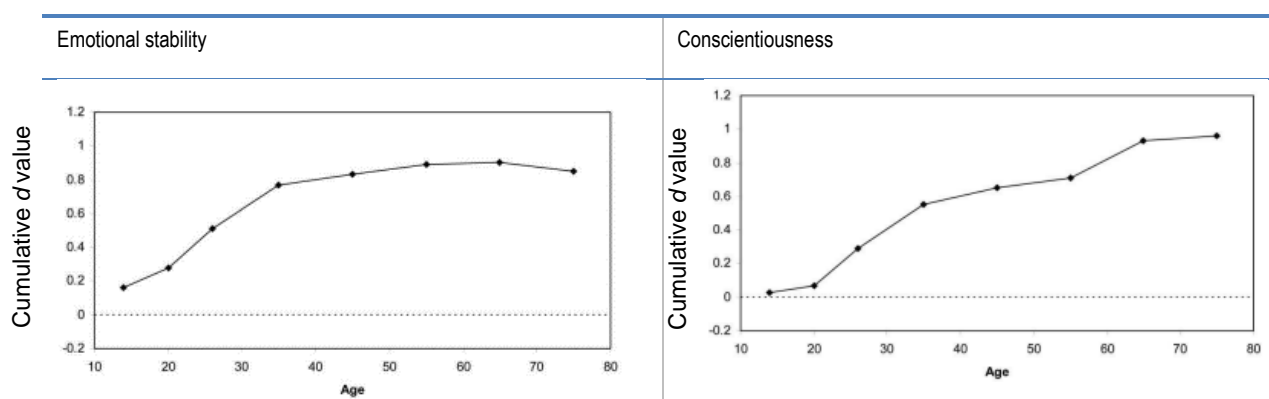
Social and emotional skills are malleable, and gaps in development are difficult to correct later in life

Social and emotional skills can be developed and improved and can have significant influence on life outcomes. Research has shown that individuals with strong social and emotional skills are more likely to experience positive outcomes in a wide variety of areas – from academic performance and career development to physical and mental health (Chernyshenko, Kankaraš and Drasgow, 2018^[2]). In education, social and emotional skills can be as relevant as cognitive skills (see next section).

The development of social and emotional skills changes throughout an individual's lifetime, depending on a complex interaction of situational, developmental, epigenetic, and environmental factors. Some features of personality such as emotional stability and conscientiousness change during an individual's lifetime due to a variety of factors, such as experiences during young adulthood or marriage (Roberts, Walton and Viechtbauer, 2006^[27]) (Figure 2). From a human capital perspective, families, peers, and educators play a crucial role in fostering the development of these skills in complementary ways (Cunha and Heckman,

2008^[28]; Cunha, Heckman and Schennach, 2010^[29]). Children learn social and emotional skills by observing the behaviour of adults around them, and wider socialisation with other children and adults helps them learn how to communicate, share, co-operate, and resolve conflicts. Children can also learn social and emotional skills through direct instruction, for instance by being taught to express their emotions, resolve conflicts, or make responsible decisions.

Figure 2. Cumulative changes in personality traits through life



Source: Reproduced from (Roberts, Walton and Viechtbauer, 2006, p. 15^[27]).

In a development context, skill formation is closely related to social dynamics such as growth and inequality. Gaps in human capital development that emerge in early childhood can persist throughout the life cycle (Cunha et al., 2006^[30]). Given that higher levels of early social and emotional and cognitive skills boost the development of other cognitive skills later in life, the link between socio-economic conditions and early developmental deficits could perpetuate inequalities. Developmental deficits in children from low-income backgrounds are hard to reverse later in life; it is more difficult to compensate for the effects of adverse environments on cognitive endowments at later ages than at earlier ages (Attanasio, Cattan and Meghir, 2022^[31]).

Social and emotional skills influence life outcomes beyond educational attainment

Life outcomes can also be highly influenced by social and emotional skills beyond educational objectives. Personality research shows that traits such as conscientiousness and emotional stability are highly correlated with measurements of health such as drug use and even mortality, but also with marital and job satisfaction (Table 1). At a societal level, social and emotional skills have been shown to be a factor in societal well-being in aspects such as crime and safety, going beyond psychological pathologies, and also in aspects such as social connectedness and civic engagement (Chernyshenko, Kankaraš and Drasgow, 2018, pp. 38-42^[2]).

Table 1. Correlations between personality traits and life outcomes

<i>Outcome</i>	<i>Personality predictor</i>	<i>Correlation</i>	<i>Source</i>
Academic performance	Conscientiousness	0.19	(Poropat, 2009 ^[32])
Drug use	Conscientiousness	-0.29	(Bogg and Roberts, 2004 ^[33])
Excessive alcohol use	Conscientiousness	-0.25	(Bogg and Roberts, 2004 ^[33])
Job satisfaction	Neuroticism	-0.24	(Judge, Heller and Mount, 2002 ^[34])
	Conscientiousness	0.20	
	Extraversion	0.19	
Mortality	Conscientiousness	-0.09	(Roberts et al., 2007 ^[35])
Marital satisfaction	Neuroticism	-0.26	(Heller, Watson and Hies, 2004 ^[36])
	Agreeableness	0.24	
Violence	Conscientiousness	-0.25	(Bogg and Roberts, 2004 ^[33])

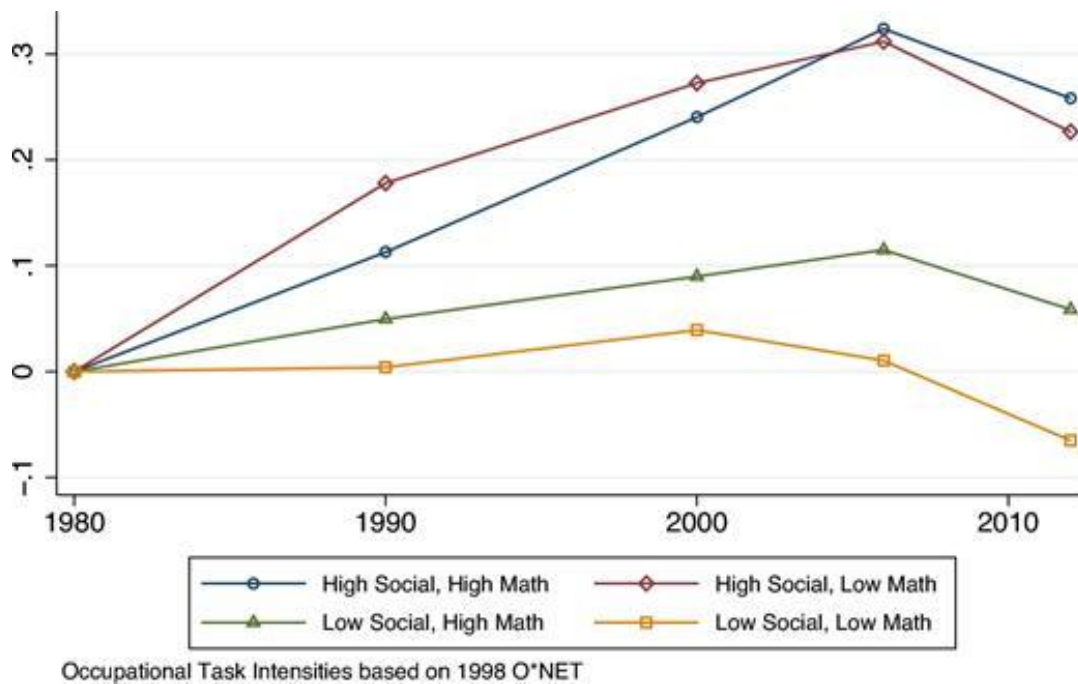
Source: Reproduced from (Donnellan and Lucas, 2020, p. 27^[21]).

Skill-biased technological change carries important implications for social and emotional skills

The changing nature of work – and consequently of the skills demanded from workers – is another reason to focus on social and emotional skills. Skill-biased technological change, by which technological progress increases the demand for skilled workers while reducing the demand for unskilled workers (Acemoglu and Autor, 2011^[37]; Goldin, Katz and Autor, 2020^[38]), coupled with job automation that reduces the labour share of added value (Acemoglu and Restrepo, 2019^[39]), raises uncertainty about the prospects for new generations and the skills they will need to master. These two factors affecting the labour market will increase the value and desirability of certain social and emotional skills, such as communicating effectively, working in teams, managing emotions, and other skills that involve human social interactions, as these competencies are not easy to automate.

Differences in social and emotional skills can also further deepen the divide between high-skilled and low-skilled workers. Cognitive and social skills are complementary and, together, can increase returns in the labour market for workers skilled in both domains (Deming, 2017^[40]). It has been observed in the United States that since the 1980s, higher wage growth has accrued for workers with high levels in both mathematics and social skills, while the wages of workers with low mathematics and low social skills have remained stagnant and have recently even decreased to below 1980s levels (Figure 3). As technology continues to automate routine tasks, jobs will increasingly require advanced cognitive skills that are complementary to social and emotional skills, and this increased demand for workers with high social and emotional skills in high-skilled jobs is likely to increase the wage gap between these workers and workers with low social and emotional skills and foundational skills.

Figure 3. Cumulative changes in real hourly wages by occupation task intensity in the United States, 1980–2012



Source: Reproduced from (Deming, 2017, p. 1628⁽⁴⁰⁾).

The shift of occupations towards the service sector can also further amplify these trends, as care occupations, such as healthcare and social work, require a high degree of emotional and interpersonal skills. Given that the workforce in these occupations is expected to increase (Handel, 2012⁽⁴¹⁾), the demand for workers with strong social and emotional skills is also likely to increase.

Skill-biased technological change is likely to have a significant impact on the demand for social and emotional skills in the labour market. Workers with strong social and emotional skills are likely to adapt better to changing job requirements and take advantage of new opportunities in the high-skilled job market. In order to minimise the impact of this trend on wage inequality, there is a pressure to ensure that workers across all skill levels – and not only high-skilled workers – have access to education and training in social and emotional skills.

Social and emotional learning through interventions: What we know

The promise of social and emotional learning (SEL)

Social and emotional skills are complementary to foundational skills such as literacy and numeracy, and the relationship between these two sets of skills is cumulative and changes over time (OECD, 2015^[14]; Watanabe, 2019^[42]). For instance, strengthening relationship building during early childhood development, helping to consolidate self-control, and coping emotionally with unexpected changes in the face of challenging circumstances are all positively correlated with achievements in schooling and the acquisition of foundational skills (Almlund et al., 2011^[6]). In turn, academic performance can have a direct effect on self-esteem and well-being (Duru and Baliks, 2017^[43]). The extent to which the development of social and emotional skills affects future outcomes is highest during the early years of human development (Cunha, Heckman and Schennach, 2010^[29]).

The importance of early intervention was corroborated by a systematic review of social and emotional learning (SEL) programmes conducted by the World Bank in 2016, which analysed programmes in three broad categories: programmes before formal education, school-based programmes, and out-of-school programmes (Puerta, Valerio and Bernal, 2016^[44]). Before-school programmes were found to have greater impact than programmes conducted at later stages in life, in part because they were generally more intensive, targeted vulnerable students, involved families, and included additional follow-up. School-based and out-of-school programmes showed smaller but still statistically significant results, particularly in more vulnerable populations.

The role of teachers in SEL education has been increasingly studied. A 2021 report by the OECD affirmed that teachers have an important impact on the social and emotional skills development of their students, finding a positive correlation between two teacher characteristics (education level/quality of teacher training and teachers' use of working time) and the social and emotional development of their students (OECD, 2021^[45]). While early studies either neglected the role of teachers or focused merely on training them to teach SEL skills to students (Greenberg et al., 2003^[46]; Durlak, 2015^[47]), more recent studies have implemented interventions aimed at developing the social and emotional skills of the teachers themselves (Schonert-Reichl, Kitil and Hanson-Peterson, 2017^[48]; Marques, Tanaka and Fóz, 2019^[49]). A 2021 systematic review and meta-analysis summarised the impact of SEL interventions on teachers, and found statistically significant effects on SEL skills, psychological stress and well-being, but non-statistically significant effects on physical distress, classroom climate or instructional practices (Oliveira et al., 2021^[50]).

In addition to the empirical evidence of the positive impact of SEL programming, the cost-effectiveness of some interventions has made them a promising avenue for education reform. Belfield et al. (2015^[51])

conducted a cost-benefit analysis of six prominent SEL interventions and estimated that, on average, USD 1 invested in a SEL intervention yields a return of USD 11. Another study on the economic returns of SEL interventions aimed at preventing substance abuse, conducted by the Substance Abuse and Mental Health Services Administration in the United States, reviewed 35 successful programmes and predicted that effective SEL programmes targeting substance use and misuse not only led to an USD 18 return per dollar invested, but can also save state and local governments an estimated USD 1.3 billion (Miller and Hendrie, 2008^[52]; Durlak, 2015, pp. 97-114^[53]).

Lastly, Durlak et al (2015, pp. 97-114^[53]) show the difficulties related to the economic evaluation of SEL programmes, such as the large time gap between the intervention and the realisation of measurable outcomes, which complicate the assignment of monetary values to SEL programmes.

Effects of SEL interventions: Evidence from meta-analyses

Several meta-analyses corroborate the positive impact of SEL interventions, but important differences on what can be expected from these interventions have emerged since the mid-2000s.

In 2011, a meta-analysis of 213 school-based universal SEL programmes (with more than 270 000 elementary and secondary school students) found that SEL interventions had statistically significant positive impacts, particularly on social and emotional skills performance (Durlak et al., 2011^[9]). It also identified a gain of 11 percentile points in academic performance when comparing SEL participants with control groups,¹ and found that teachers and school staff were able to effectively conduct the SEL programmes in schools, indicating that SEL interventions can be integrated into curricula and do not necessarily require outside personnel in order to be successful. Positive impacts were seen across all levels of primary and secondary education, and across urban, suburban and rural areas. The positive findings of Durlak et al. (2011^[9]) were influential in the implementation of SEL programmes around the world over the following decade, and it remains the most-cited justification of SEL evidence (Cipriano et al., 2023^[11]). However, this meta-analysis had several important limitations. First, 87% of programmes in the sample were based in the United States. Second, Durlak et al. (2011^[9]) only included studies through 2007, 73% of which took place prior to 2000.

