Socioemotional Skills and Life Outcomes
What are Socioemotional Skills?

Why are Socioemotional skills important?

What Challenges do MENA Youth Face?

Status in MENA?

What is the Role of the Education Sector?
What Are Socioemotional Skills?
What does this face express?

Compassion
Sadness
Anger
Interest

http://greatergood.berkeley.edu/ei_quiz/
What does this face express?

Compassion
Sadness
Anger
Interest

Eyebrows: Pulled in and up
Head: Tilts forward slightly
Lips: Press together
A RANGE OF FACTORS CAN INFLUENCE YOUTH’S SOCIOEMOTIONAL DEVELOPMENT

- Biology
- Relationships
- Environment
Why are Socioemotional Skills Important?
EARLY DEVELOPMENT OF SOCIOEMOTIONAL SKILLS CAN IMPACT:

- Educational success
- Career success
- Life outcomes
SOCIOEMOTIONAL SKILLS CAN BE ENHANCED OVER A LIFETIME

OECD 2015
What Challenges do Youth in MENA Face?
The MENA region has made great strides in education. Access to primary education is nearly universal, and net enrolment at the secondary level is above the world average.

<table>
<thead>
<tr>
<th></th>
<th>MENA Average</th>
<th>World Average</th>
<th>OECD Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>94.2%</td>
<td>95.6%</td>
<td>89%</td>
</tr>
<tr>
<td>Secondary</td>
<td>71.7%</td>
<td>66%</td>
<td>36%</td>
</tr>
<tr>
<td>Tertiary</td>
<td>36%</td>
<td>32.9%</td>
<td>70.2%</td>
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</table>

Gender parity has been achieved at primary & tertiary levels. At the secondary level, there are 9 female students for every 10 males.
COUNTRIES WITHIN MENA REGION WERE AMONG THE LOWEST PERFORMING IN TIMSS 2015

Grade 4th

Grade 8th
Students in many countries are facing deficits in their ability to tackle application and reasoning items in mathematics. The average scores in cognitive domains from TIMSS 8th Grade Mathematics (2015) are shown in the chart below.

**Applying**
- Singapore
- Korea
- Hong Kong SAR
- Japan
- Norway
- United States
- UAE
- Bahrain
- Iran
- Qatar
- Lebanon
- Oman
- Jordan
- Egypt
- Kuwait
- Morocco

**Reasoning**
- Singapore
- Korea
- Hong Kong SAR
- Japan
- Norway
- United States
- UAE
- Bahrain
- Iran
- Qatar
- Lebanon
- Oman
- Jordan
- Egypt
- Kuwait
- Morocco

*AVERAGE SCORE IN COGNITIVE DOMAINS, TIMSS 8TH GRADE MATHEMATICS (2015)*
Currently 60 percent of the MENA region’s population is under 25 years. By 2020, more than 100 million youth will enter the workforce.
EMPLOYMENT AND BARRIERS TO THE LABOR MARKET STILL PERSIST

MENA faces high youth unemployment, threatening social cohesion and harming prosperity

Highest levels of unemployment and inactivity in the working-age population

EXPANSION OF CONFLICT AND INCREASES IN REFUGEE POPULATIONS

Trends over time: Refugee population in the MENA region

The New York Times | Sources: Internal Displacement Monitoring Center, United Nations: High Commissioner for Refugees
Navigating conditions of extreme stress, which a majority of citizens are experiencing in MENA, require individuals to have advanced cognitive, social and emotional skills that will support their ability to manage, adapt, and thrive.

Without the right set of supports to stimulate the development of foundational cognitive and socio-emotional capacities, individuals, and particularly children, faced with severe adversity may develop impairments in learning, behavior, and both mental and physical health, which in the long-run are detrimental to the individual and society at large.

What is the status of social development outcomes in MENA?
## Individual Opinions and Preferences Are Indicative of Social Development Outcomes


### Table: Correlation Coefficients

<table>
<thead>
<tr>
<th>WVS\ISD</th>
<th>Civic activism</th>
<th>Intergroup cohesion</th>
<th>Interpersonal safety</th>
<th>Gender equality</th>
<th>Inclusion of minorities</th>
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</thead>
<tbody>
<tr>
<td>Civic activism</td>
<td>0.41</td>
<td>0.17</td>
<td>0.26</td>
<td>0.03</td>
<td>0.27</td>
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<tr>
<td>Views on gender</td>
<td>0.70</td>
<td>0.36</td>
<td>-0.03</td>
<td>0.76</td>
<td>0.69</td>
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<td>Views on neighbors</td>
<td>0.09</td>
<td>0.06</td>
<td>-0.21</td>
<td>0.29</td>
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<td>Propensity to justify violence</td>
<td>0.24</td>
<td>0.33</td>
<td>0.19</td>
<td>0.35</td>
<td>0.42</td>
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<td>Support for democracy</td>
<td>-0.04</td>
<td>0.17</td>
<td>0.13</td>
<td>0.10</td>
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<tr>
<td>Trust</td>
<td>0.55</td>
<td>0.41</td>
<td>0.42</td>
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<tr>
<td>Social development indicators</td>
<td>Socioemotional skills</td>
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<td></td>
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<tr>
<td>-------------------------------</td>
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<tr>
<td>Participation in clubs and associations</td>
<td>Interpersonal skills, cooperation, communication, team-work</td>
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<tr>
<td>Propensity to justify violence</td>
<td>Self-management, Self-regulation</td>
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<tr>
<td>Discrimination against minorities</td>
<td>Respect for diversity, Empathy, agreeableness</td>
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<tr>
<td>Gender bias</td>
<td>Empathy, agreeableness</td>
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<tr>
<td>Civic activism</td>
<td>Extraversion, cooperation, and self-confidence</td>
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<tr>
<td>Trust