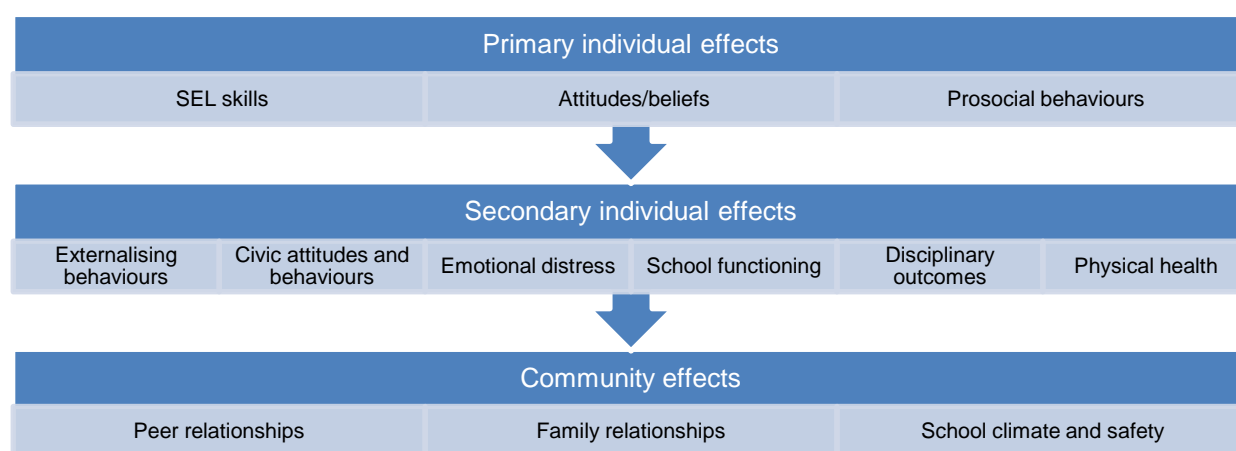
A later meta-analysis by Taylor et al. (2017^[8]) of more than 82 school-based SEL interventions, within and outside the United States, also showed positive and statistically significant short-term effects across multiple positive and negative indicators that affect well-being. In a more recent systematic review of 50 years of research on SEL, interventions targeting social and emotional skills were found to produce small but statistically significant increases in student achievements in reading, mathematics and science (Corcoran et al., 2018^[54]), which provides further support for the idea that a wider perspective on skills can reap important educational benefits.

The latest meta-analysis, explicitly framed as an update to Durlak et al. (2011^[9]), covers 424 studies from 53 countries over the period 2008-20, involving a total of 575 361 students (Cipriano et al., 2023^[11]). For the most part, this research confirms the results of Durlak et al. (2011^[9]) in that SEL programme participants displayed significant improvements across a wide range of categories (skills, academic performance, behaviour, etc.), when compared with control groups, but with an important difference: notably the effects were smaller than reported in the earlier meta-analysis.

¹ Programmes that met the SAFE criteria (i.e. were sequenced, active, focused, and explicit) produced the most consistently significant effects.

Cipriano et al. (2023^[11]) estimated intervention effects² across 12 dependent variables: 1) Social and emotional skills; 2) Attitudes/beliefs (e.g. self-esteem, perseverance, optimism); 3) Prosocial behaviours; 4) Externalising behaviours (e.g. violence, non-compliance, bullying); 5) Civic attitudes and behaviours (e.g. understanding civic processes, moral/ethical reasoning); 6) Peer relationships; 7) Emotional distress; 8) School functioning (including academic performance and school attendance); 9) Disciplinary outcomes; 10) Family relationships; 11) School climate and safety; and 12) Physical health. These 12 variables, the effects on which are discussed in further detail below, can be grouped into 3 broad categories – primary effects, secondary effects, and community effects (Figure 4). A full summary table of the effect sizes found by Cipriano et al. (2023^[11]), as well as the geographic distribution of studies included in the meta-analysis can be found in Annex C.

Figure 4. Effects of SEL interventions



Note: School functioning includes academic performance as a subset.

Source: Own categorisation of 12 variables treated in (Cipriano et al., 2023^[11]).

Primary/direct individual effects

The first category concerns the primary intended effects on the treated individual, namely improvement in the individual's SEL skills, positive attitudes, and prosocial behaviours. Durlak et al. (2011^[9]) found a mean effect of 0.69 (Hedges' *g*) for social and emotional skills performance following a SEL intervention. Later studies found smaller but statistically significant results in this category. Taylor et al. (2017^[8]) found an effect size of 0.23 (Cohen's *d*) for SEL skills, and an effect size of 0.13 for both attitudes and positive social behaviour. Finally, Cipriano et al. (2023^[11]) observed moderately positive effect sizes for SEL skills ($g = 0.22$), attitudes/beliefs ($g = 0.21$), and prosocial behaviours ($g = 0.18$).

Secondary/indirect individual effects

As previously discussed, SEL interventions can also affect other aspects of students' lives, from their stress levels to their civic attitudes to their success in school. Cipriano et al. (2023^[11]) found small but statistically

² Cipriano et al. (2023^[11]) first calculated Cohen's *d* for each report in their sample, and when possible calculated adjusted post and follow-up effect sizes. They then converted Cohen's *d* values to Hedges' *g* effect sizes (Lakens, 2013^[100]). The reported effect sizes are Hedges' *g*, which is the recommended index for calculating mean effects with groups of dissimilar sample sizes, as it weights standard deviations by their sample sizes before pooling them (Ellis, 2010^[59]).

significant effects for civic attitudes/behaviours ($g = 0.26$), reducing externalising behaviours ($g = 0.16$), reducing emotional distress ($g = 0.14$), and school functioning ($g = 0.12$), but did not find any evidence of significant effects on physical health or reducing disciplinary outcomes. This is in line with previous findings on secondary individual effects of SEL interventions, such as Taylor et al.'s (2017^[8]) results for conduct problems ($d = 0.14$), emotional distress ($d = 0.16$), and drug use ($d = 0.16$).

Academic performance

An important and frequently highlighted subset of school functioning is academic performance. While this is perhaps the most easily quantifiable variable in the list, different studies use a variety of achievement metrics (i.e. standardised tests versus grade point average (GPA) that may affect comparability of results). Durlak et al (2011^[9]) reported an effect size of 0.27 (Hedges' g) on academic performance, equivalent to an 11-percentile-point gain. Taylor et al. (2017^[8]) found similarly positive results, reporting an effect size of 0.33 (Cohen's d). However, Cipriano et al. (2023^[11]), while still corroborating the existence of a statistically significant impact of SEL interventions on academic performance, found this effect to be lower than previously indicated, with an effect size of just 0.11 (Hedges' g).

Corcoran et al. (2018^[54]) go into even further detail on this topic, analysing the impact of SEL interventions on success in specific academic subjects. They estimate effect sizes of 0.25, 0.26 and 0.19, respectively, for the core subjects of reading, mathematics, and science.³

Community effects

Lastly, SEL interventions can have effects beyond the individual students, such as their relationships with their peers and their family, and the climate and safety of the school. Cipriano et al. (2023^[11]) found statistically significant effects for peer relationships ($g = 0.22$) and school climate/safety ($g = 0.29$), but did not find evidence of a statistically significant effect on family relationships.

³ Corcoran et al. (2018^[54]) calculate effect sizes using techniques proposed by Lipsey and Wilson (2001^[101]) and Sedlmeier and Gigerenzer (1989^[102]).

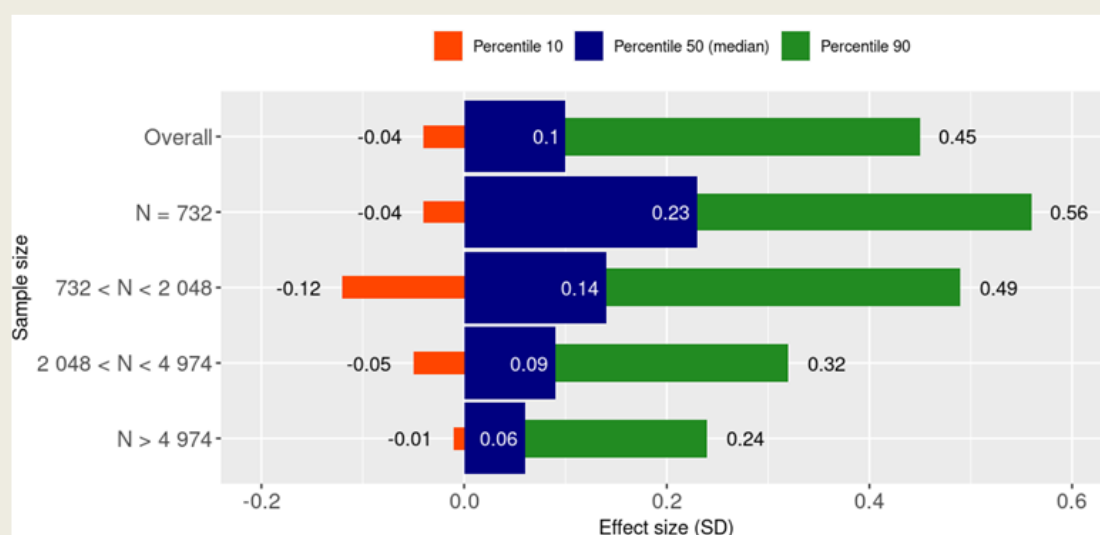
Box 2. Effect sizes in education in developing countries, based on randomised control trials

The effect sizes cited throughout this report should be interpreted in the broader context of effect sizes in education. For over a half a century, researchers have compared the impact of educational interventions to standards set by Cohen (1969^[55]), by which small, medium and large effect sizes were benchmarked at 0.2, 0.5 and 0.8 standard deviations. These conventions have advantages, such as simplicity and ease of application. Nevertheless, their utility has been frequently contested, with critics objecting to their often arbitrary nature and arguing that it is impossible to assess the true importance of an effect size without considering its context (Glass, 1981^[56]; Shaver, 1993^[57]; Thompson, 2008^[58]; Ellis, 2010^[59]).

Recent research shows that Cohen's benchmarks may be particularly unrealistic in the context of developing countries, in terms of educational interventions. Evans and Yuan (2022^[60]) compared research in low- and middle-income countries on the impact of educational interventions on access to school and learning outcomes, and found significantly lower median effect sizes of 0.06 standard deviations for access to schooling and 0.10 standard deviations for learning outcomes. These effect sizes were consistent for both randomised control trials and quasi-experimental studies.

These comparisons indicate that most programmes in education have small and gradual impacts, often very different across the distribution of students, which means that programmes with seemingly small effect sizes may still be considered relative successes in their field. Moreover, Evans and Yuan (2022^[60]) also found that effect sizes in the studies with small samples tend to be larger than those found in the largest sample studies, across all the distribution of effects. This indicates that early pilot studies with large effect sizes should be viewed with caution, as they may not be replicable at a larger scale or in a different context, given that underpowered studies can overestimate the effect sizes from interventions (Gelman and Carlin, 2014^[61]).

Figure 5. Distribution of effect sizes in education randomised controlled trials by sample size, Evans and Yuan (2022)



Source: Own calculations based on Table 2 of (Evans and Yuan, 2022^[60]).

Challenges of SEL programmes

The evidence and widespread conviction of the positive impact of SEL programming on a range of life outcomes and educational attainment has led to increasing advocacy and implementation of these programmes over the 2000s and the 2010s (Humphrey, 2013^[62]; Weissberg et al., 2015^[63]). Despite optimism, there are limitations related to SEL interventions that have called into question their expected effects.

First, the implementation quality of programmes focused on the development of social and emotional skills has proven to be highly variable, as it is dependent on many factors such as adherence to the design of an intervention, time allocated to teach social and emotional skills, or the teachers' commitment to the programme (Durlak, 2015^[47]). Since quality implementation is crucial for the effectiveness of SEL programming, SEL interventions deliver on their promises to varying degrees. Second, the measurement of social and emotional skills and targeted outcomes remains challenging, and evaluation methods of interventions are diverse, which not only hinders comparisons between programmes, but can also lead to assessments that misrepresent the effects of SEL. Finally, recent findings on interventions related to mindset theory, self-esteem and grit have called into question the effectiveness of certain SEL interventions.

The challenge of implementation

The importance of high-quality implementation of SEL interventions is summarised by Durlak (2015^[47]), who asserts that "(...) we should not think of SEL interventions as being effective; we should think of well-implemented SEL programs as being effective" (Durlak, 2015, p. 395^[47]). Durlak posits that there are eight major components of programme implementation: fidelity, dosage, quality of delivery, adaptation, participant responsiveness or engagement, programme differentiation, monitoring of control conditions, and programme reach (Durlak, 2016^[64]; Durlak and DuPre, 2008^[65]).

Several studies have confirmed the importance of implementation in determining programme outcomes. Durlak et al. (2011^[9]) found in their meta-analysis that programmes which were well implemented (i.e. followed the SAFE criteria: sequenced, active, focused and explicit) resulted in double the academic improvement of programmes without these features, and had similarly outsized effects for reducing emotional distress and behavioural issues. In a review of the Child Development Project, a SEL intervention for elementary students, positive outcomes were found only in the five schools where the programme was implemented well, while the remaining seven schools with poor implementation reported no statistically significant effects (Battistich et al., 2000^[66]). Similar results were found in studying a SEL programme called Responsive Classroom: when considering the full randomised controlled trial of 25 schools, no significant difference was found between test and control groups. In contrast, when implementation levels in the schools were considered, the effect sizes on academic performance were statistically significant (Hill et al., 2008^[67]). In an Australian programme called Kids Matter, the increased effect on academic performance for students in high-implementation schools as opposed to students in low-implementation schools was equivalent to the impact of 6 additional months of schooling (Dix et al., 2012^[68]).

The challenge of measurement

Besides the variability in implementation quality of SEL programmes, measuring the impact of SEL interventions is a challenge in and of itself. Measurement poses serious restrictions on what can be assessed, and it is challenging to disentangle the effects of social and emotional skills development from other factors when using observational data. One central problem is that it is hard to isolate and quantify the effect of a specific intervention on social and emotional skills or other targeted outcomes, because both acquired skills and performance in tasks are measured in the assessment of SEL interventions: Heckman

and Kautz point out that “many studies in psychology and economics do not control for these inputs and equate measurement of a set of outcomes with the trait the analyst is trying to measure” (2012, p. 21^[7]). This means that evaluations capture correlations between SEL interventions and targeted outcomes, such as educational attainment or well-being, but can fail to capture causal relationships.

Another challenging aspect of measuring the impact of SEL interventions is that most evaluations are performed on short-term outcomes; given that the impact on life outcomes can only be observed in the long term, this approach risks undervaluing the impact of SEL programmes. Most rigorous evaluations of SEL programmes have been conducted when participants were either in pre-school or elementary school, while many measurable and monetised outcomes do not occur until adulthood (Durlak, 2015, pp. 97-114^[53]).

Perhaps more worryingly, there is still no consensus on fundamental definitions and tools for measurement of the traits, attributes, values and behaviours that SEL entails, making it difficult to evaluate and measure the effects of interventions. For example, most assessments rely on self-reported or teacher-reported questionnaires that entail the risk of misinterpretation by students when answering the questions, or teacher judgement when registering the results. An example of the potentially distorting factor of self-reporting is the work of Fricke et al. (2019^[69]), who estimated the impact of schools on the attainment of SEL skills. They found high variation in the size of school effects over time and across schools, and hypothesised that students’ self-reporting – used to measure SEL skills attainment – was at least partially responsible for this result. Another potential distortion can come from social desirability bias, which occurs when respondents answer based on their expectations of what others will see favourably, thus compromising the quality of the answers provided. In fact, the very ability to properly report and reflect on one’s emotions is at times indistinguishable from the skills or mindsets measured (Duckworth and Yeager, 2015^[12]). All these issues can undermine the reliability of the evidence in support of SEL.

The challenge of effectiveness

Recent literature has called into question results of interventions related to SEL. Positive findings on the effectiveness of SEL programmes in small pilot studies have often not been corroborated by later research.

The role of grit, which is defined as “...passions and persistence for long-term goals” (Duckworth and Quinn, 2009, p. 166^[70]) was developed in the seminal works of Duckworth and Seligman (2005^[5]) and Duckworth et al. (2007^[71]). These publications argued that economic success and academic performance depend more on perseverance than on cognitive skills. More recently, Zisman and Ganzach (2020^[72]) show grit and conscientiousness to be a much weaker predictor of education and job market success than previously thought, finding instead that intelligence is the dominant explanatory factor driving these positive life outcomes.⁴ Similarly, Credé, Tynan and Harms (2017^[73]) found in their meta-analysis that interventions aimed at improving grit had only a weak, non-statistically significant impact on the high school GPA of treated students.⁵ One possible explanation for the discrepancy between these recent findings and the initial research on grit is that early empirical research was conducted among non-representative small samples (Zisman and Ganzach, 2020^[72]).

Mindset theory maintains that individuals hold different beliefs on whether human attributes, such as intelligence or personality, are malleable with effort (growth mindset) or whether they are fixed. The theory holds that a growth mindset positively affects academic performance. However, recent evidence casts doubt on growth mindset due to early underpowered studies and heterogeneous effects across the distribution of students (Box 3).

⁴ Zisman and Ganzach (2020) estimate intelligence to contribute 48-90 times more than grit to educational success and 13 times more to job market success.

⁵ Credé et al. (2017) estimate a positive correlation between grit and academic performance that amounts to $\rho = .18$ with a standard deviation of $SD\rho = .11$.

Box 3. Shifting expectations: The evidence arc of growth mindset interventions

Early promises

The theory of growth mindset – namely that intelligence and skills are not fixed but malleable, and that the key to success is belief in this malleability – rapidly gained popularity after 2007 (Dweck, 2007^[74]). Educators, psychologists, and researchers alike were optimistic about this model, and growth mindset interventions proliferated, with early studies suggesting large effects across multiple outcomes; in 2011, growth mindset was being proposed as a solution to high school bullying (Yeager et al., 2011^[75]) and the Israeli-Palestinian conflict (Halperin et al., 2011^[76]). Yet, as more growth mindset programmes reached the evaluation stage, the estimated effects began to look smaller, even close to zero.

Sisk et al. (2018^[77]) conducted two meta-analyses, with the first assessing the correlation between (growth) mindsets and academic performance, and the second estimating the impact of growth mindset interventions on academic performance. They found weak, often non-statistically significant relationships in both cases. Similarly, Bahník and Vranka (2017^[78]) investigated whether mindset affected test results among university applicants and found no relationship between a growth mindset and test scores.⁶

Shifting expectations

Growth mindset interventions appear to have very modest effects overall, but the effects may be larger in important population subsets. For example, Sisk et al. (2018^[77]) found that students from a socio-economically disadvantaged background, or with a weak academic track record, tended to benefit most from mindset interventions. Likewise, Yeager et al. (2019^[79]) found that online interventions targeting a mindset change positively affected the subgroup of students with higher risk of underperformance (i.e. those students who had lower grades before).⁷ Recent empirical work indicates that effects of mindset interventions are small and heterogeneous across the treated population, rather than large and universal. With this in mind, growth mindset theory proponents have developed a framework to understand the heterogeneity of impact, Mindset x Context perspective, which states that a mindset intervention will produce meaningful effects only for students at risk of poor outcomes who are in a growth-supportive context (Yeager, 2019^[80]; Yeager and Dweck, 2020^[81]).

The issue of effect heterogeneity is not unique to growth mindset interventions, and addressing it may be key to achieving meaningful, replicable results in SEL interventions. Calling for a heterogeneity approach in behavioural science, Bryan, Tipton and Yeager (2021^[82]) argue that effects should always be presumed to be dependent on context, and that broad statements about overall intervention effects without nuanced qualifications on heterogeneity should be viewed with scepticism.

What interventions work and where? Taking a closer look at SEL programmes

Effective SEL interventions can take many different forms, from explicitly including specific SEL skills in school curricula to activities and strategies aimed at enhancing school environment, which can include parents and the wider community (Durlak, 2015, pp. 3-20^[53]). Given the myriad challenges of SEL interventions outlined above, it is necessary to look in depth at individual SEL programmes to determine their potential.

There are several programmes, specifically aimed at pre-school years, which have been tested and evaluated with relative success in the developed world. One example is PATHS (Promoting Alternative THinking Strategies), a programme that “promotes peaceful conflict resolution, emotion regulation,

⁶ Bahník and Vranka (2017) estimate the effect size a growth mindset on test performance to be negative and statistically not significant (ES = -0.03).

⁷ Yeager et al. (2019) estimate the growth mindset intervention increased the GPA of risk students by 0.10 points.

empathy, and responsible decision making" (CASEL, 2013, p. 53^[4]) for children in kindergarten through sixth grade. Yet, while PATHS has been successfully implemented across the United States, replication attempts elsewhere, namely Croatia, Switzerland and the United Kingdom, have not found statistically significant results.⁸ This could be explained by differences in cultural beliefs or by differences in the education system and policies (Humphrey, Hennessey and Lendrum, 2018^[83]).

Another example is Tools of Mind, implemented during early childhood to promote self-regulation, using make-believe play, and combining all aspects of both literacy and numeracy with non-cognitive skills development. These programmes have growing experimental and observational evidence that they help reduce behavioural problems, improve academic performance, and even reduce emotional distress (Barnett et al., 2008^[84]; Conduct Problems Prevention Research Group., 2010^[85]).

In the context of development, FHI 360 implements educational programmes in emergencies (EiE) in countries such as El Salvador, Nigeria, and South Sudan, using the International Rescue Committee's Safe Healing and Learning Spaces (SHLS) toolkit with SEL at the core of the interventions (fhi360, 2023^[86]; International Rescue Committee, 2016^[87]). This approach provides out-of-school children and youth living in conflict and crisis settings with a safe, caring, and nurturing space to learn and develop, which helps children and youth develop awareness, focus, and concentration while reducing anxiety and emotional distress.

One foundation working to address the western, educated, industrialised, rich, and democratic (WEIRD) bias of SEL research is the Templeton World Charity Foundation (TWCF), which funds projects undertaken by organisations in developing countries, specifically under its 2018 initiative Global Innovations for Character Development (GICD), a programme centred on character development as the driver for human flourishing. GICD defines character as a set of behavioural traits, habits, and mindsets – such as compassion, forgiveness, and gratitude – which are determined by an individual's environment but can also be taught to adults and reinforced by the educational system. TWCF's approach to socio-emotional learning is focused on the concept of building character strengths, meaning that people can actively choose to shape their character, rather than simply being moulded by their environment. TWCF's programme seeks to expand cross-cultural SEL to include SEL interventions and measurements that can improve and promote character development in different contexts and geographies, and to identify, promote and provide evidence for contextual character strengths relevant for the region. The programme used an open call for proposals mechanism that allowed for multidisciplinary approaches to character development, for establishing a clear understanding of the cultural context of each intervention, and enabled researchers to use tools from open science to improve the reproducibility and reliability of research findings.⁹

With the goal of better understanding current SEL programmes funded by foundations, the OECD Centre on Philanthropy conducted its Survey on Philanthropy for Social and Emotional Learning in Education, the results of which are discussed in the following section.

⁸ Randomised controlled trials (RCTs) have failed to replicate the positive effects noted above, in all but one of the trials. The exception was a trial of PATHS conducted in Northern Ireland, which found small, positive effects for a range of outcomes, including prosocial and aggressive behaviour (Humphrey, Hennessey and Lendrum, 2018^[83]).

⁹ Based on interview with Andrew Serazin, D.Phil, President, Templeton World Charities Foundation.

Philanthropic support to social and emotional learning programmes in education: Survey results

Philanthropic support to social and emotional learning programmes in education

To better understand how philanthropy contributes to social and emotional learning (SEL), the OECD Centre on Philanthropy carried out a survey of programmes financed by philanthropic organisations that aim to develop these skills in developing countries. This section describes the sampling frame, survey structure, and summarises the main findings.

Sampling frame and survey

The targeted population for the survey was philanthropic foundations, and other private organisations providing grants and donations in areas relevant to economic and social development, as well as their grantees – the organisations that implement the programmes (Figure 6). Sixty-four organisations financing programmes related to social and emotional skills – based in 17 countries across Europe, North and South America, Sub-Saharan Africa, and Asia-Pacific regions – were identified through secondary research and previous research by the OECD Centre on Philanthropy (OECD, 2021^[88]; OECD, 2021^[89]; OECD, 2021^[90]) and invited to participate.

For a programme to be a valid participant in the survey, it needed to: 1) be partially or fully financed by a private philanthropic organisation, 2) explicitly target the development or improvement of at least one social and emotional skill according to the EASEL taxonomy, and 3) aim to improve observable educational outcomes.

From the targeted sample, between April 2021 and July 2022, 13 private philanthropic foundations replied to the survey, for one or multiple of their programmes, ultimately resulting in 35 programmes surveyed.

Survey responses were received from Echidna Giving (United States), Fundación “la Caixa” (Spain), Fundación Luker (Colombia), Fundación Proantioquia (Colombia), Fundación Procaps (Colombia), Fundación SURA (Colombia), Fundación Telefónica Movistar Colombia (Colombia), Fundación Terpel (Colombia), LEGO Foundation (Denmark), Oak Foundation (Switzerland), Templeton World Charity Foundation (Bahamas), Instituto Ayrton Senna (Brazil), Raikes Foundation (United States), and their respective grantees (Annex A).

Figure 6. Sampling frame for the OECD Survey on Philanthropy for Social and Emotional Learning in Education



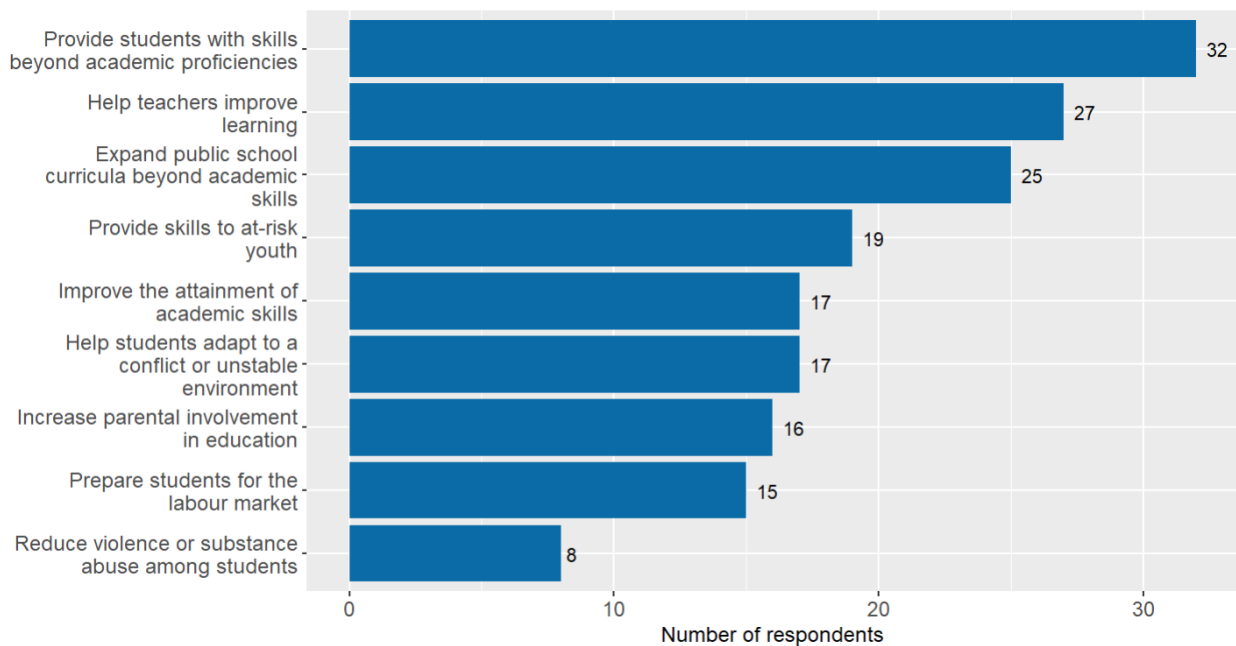
The survey, which was conducted on line, consisted of an in-depth exploration of each programme through 34 questions across 9 modules (Annex B).

What SEL programmes do: An implementation perspective

SEL programmes have multiple goals, which include providing skills beyond academic performance, helping teachers to impart these skills, and expanding school curricula to include social and emotional skills

SEL programmes encompass a broad range of elements and often have multiple simultaneous objectives. All but three surveyed programmes (32 out of 35) aim to provide students with skills beyond academic performance. The majority of programmes also focus on the abilities of teachers to effectively help students develop these skills (27 out of 35), and 25 programmes have the goal of expanding the student curricula so that social and emotional skills are explicitly part of education. Only 17 programmes aim to also improve educational performance. Some programmes directly try to improve the social and emotional skills of a subset of students, such as at-risk youth, and 15 programmes aim to provide skills that will be relevant to students when they enter the labour market (Figure 7).

Figure 7. Objectives of SEL interventions financed by philanthropic organisations



Note: Results for all 35 surveyed programmes and studies.

Source: (OECD Centre on Philanthropy, 2022^[91]).

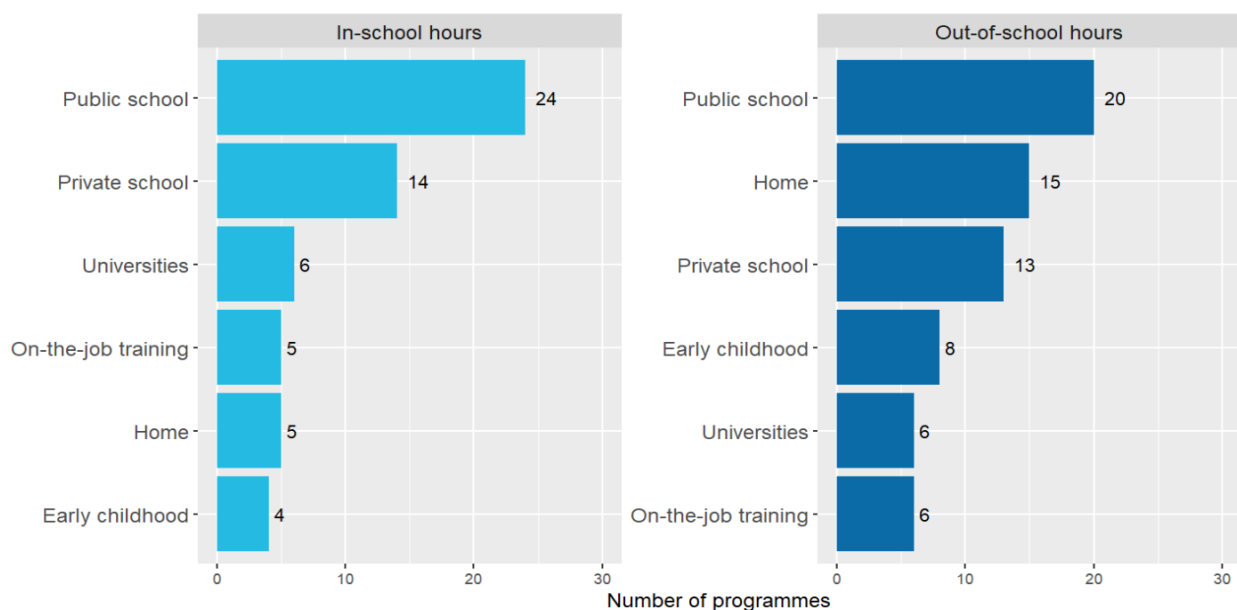
Programmes are not designed with a specific framework identified by the EASEL framework inventory, but on ad hoc frameworks on a case-by-case basis. (CASEL, 2013^[4]) is the most frequently cited framework used by the organisations implementing them.

Most SEL programmes operate in public schools, last between 6 months and 1 year, and include exposure for at least 30 minutes per week

SEL interventions can take place in a variety of environments and settings. Some surveyed programmes took place during school hours, some outside of school hours, and many involved a combination of the two. Surveyed programmes also varied in terms of education level (university versus primary/secondary versus early childhood) and school type (public versus private). As shown in Figure 8, the surveyed programmes most frequently operate in public school settings, both in and outside of school hours (24 and 20 programmes, respectively).

Among out-of-school-hours programmes, the second most common setting was the home (15 programmes), whereas during school hours it was private schools (14 programmes). Many programmes in the sample operated in multiple settings, crossing over between school and non-school hours, and working with students in both private and public schools.

Figure 8. Settings of SEL programmes, in-school hours and out-of-school hours

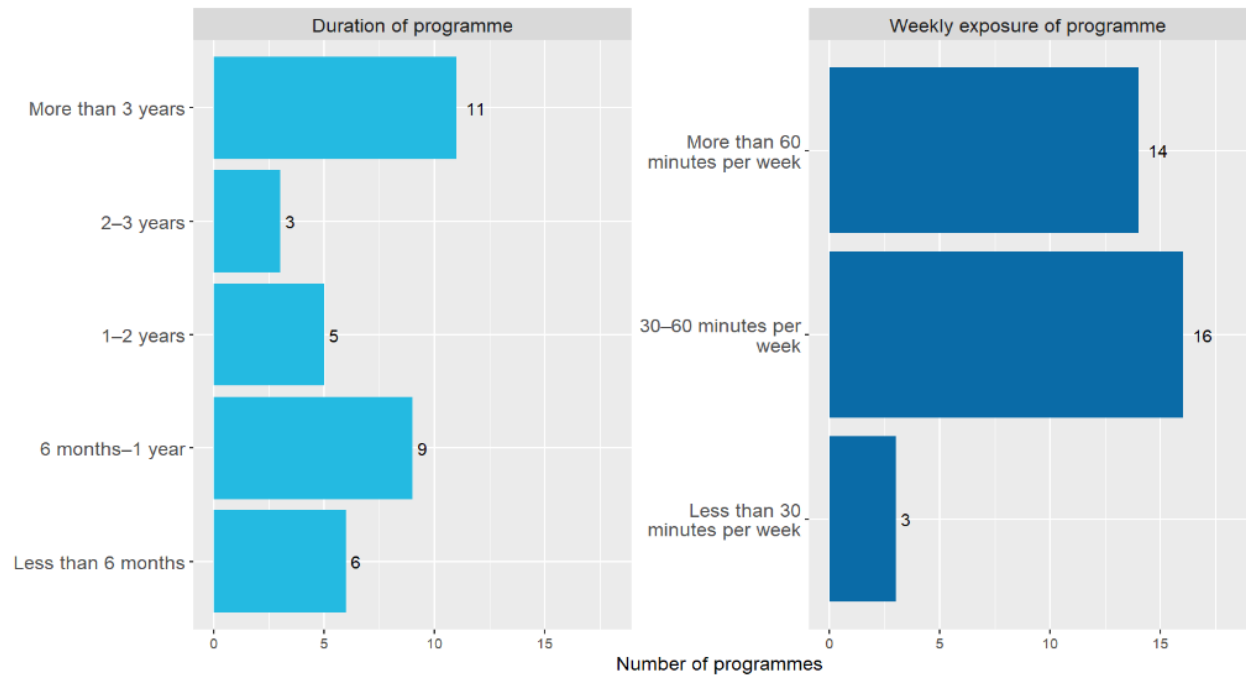


Note: Results for all 35 surveyed programmes and studies. Excludes other settings such as refugee camps and virtual classrooms in out-of-school hours.

Source: (OECD Centre on Philanthropy, 2022^[91]).

The surveyed programmes also varied in terms of their duration and frequency. Of the 35 programmes in the survey sample, 11 lasted longer than 3 years, 9 lasted between 6 months and 1 year, and 8 lasted between 1 and 3 years. Sixteen out of 35 programmes (46%) had exposure of between 30 and 60 minutes per week, while 14 programmes (40%) had exposure of more than 1 hour per week (Figure 9).

Figure 9. Duration and exposure of SEL programmes



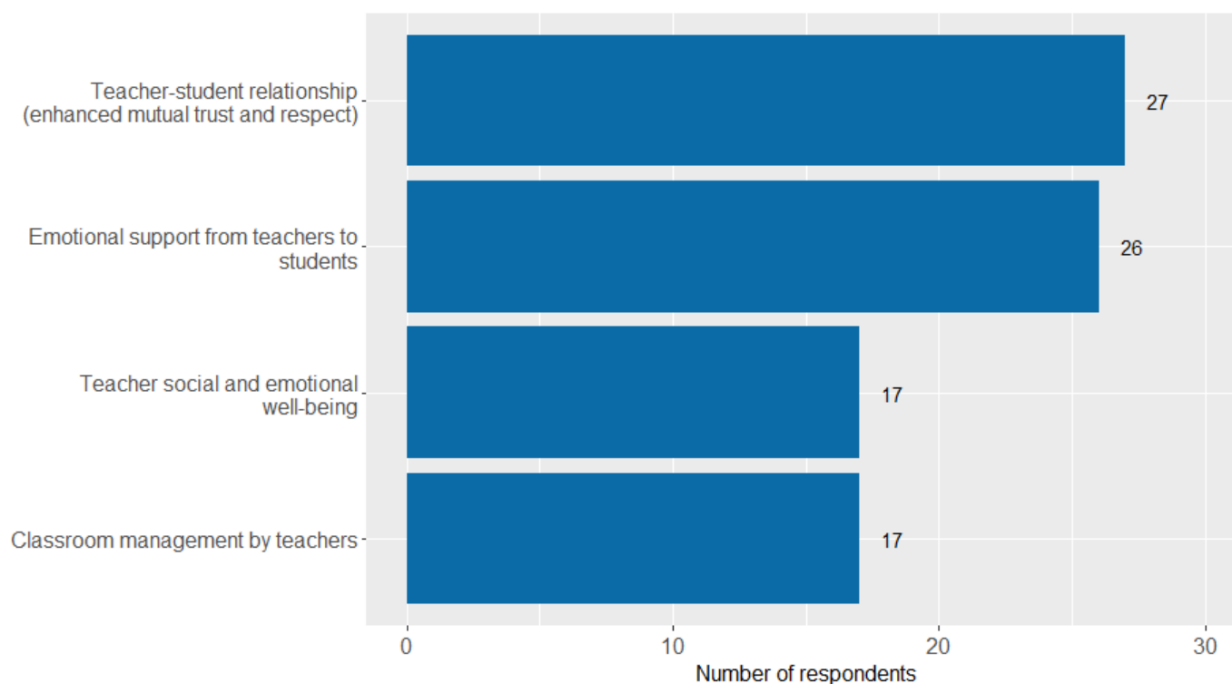
Note: Results for all 35 surveyed programmes and studies.

Source: (OECD Centre on Philanthropy, 2022^[91]).

SEL programmes frequently target relationships between teachers and students

While the primary targets of most SEL interventions are the students, many of the surveyed institutions also reported improvements to teacher attributes and attitudes among the targeted outcomes of their SEL programmes (Figure 10). The most common teacher attributes targeted were teacher-student relationships (27 out of 35 programmes) and emotional support from teachers to students (26 programmes), followed by teacher social and emotional well-being and classroom management by teachers.

Figure 10. Teacher attributes targeted by surveyed SEL programmes



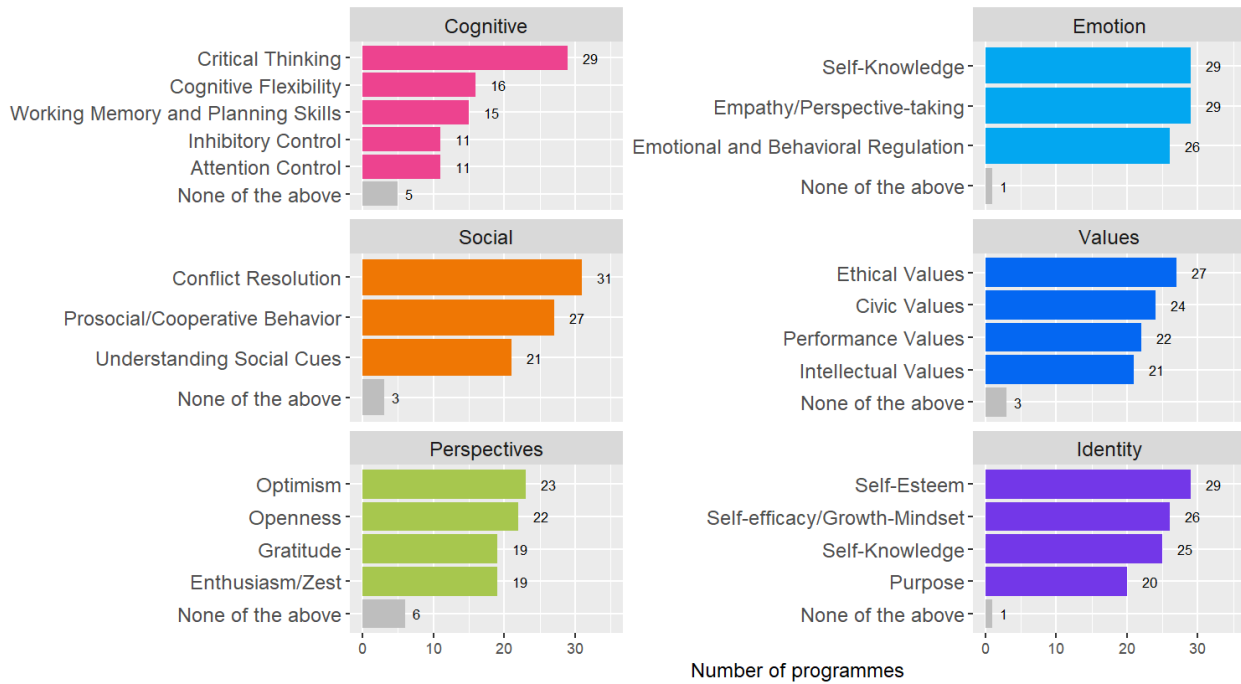
Note: Results for all 35 surveyed programmes and studies.

Source: (OECD Centre on Philanthropy, 2022^[91]).

Programmes generally target a broad range of SEL skills across different domains

The OECD Survey followed the EASEL skills taxonomy in determining which SEL skills were targeted by the surveyed SEL programmes (Figure 11). All six domains were well represented in the sample, and rather than specialising in just one domain, most programmes reported targeting at least one skill from each of the six skill domains (cognitive, emotion, social, values, perspectives, and identity). The most commonly targeted skills were conflict resolution, critical thinking, empathy, and self-esteem. Interestingly, the programmes surveyed generally tend to target a range of skills that cut across the six EASEL skill groups, rather than honing in on one or two of the groups.

Figure 11. Social and emotional skills targeted, by number of programmes

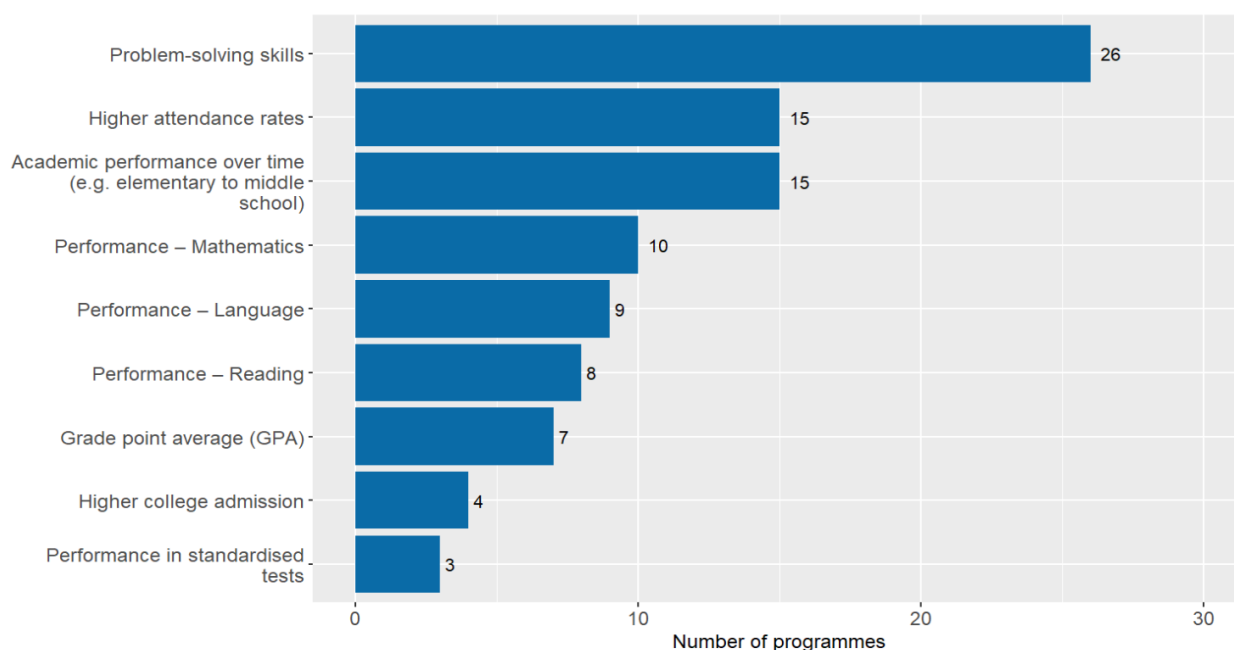


Note: Results for all 35 surveyed programmes and studies.
 Source: (OECD Centre on Philanthropy, 2022^[91]).

SEL programmes most frequently measure educational outcomes in terms of problem-solving skills, school attendance, and improvement in grades over time

The surveyed SEL programmes tracked a variety of educational outcomes (Figure 12). The most frequently tracked outcome was improvement in problem-solving skills, followed by increase in attendance rate and academic performance over time (e.g. elementary to middle school). Performance in standardised tests was the least frequently tracked outcome, despite their potential for comparison across schools and regions.

Figure 12. Educational outcomes tracked by surveyed SEL programmes



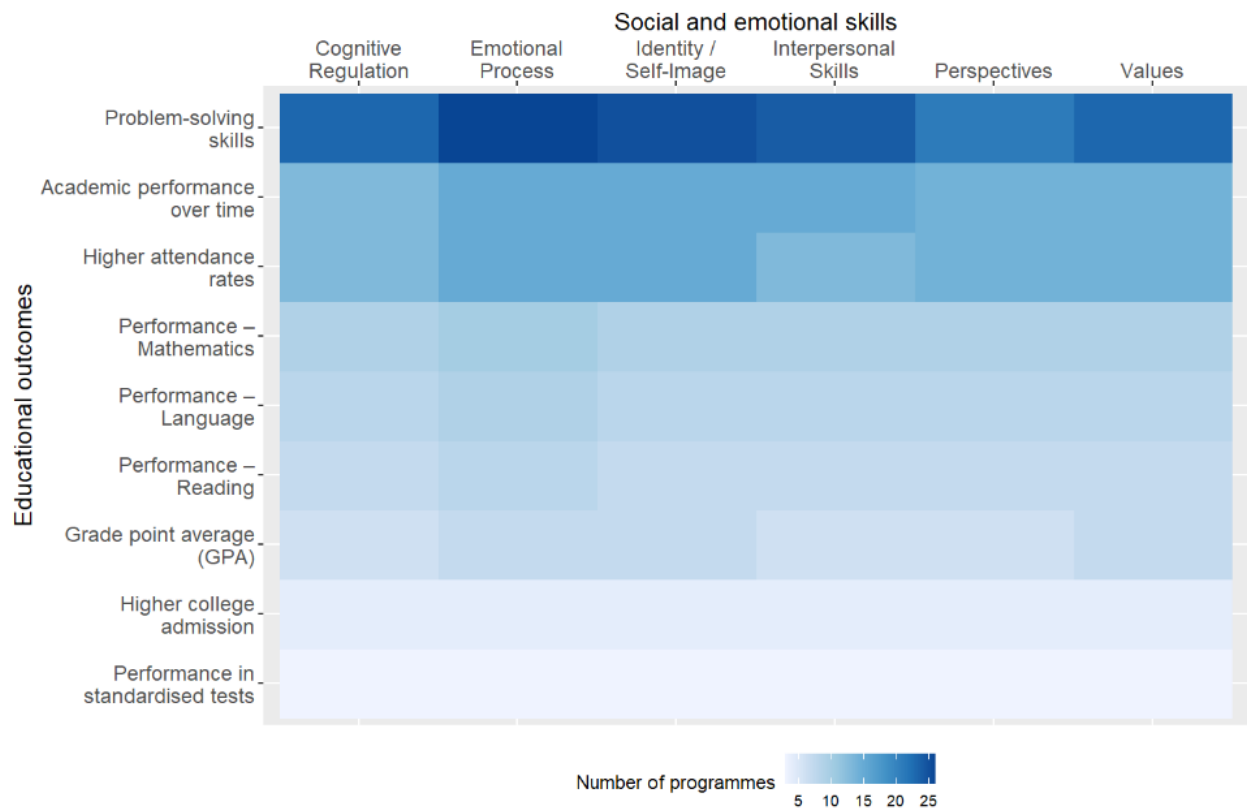
Note: Results for all 35 surveyed programmes and studies.

Source: (OECD Centre on Philanthropy, 2022^[91]).

There is overlap between social and emotional skills and educational outcomes being targeted by surveyed SEL programmes in a few domains, notably identity/self-image and academic performance

Figure 13 shows the overlap of targeted social and emotional skills and targeted educational outcomes, with a darker-coloured square indicating a higher number of programmes targeting each outcome (row) and skill (column). The highest overlap is between programmes targeting the skill domain of emotional processing (which includes self-knowledge, empathy, and emotion regulation) and those targeting improved problem-solving skills. In general, academic performance (whether over time, by subject, or by grade point average [GPA]) were more frequently co-targeted with emotional processing skills than with cognitive regulation skills (e.g. critical thinking and cognitive flexibility). While this may simply reflect the higher focus of SEL programmes on emotional skills rather than cognitive skills, programmes aiming to target an educational outcome such as problem-solving would be expected to target cognitive skills.

Figure 13. Overlaps of social and emotional skills and educational outcomes targeted by surveyed SEL programmes

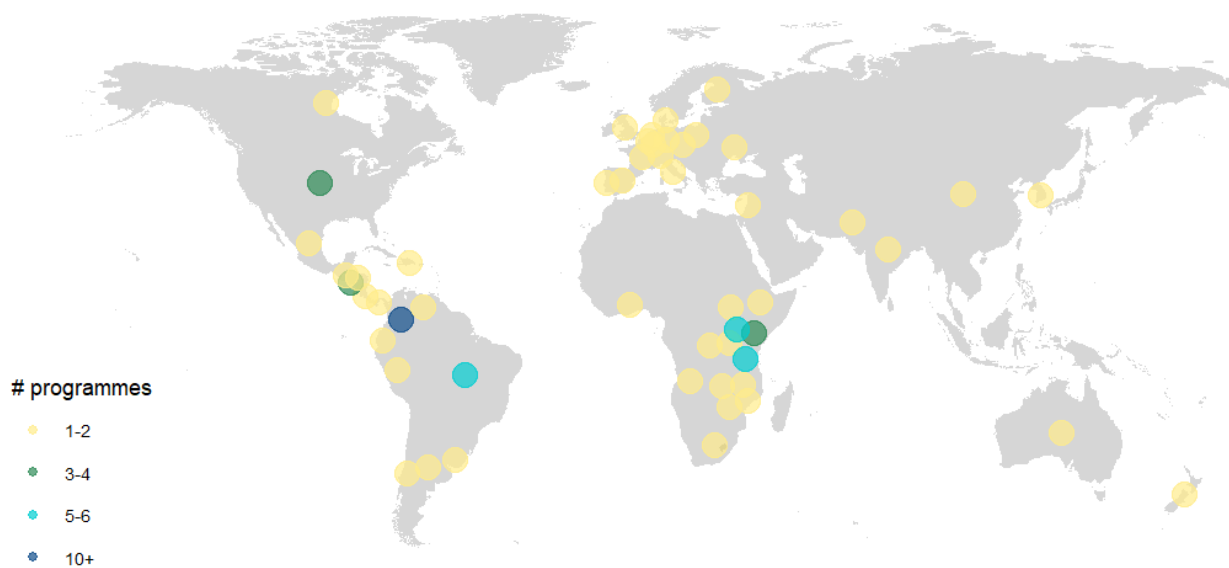


Note: Results for all 35 surveyed programmes and studies.
 Source: (OECD Centre on Philanthropy, 2022^[91]).

SEL programmes are being implemented worldwide, with a few notable hubs such as Brazil, Colombia, Tanzania and the United States

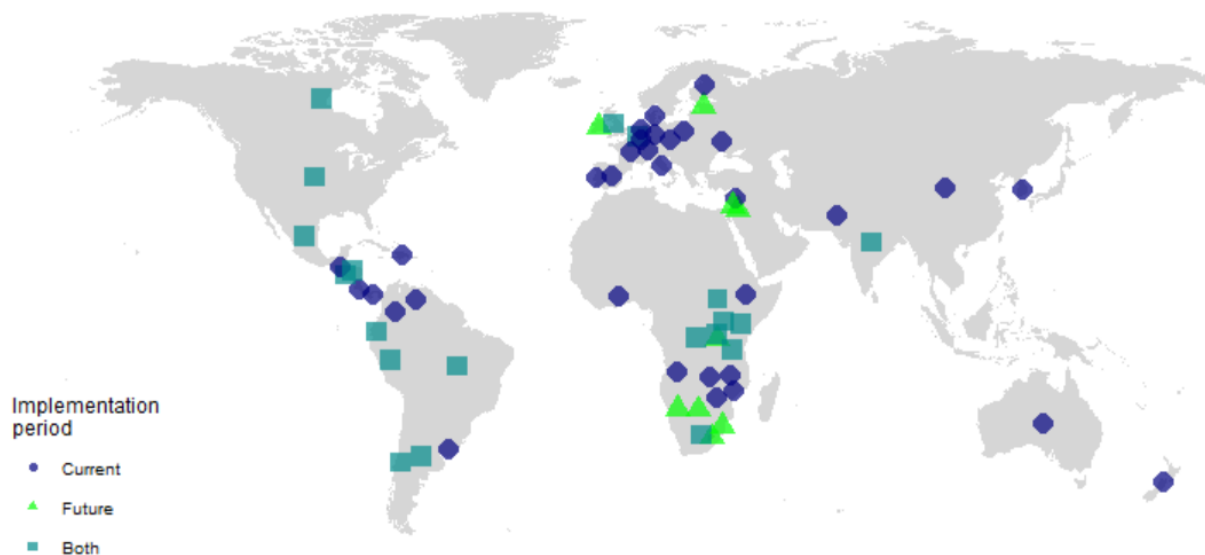
The programmes surveyed were implemented in 53 countries, including both developed and developing economies. The most represented country was Colombia, with 13 programmes, followed by Brazil with five and Tanzania with four programmes (Figure 14). Several survey respondents reported intending to expand their programmes to additional countries in the coming years. Many of these countries were already the location of other SEL intervention programmes included in the survey, but several were entirely new, namely Botswana, Burundi, the Democratic Republic of the Congo, Estonia, Ireland, Jordan, Lesotho, Namibia, the Palestinian Authority, and Swaziland (Figure 15). If these expansions take place over the next few years, the evidence collected in new environments will be very important in terms of understanding where SEL interventions work well.

Figure 14. Countries in which surveyed programmes were being implemented as of 2022



Note: Results for all 35 surveyed programmes and studies.
 Source: (OECD Centre on Philanthropy, 2022^[91]).

Figure 15. Planned expansion of current SEL programmes: Current versus future



Note: Results for all 35 surveyed programmes and studies.
 Source: (OECD Centre on Philanthropy, 2022^[91]).

Box 4. Learning through play: The LEGO Foundation's perspectives on SEL

The LEGO Foundation supports children's learning through play, in which children's holistic skills, including social and emotional skills are developed through joyful, socially interactive, actively engaging, iterative, and meaningful experiences such as retelling their favourite story, or making up a new game using items from around the home. The LEGO Foundation emphasises the importance of the role of families in this approach. The learning path of children often starts with their parents, who are important influences from infancy, during pre-school years and afterwards. As shown by the learning gaps that arose during the COVID-19 pandemic, consistency between the learning methods used at school and those used at home is crucial (The LEGO Foundation, 2022^[92]). Therefore, the LEGO Foundation's programmes are designed to include parents and caregivers as play agents at home and encourage them to get involved in their children's learning where possible – from stimulating brain development in babies and toddlers to attending interactive play sessions to implementing playful learning in their homes outside of programme hours. Reciprocal support among parents, caregivers and teachers is key to a holistic education that enhances creativity and social and emotional skills.

One such LEGO Foundation-funded initiative is an 11-week remote early learning programme (RELP) with Syrian and Lebanese caregivers and their 5–6-year-old children in hard-to-access areas of Lebanon where there is little or no other access to early childhood education (ECE). In-person ECE programmes focusing on fostering SEL and school readiness skills were adapted for remote delivery with minimal direct teacher-child time. The modified programmes focused on teachers supporting caregivers to implement key ECE activities at home with their children, such as learning letters, colours, numbers, shapes, observation, and SEL skills. As part of the programme, caregivers were sent learning kits with materials needed for activities, such as worksheets, storybooks, arts and craft supplies. Caregivers also received links via WhatsApp to engaging and interactive videos, games, pictures, and information on the importance of early childhood development. Findings from the evaluation of the programme showed that RELP had significant, positive impacts on emergent literacy, numeracy, overall child development, SEL, and motor skills (TIES for Children, Global, 2023^[93]). These findings are consistent with other findings that child-centred, playful learning programmes lead to positive child outcomes such as reduced stress in children as well as improvement in caregivers' well-being (Attanasio and Krutikova, 2019^[94]; Husain et al., 2021^[95]; Singla, Kumbakumba and Aboud, 2015^[96]).

As discussed in this report, assessing SEL programmes is a complex task, and there is no clear consensus on exactly what tools and frameworks should be used. Based on the LEGO Foundation's experience of navigating this complicated domain and co-operating with various international partners, they have identified five key lessons to consider when measuring SEL outcomes.

The first lesson is that context matters: SEL measurement tools must be adapted to the local cultural context in order to be contextually relevant, reliable, and culturally sensitive. Second, measurement tools must be tailored to the intervention and its objectives – the outcomes measured must be appropriate to the age of the students and the specific skills targeted by the intervention. For example, a programme teaching pre-schoolers to name and discuss their emotions through picture books should measure the children's ability to identify emotions and talk about them, rather than their ability to manage these emotions (as the intervention does not target emotion regulation). Third, proper measurement requires serious investment of time and resources. Social and emotional skills are developed gradually, and programmes should be allowed to reach implementation maturity before being evaluated. Furthermore, assessment itself requires certain skills, and assessment capacity must be developed. This is particularly important for distinguishing between the impact of SEL interventions and the effects of other variables in the environment. Fourth, it is important to clearly identify the primary purpose of any evaluation. Clearly defining the targeted problem and the desired outcome from the outset will influence the design of the intervention, and ensure that the

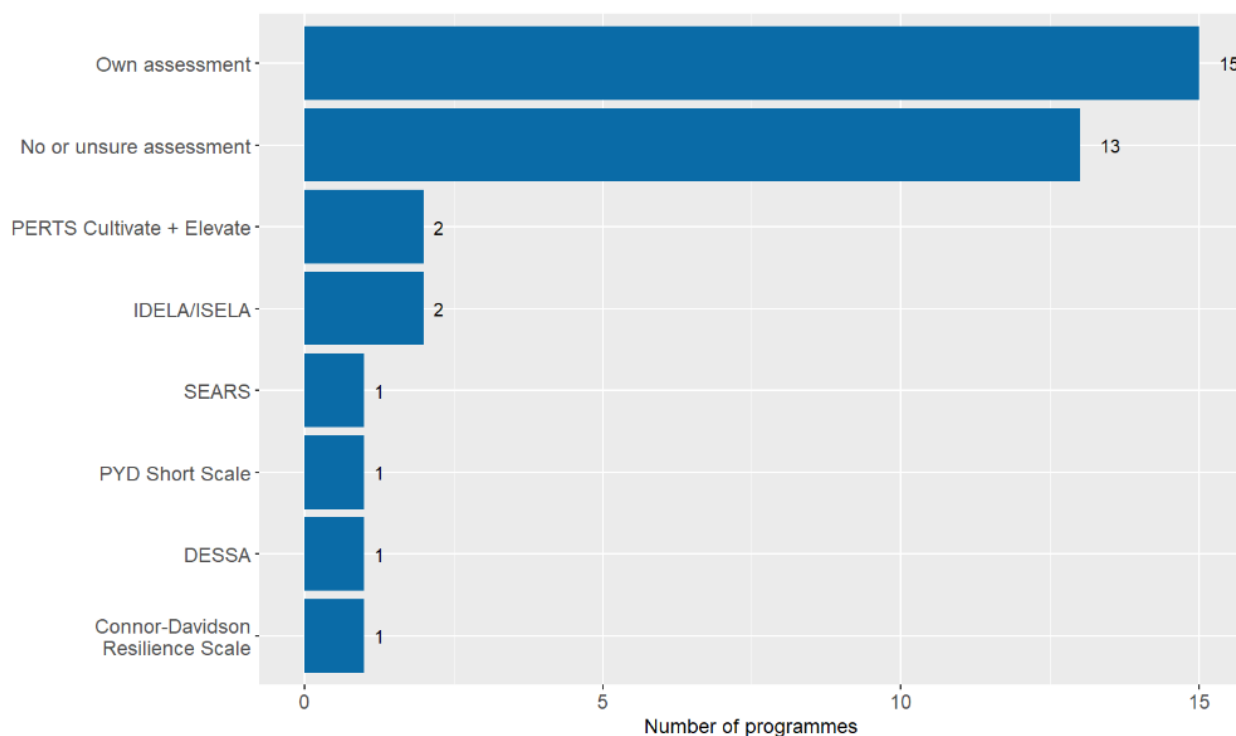
right data are collected to assess whether the outcomes are reached. Finally, the LEGO Foundation has learned that it is best to start with existing measurement tools rather than attempting to duplicate – most likely with inferior results – something that has already previously been created or optimised by others. While developing a custom tool for each intervention may result in a more fit-for-purpose assessment method, there are many existing tools available that can be adapted to fit the project and its context. Examples of such resources include the EASEL Lab (EASEL Lab, 2019^[3]), the World Bank’s Toolkit for Measuring Early Childhood Development in Low- and Middle-income Countries (Fernald et al., 2017^[97]), and CASEL’s SEL Assessment Guide (CASEL, 2023^[98]).

Source: Based on an interview with Sidsel Marie Kristensen, CEO of the LEGO Foundation.

Few programmes are assessed with standard tools, many are not assessed at all

One of the most salient findings from the survey is that there is no consensus among SEL practitioners on how to assess SEL programmes. Of the 34 programmes that responded to the survey question on this issue, 28 reported using an ad hoc method or none (Figure 16). The data also show a wide variety in the assessment frameworks deployed: no two foundations used the same framework, and even within a single responding foundation, no more than two programmes in the sample referenced the same framework.

Figure 16. Assessment frameworks used by surveyed SEL programmes



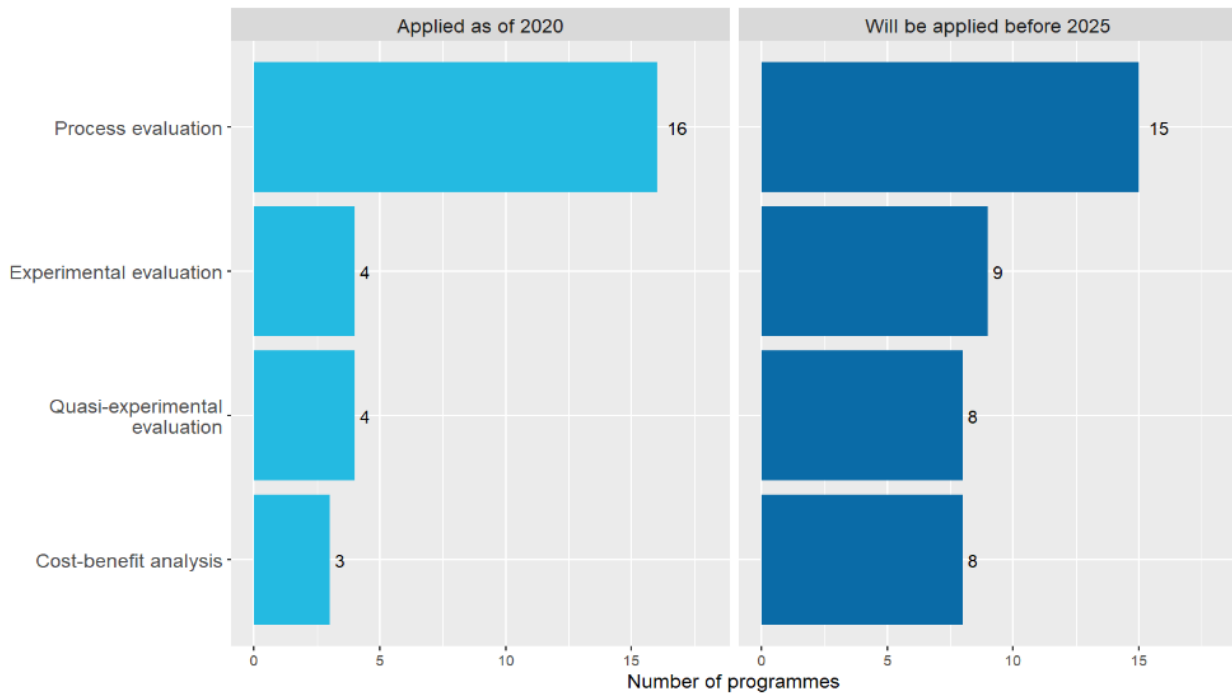
Note: Results for 34 programmes, as one respondent omitted to answer this question.

Source: (OECD Centre on Philanthropy, 2022^[91]).

When looking more broadly at the type of evaluations carried out for SEL programmes (rather than the specific frameworks of assessment), more procedural and operational evaluations were carried out than impact or outcome-based assessments (Figure 17). While 16 of the 34 responding programmes (43%) said they had carried out process evaluation already, and another 15 indicated that they would do so by

2025, very few programmes were carrying out experimental or quasi-experimental evaluations or cost-benefit analysis in 2022. Without reliable evaluations of the effectiveness of programmes and consistent frameworks to measure effects, comparisons that yield policy recommendations are very limited.

Figure 17. Forms of evaluation applied to surveyed SEL programmes



Note: Results for 34 programmes, as one respondent omitted to answer this question.

Source: (OECD Centre on Philanthropy, 2022^[91]).

Box 5. A behavioural analysis approach to assessing SEL interventions

In the OECD's recent publication, *Innovating Assessments to Measure and Support Complex Skills*, experts studied the assessment of "21st Century Skills" – which include social and emotional skills as well as transversal, cross-disciplinary digital skills – and arrived at several key conclusions, including that there is a need for innovation across all phases of assessment design, that thorough data collection is highly important for validation of interventions, and that assessments should be carried out in authentic contexts, i.e. in real-life settings where students are practising these skills (Foster and Piacentini, 2023^[99]).

A project currently being carried out in Spain is applying very similar methodology in its assessment of social and emotional skills. Fundació Bofill and the Ministerio de Inclusión, Seguridad Social y Migraciones through the Plan de Recuperación, Transformación y Resiliencia (using NextGenerationEU funds), in collaboration with Caterina Calsamiglia (ICREA-IPEG), Giacomo De Giorgi (University of Geneva, IEE/GSEM), Laia Navarro-Sola (Stockholm University, IIES) and Ece Yagman (UAB) have designed and implemented a randomised controlled trial in Spain between January and June 2023 – see AEARCTR-0010447. The objective of this trial is to test the causal impact of training and mentoring teachers to integrate behavioural-based feedback on social and emotional skills in the classroom on students' academic performance and other outcomes using more than

80 teams of teachers in 40 schools serving underprivileged students in Catalonia. Results will be available in 2024.

The key hypotheses behind this research are that incorporating a set of concrete behavioural goals into subject-specific lectures allows for the integration of self-awareness and social and emotional skills development in the classroom, and that through a continuous, 360-degree collection of behavioural evidence during day-to-day activities, SEL practitioners can effectively promote and measure the growth of these skills.

Using behavioural evidence to create shared goals and induce change

This project studies self-awareness and social and emotional skills development of young adolescents from socially and economically disadvantaged backgrounds. The project first trains teachers to incorporate specific goals related to SEL into their classroom activities, using concrete behaviours to describe these goals. Second, evidence of the targeted behaviours is continuously collected through self, peer and teacher observation. Finally, feedback based on this evidence is then provided by teachers to support social and emotional skills development.

In order to set these clear and shared goals, the project proposes using a set of 35 behaviours, known as the Pentabilities, which are informed by a wide range of frameworks for social and emotional skills such as the OECD Social and Emotional Skills Framework, the Big Five or CASEL.¹⁰ These behaviours have been categorised under the domains of a five-factor model that is familiar to educators: responsibility, autonomy and initiative, co-operation, emotion management, and thinking abilities. These behaviours can be observed in the classroom during collaborative and interactive activities and are manifestations of these skills.

Capturing changes in social and emotional skills and self-awareness

The main outcomes of interest in the short term are self-awareness and social and emotional skills, which are measured using behavioural data. In order to elicit the desired behaviours, a standardised group-level activity is performed by the students. External observers track behavioural responses during the activity, and students also evaluate themselves and their peers immediately after the activity. By comparing external observations between treatment and control groups, changes in behaviours related to social and emotional skills are captured and attributed causally to the treatment. Additionally, comparing self and peer evaluations to external evaluations captures shifts in awareness. Therefore, using behavioural evidence, this study evaluates the impact of the interventions conducted on social and emotional skills and awareness. This methodology can be applied to evaluate a wide range of interventions targeting social and emotional skills development.

Source: The Impact of Formative Assessment of Behavior-Based Socioemotional Skills on Students' Outcomes in the Short and Long Run AEARCTR-0010447.

SEL programmes use a variety of technologies to administer interventions to students and teachers

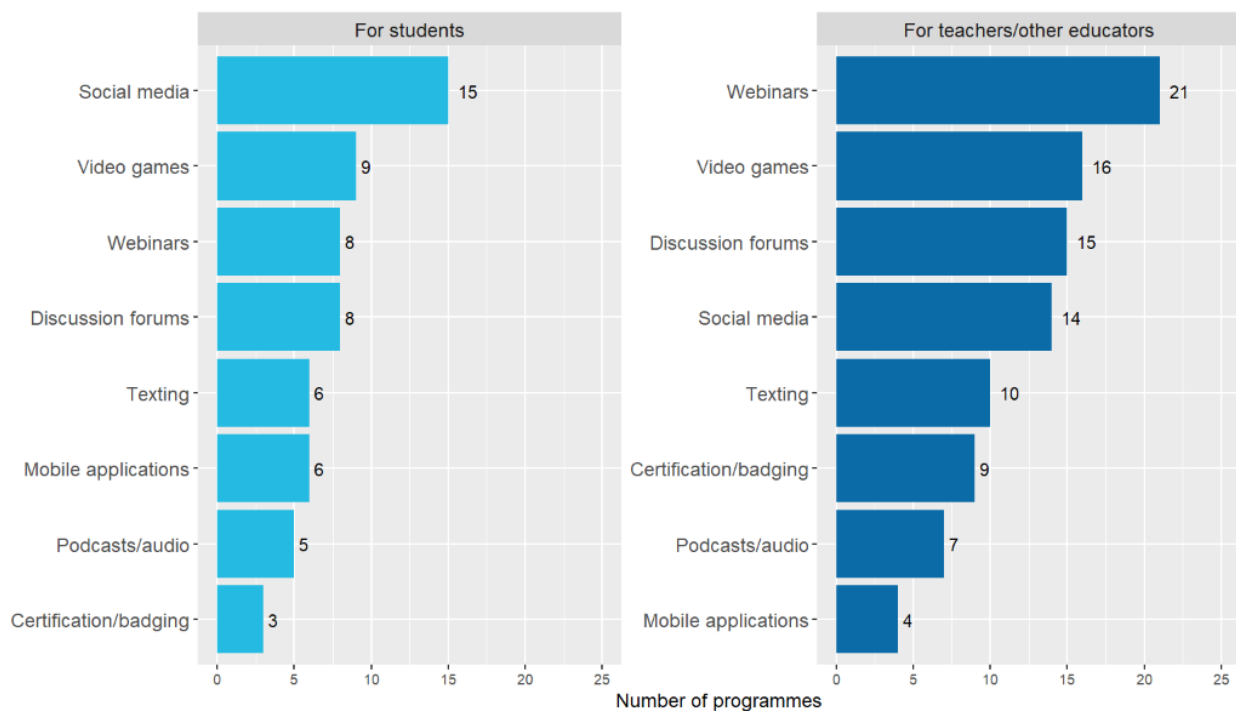
While rapidly changing technology is a factor in the growing importance of SEL skills, technology can also be used as a tool in SEL programmes. In many of the surveyed cases, technologies were merely used to facilitate the administration of the programmes (e.g. webinar trainings for teachers). But in some cases,

¹⁰ Factor analysis on data collected on Pentabilities and on Big Five, for instance, show that both sources of data span the same space.

they were also used as an intrinsic element of the SEL intervention, such as the use of video games and mobile applications for students (Figure 18).

The technology most frequently used to interact with students in the surveyed programmes was social media, employed by 15 out of 34 programmes (41%), followed by video games and webinars. Those most used for interacting with teachers were webinars (21 out of 34 programmes, 62%), video games, and discussion forums. Yet, the surveyed programmes displayed notable diversity in this area, and technologies such as texting, mobile applications, podcasts, and certification/badging programmes were all represented in the sample.

Figure 18. Technologies used by surveyed SEL programmes



Note: Results for 34 programmes, as one respondent omitted to answer this question.

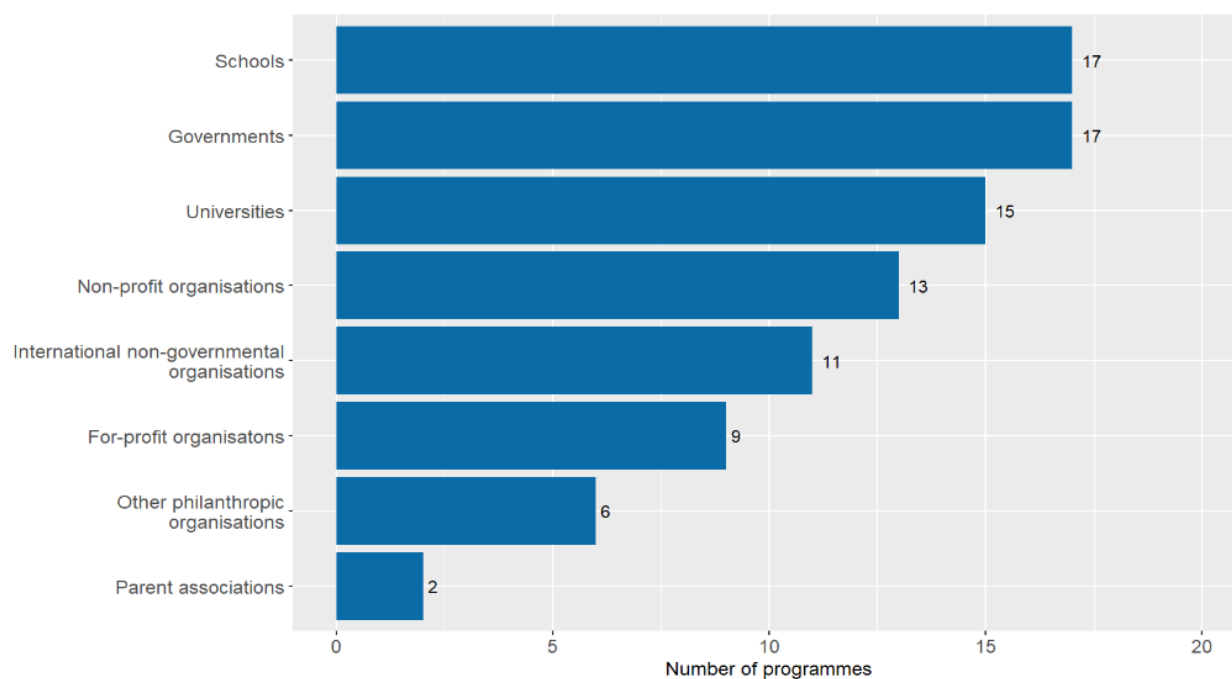
Source: (OECD Centre on Philanthropy, 2022^[91]).

SEL programmes are not implemented in isolation: They often involve non-governmental organisations (NGOs) and universities for funding, implementation, evaluation

The SEL programmes surveyed involve many actors in the education sector and beyond, both at a local and international level, and they are often supported by coalitions of funders or agreements with local governments when they are carried out in public schools (Figure 19). Both non-profit and for-profit organisations are engaged in the programmes, and universities regularly play a pivotal role in providing an evaluation or measurement framework, and later a role in the evaluation that will be carried out.

Philanthropic financing for the programmes surveyed totalled more than USD 120 million in the period 2016-22, with very large international programmes operating in multiple countries and smaller programmes or research grants operating locally.

Figure 19. Partners involved in the implementation of SEL programmes



Note: Results for 34 programmes, as one respondent omitted to answer this question.

Source: (OECD Centre on Philanthropy, 2022^[91]).

Box 6. Transforming education through evidence in Colombia: The Jacobs Foundation Initiative for Equitable Learning Outcomes

The Jacobs Foundation (JF) is a charitable foundation based in Switzerland. JF supports countries in implementing evidence-based policies, funding educational research, creating public and private partnerships (PPPs), and collective-funding vehicles. In 2023, JF introduced a new initiative in Colombia, in collaboration with Fundación Empresarios por la Educación (ExE): Colombia Evidencia Potencial. The initiative has three components:

Communities of Change: Created to foster multi-stakeholder alliances that develop and implement evidence-based policies and practices using a community-centred approach. Working alongside local education authorities – Secretarías de Educación (SE) – the pilot phase of the project will involve 12 SE across the country (Amazonas, Antioquia, Barranquilla, Cali, Cartagena, Cauca, Chocó, Cúcuta, Cundinamarca, Manizales, Meta, and Quibdó). The pilot phase will focus on five priority areas, including enhancing school climate, nurturing social and emotional skills, and employing innovative teaching approaches in order to work around variability in learning capacities. The project will leverage the Sistema de Información de las Iniciativas y Programas en Educación (SIPE), developed by ExE, an information system that maps education programmes at the school level led by both the private sector and the public sector across the country. SIPE will guide programme partners in identifying relevant initiatives, and co-ordinating stakeholders and funding.

Evidence Lab – EdLab: A coalition of academic institutions that carry out research and experimentation to shape education policy making in Colombia. It will establish a repository of evidence-based practices,

fund rigorous research projects, and develop a research learning agenda (RLA) as a tool to influence public policy design and practice.

Co-funding mechanism: A pooled-funding vehicle created to incentivise third-party funding, align investors with government priorities, and scale funding for the Community of Change projects and EdLab activities. The co-funding mechanism will use innovative financial mechanisms – such as results-based contracts – to mobilise capital to amplify high-impact opportunities at scale.

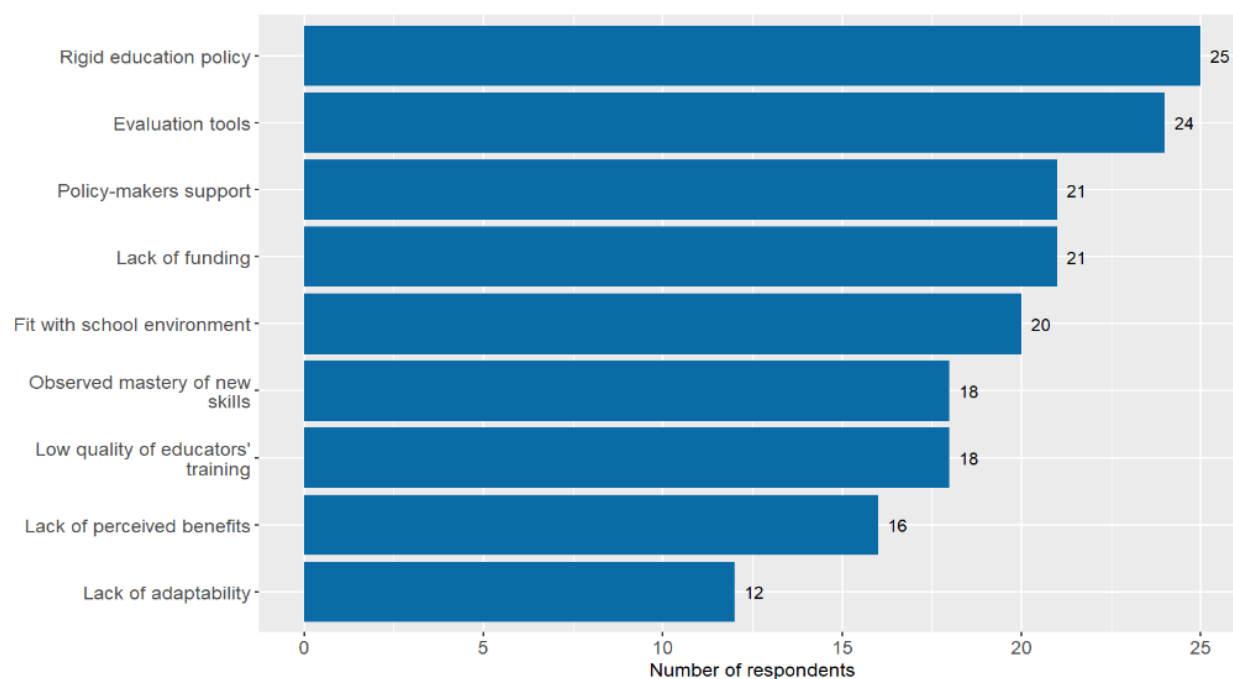
By mobilising stakeholders, harnessing evidence, and implementing targeted policies and practices, the JF-ExE Initiative seeks to increase effectiveness in developing foundational skills, including social and emotional skills. Key actions include incorporating initiatives to improve school climate.

Source: External input provided by Jacobs Foundation and Fundación Empresarios por la Educación (EXE).

Implementation challenges abound, particularly on evaluation and funding

As discussed above, implementation is critically important in the success of SEL interventions, and SEL practitioners face many challenges to effective implementation (Figure 20). The survey asked participants to rate the importance of nine principal challenges outlined in Durlak’s *Handbook of social and emotional learning: Research and practice* (2015, pp. 398-399^[53]). The surveyed programmes reported that their most significant obstacles to implementation were rigid education policy and curriculum mandates and lack of adequate evaluation tools. This last finding is consistent with the survey’s findings on evaluation methods, namely that there is no clear guidance or consensus on how SEL programmes should be assessed and evaluated.

Figure 20. Principal challenges faced by implementers of SEL programmes



Note 1: Results for 34 programmes, as one respondent omitted to answer this question.

Note 2: Respondents were asked to rate each challenge as “Not important”, “Somewhat important”, “Important”, or “Very important”. The latter three categories were totalled to give the numbers shown in this figure.

Source: (OECD Centre on Philanthropy, 2022^[91]).

Recommendations to foundations – Delivering on the promise of social and emotional learning

Social and emotional learning (SEL) is a rapidly changing field. New evidence is coming to light, and a convergence of frameworks is emerging. As more evidence is gathered on what can be accomplished through SEL interventions, translating the lessons learned into actionable education policy and across more diverse country contexts will become a more attainable objective.

Philanthropy has been an engine of design and research for SEL, helping to identify what works in the improvement of social and emotional skills by contributing to an infrastructure of curricula, assessments, schools, and teachers to implement different programmes.

This section provides recommendations for philanthropic foundations on how to further strengthen the effectiveness of SEL interventions and their uptake by policy makers, based on the analysis provided in the previous chapters.

Recommendations for foundations

Expand the cultural scope of SEL programmes: Currently, SEL programmes are predominantly deployed in western, education, industrialised, rich, and democratic (WEIRD) contexts. More information on programmes deployed in developing countries should be added in the future.

- Philanthropic foundations can play a critical role in expanding the cultural scope of SEL programmes by supporting initiatives that tailor SEL programmes to the specific cultural context of different communities. This could involve partnering with local organisations and experts to develop culturally relevant SEL curricula and training programmes for educators across developing countries.

Use rigorous methods to establish effectiveness: SEL programmes are often developed together with programmes that improve other skills, making it difficult to know which specific skills are being developed and improved. As social and emotional skills are not developed or improved in isolation, or individually, more careful, rigorous, and context-appropriate methods should be used to establish the effectiveness of SEL programmes.

- Philanthropic foundations can support research that uses rigorous experimental designs to measure the impact of SEL programmes on different outcomes, such as academic performance, mental health, and social behaviour.

Push for a multidisciplinary agenda to better measure SEL outcomes: Evaluating changes in social and emotional skills remains a challenge, and philanthropy can also play a pivotal role in pushing for a multidisciplinary agenda to better measure SEL outcomes.

- Philanthropic foundations could support initiatives that bring together experts from different disciplines, such as psychology, neuroscience, education, sociology, and economics, to develop more robust and comprehensive measurements of SEL outcomes.

Distinguish between effects across the entire distribution of students, not only average effects: SEL programmes can have widely different effects across the distribution of students, so it is important to look beyond average effects. Effect sizes from larger studies, and those with more varied types of students, should receive more attention.

- Philanthropic foundations can continue to support and expand the research that examines the differential impact of SEL programmes on subgroups of students, such as those from low-income families, those with disabilities, and those from culturally diverse societies.

Support evidence-based assessments in SEL hubs: Our survey findings indicate that Colombia is a hub for SEL interventions; it is also the only country with OECD Survey on Social and Emotional Skills respondents in two cities, Bogotá and Manizales (OECD, 2021^[11]).

- Foundations and grantees can ensure that their programmes provide nationally and internationally relevant evidence on SEL. There is scope for universities, domestic and international philanthropic foundations, and local authorities, to work more closely together and communicate their findings to the broader education community.

Assess the policy relevance of small-scale interventions before expanding initiatives: The main recommendation of this report is that foundations working in the social and emotional skills development space should expand ongoing efforts that aim to incorporate the lessons learned from programmes into policy design. However, it is important to assess the policy relevance of small-scale interventions before expanding these initiatives.

- Philanthropic foundations can support research that examines the policy implications of different SEL interventions and identifies strategies for scaling up effective programmes.

Work with governments to integrate effective SEL into broader educational programmes: The most significant obstacles to implementation in many countries are rigid education policy and curriculum mandates. SEL initiatives with robust evidence for effectiveness in their favour should be considered by governments in the wider context of education policy.

- Philanthropic organisations can provide evidence to policy makers regarding SEL programmes, and contribute to additional evaluations that test the effectiveness and scope of their implementation so they can be included in broader education policies.

Recommendations for further research

SEL interventions beyond educational outcomes. The survey considered only SEL programmes that explicitly aimed to improve educational outcomes. However, there is a wide range of organisations working to build social and emotional skills in other contexts, with other goals in areas such as mental health, women's empowerment, resilience, and political participation. While there is overlap between programmes targeting these goals and those targeting education, there are also many other interventions addressing these topics entirely outside the field of education.

- Further research is needed to assess the effectiveness of these programmes, the interrelation between educational and non-educational SEL interventions, and how philanthropic organisations are supporting SEL in a variety of settings outside the field of education.

Annex A. Survey sample

Table A.1. Sample of foundations and grantees

List of philanthropic organisations and grantees that responded to the survey, with the number of programmes they reported on.

Responding foundation	Country base	# of programmes surveyed
Ayrton Senna Institute	Brazil	1
Echidna Giving	United States	2
Fundación "la Caixa"	Spain	1
Fundación Luker	Colombia	1
Fundación Proantioquia	Colombia	1
Fundación Procaps	Colombia	1
Fundación SURA	Colombia	2
Fundación Telefónica Movistar Colombia	Colombia	1
Fundación Terpel	Colombia	1
LEGO Foundation	Denmark	11
Oak Foundation	Switzerland	1
Raikes Foundation	United States	2
Templeton World Charity Foundation	Bahamas	10
Total programmes in sample		35

Table A.2. Geographic distribution of invited organisations

Organisations in 17 countries were invited to participate in the survey. The most represented countries in the invited sample were the United States and Colombia.

Country base	# of organisations invited
Australia	1
Bahamas	1
Brazil	1
Chile	1
Colombia	17
Denmark	2
India	1
Kenya	1
Malaysia	1
Mexico	1
Netherlands	3
Singapore	1
South Africa	3
Spain	1
Switzerland	3
United Kingdom	2
United States	24
Total invited organisations	64

Annex B. Survey modules

Survey overview

The OECD Survey on Philanthropy for Social and Emotional Learning in Education consisted of 34 questions across nine modules. Survey questions were based on an extensive literature review of existing SEL programmes and cover a wide range of information – from the programmes' targeted skills and outcomes to their assessment methodologies to the principal challenges faced. The modules are described in more detail below.

Survey on Philanthropy for Social and Emotional Learning in Education – survey modules

Scope and approach to SEL: The first module identified what the funder aims to achieve with the programme. Then, for one or multiple programmes, respondents could select which of the 40 frameworks analysed by the EASEL Lab the programme was based on, and describe whether it was adapted to a specific context. In cases where programmes were based on a new framework, they were asked to describe the theory behind them in detail.

Programme exposure: Respondents were asked to specify the type and duration of exposure that the students in the SEL programme would receive. This included the number of semesters that were needed in order for the programme to deliver the expected results, and how many times per week the students must be exposed to it.

Demography and geographical scope: This module identified the age and socio-economic background of targeted students, in which countries the programme had been implemented as of 2021 and in which countries it is planned to be implemented over the coming years.

Programme characterisation – Skills: Based on the EASEL Laboratory Taxonomy Project, respondents were asked to specify which social and emotional skills each programme aims to develop or improve.

Educational outcomes and attitudes: This module listed possible educational and attitudinal outcomes that the programme aims to improve. In terms of educational outcomes, it includes grade point average (GPA), a specific subject performance, problem-solving skills, attendance rates, results in standardised tests, general academic performance over time, and/or higher college admission. In terms of attitudes, it includes bullying episodes, classroom participation, students' sense of self-efficacy, better attention in class, higher self-directed learning, and relationships both between students and outside of the school, among others.

Teacher attributes: This module identified whether the programme aims to help teachers, in dimensions such as management of the classroom, relationship with students, ability to provide emotional support provided to students, and the social and emotional well-being of teachers.

Financing and technologies: This module sought information on the yearly cost of implementing these programmes between 2016 and 2021 and their sources of financing, and which technologies were used in implementing the programmes, such as online tools, games, etc.

Assessments: This module identified which type of assessment tools were or will be applied to evaluate the results of the SEL programme. First, it asked which assessment tool was employed, including as

options BERS-2 (Behavioural and Emotional Rating Scale), P-BEARS (Pre-school Behavioural and Emotional Rating Scale), DECA (Devereux Early Childhood Education Assessment), DESSA (Devereux Student Strengths Assessment), SEARS (Social Emotional Assets and Resilience Scales), SSIS-RS (Social Skills Improvement System Rating Scales), and others (Durlak, 2015, p. 293^[53]). The module also gave respondents the option to provide supplementary information on the evaluation method or results. In addition, respondents were asked to specify the type of evaluations conducted, such as process evaluation-monitoring, experimental design evaluation, quasi-experimental evaluation, cost-benefit or cost-effectiveness analysis.

Implementation partners and challenges: The final module captures which organisations are involved in the implementation of the programme, including schools, universities or research centres, government agencies (local, federal, national), and international organisations, among others. It also identifies the prevalence of common challenges in the implementation of SEL programmes (Durlak, 2015, p. 399^[53]).

Annex C. Meta-analysis effect sizes and geographic distribution, Cipriano et al. (2023)

This annex provides supplementary information on the meta-analysis conducted by (Cipriano et al., 2023_[11]).

Table C.1. Meta-analytic results of mean effect sizes (Hedges' *g*) and 95% confidence intervals at post-intervention between intervention and control conditions (robust random-effects model by study)

	Overall	SEL skills	Attitudes/ beliefs	Prosocial behaviours	Externalising behaviours	Civic attitudes/behaviours	Peer relationships
ES	0.194	0.219	0.209	0.178	0.162	0.255	0.222
95% <i>CI</i>	[0.166, 0.221]	[0.171, 0.267]	[0.160, 0.258]	[0.126, 0.229]	[0.121, 0.204]	[0.043, 0.466]	[0.143, 0.301]
<i>p</i>	<.001***	<.001***	<.001***	<.001***	<.001***	.022*	<.001***
<i>k</i>	1862	322	220	199	367	15	84
<i>N</i>	258	114	87	89	124	13	55
<i>Q</i>	27101.93	4405.353	2163.912	1780.063	4885.813	76.374	632.935
(<i>df</i>)	(1861)***	(321)***	(219)***	(198)***	(366)***	(14)***	(83)***
<i>Eggert</i>	3.59	4.1	1.82	3.3	0.63	0.27	0.96
(<i>df</i>)	(1860)	(320)	(218)	(197)	(365)	(13)	(82)
<i>p</i>	<.001***	<.001***	0.07	.001**	0.531	0.794	0.341

	Emotional distress	School functioning	Academics Achievements	Disciplinary outcomes	School climate/ safety	Family relationships	Physical health
ES	0.14	0.122	0.112	0.183	0.293	0.061	0.16
95% <i>CI</i>	[0.103, 0.177]	[0.065, 0.178]	[0.038, 0.185]	[-0.237, 0.602]	[0.198, 0.388]	[-0.034, 0.155]	[-0.014, 0.333]
<i>p</i>	<.001***	<.001***	.004**	0.328	<.001***	.177	.068 [†]
<i>k</i>	305	151		11	116	21	51
<i>N</i>	121	62		7	43	13	16
<i>Q</i>	1289.242	838.517		1825.94	2635.581	75.01	1647.184
(<i>df</i>)	(304)***	(150)***		(10)***	(115)***	(20)***	(50)***
<i>Eggert</i>	1.380	1.830		-0.33	4.130	1.58	1.760
(<i>df</i>)	(303)	(149)		(9)	(114)	(19)	(49)
<i>p</i>	0.169	0.070		0.753	<.001***	0.13	085

Note: To estimate the overall effect size across 12 outcome domains, in this table, domains 4, 7 and 9 were reported with converted positive scores of ES (*g*).

Source: Adapted from (Cipriano et al., 2023_[11]), Table 3.

Table C.2. Frequencies for intervention country of origin and country of study

Country	Country of study n (%)	Country of origin n (%)
Argentina	1 (0.2)	2 (0.5)
Australia	23 (5.4)	27 (6.4)
Austria	1 (0.2)	4 (0.9)
Belgium	4 (0.9)	
Cambodia	1 (0.2)	
Canada	21 (5.0)	7 (1.7)
China	6 (1.4)	3 (0.7)
Chinese Taipei	2 (0.5)	1 (0.2)
Colombia	1 (0.2)	1 (0.2)
Costa Rica	1 (0.2)	1 (0.2)
Cyprus	1 (0.2)	
Democratic Republic of the Congo	2 (0.5)	2 (0.5)
Denmark		1 (0.2)
England	27 (6.4)	8 (1.9)
Estonia	1 (0.2)	
Finland	6 (1.4)	5 (1.2)
Georgia	1 (0.2)	1 (0.2)
Germany	6 (1.4)	3 (0.7)
Greece	4 (0.9)	3 (0.7)
Hong Kong, China	7 (1.7)	7 (1.7)
Korea	2 (0.5)	
India	1 (0.2)	1 (0.2)
Indonesia	2 (0.5)	
Iran	2 (0.5)	1 (0.2)
Ireland	5 (1.2)	1 (0.2)
Israel	6 (1.4)	5 (1.2)
Italy	15 (3.5)	6 (1.4)
Jamaica	1 (0.2)	
Japan	2 (0.5)	1 (0.2)
Lebanon	2 (0.5)	
Lithuania	2 (0.5)	1 (0.2)
Malta	1 (0.2)	
Mexico	1 (0.2)	
Netherlands	14 (3.4)	4 (0.9)
New Zealand	1 (0.2)	
Nigeria	1 (0.2)	
Norway	7 (1.7)	7 (1.7)
Pakistan	1 (0.2)	
Philippines	1 (0.2)	
Portugal	7 (1.7)	5 (1.2)
Romania	1 (0.2)	3 (0.7)
Russia	1 (0.2)	
Scotland		2 (0.5)
Slovak Republic	1 (0.2)	
Slovenia	1 (0.2)	
South Africa	2 (0.5)	1 (0.2)
Spain	20 (4.7)	11 (2.6)
Sweden	2 (0.5)	1 (0.2)

Country	Country of study n (%)	Country of origin n (%)
Switzerland	1 (0.2)	1 (0.2)
Tanzania	1 (0.2)	
Türkiye	13 (3.1)	7 (1.7)
Uganda	1 (0.2)	
United Kingdom	2 (0.5)	4 (0.9)
United States	175 (41.3)	199 (46.9)
Viet Nam	1 (0.2)	
Unknown	12 (2.8)	87 (20.5)

Source: Reproduced from (Cipriano et al., 2023^[11]), Supplemental Table 7.

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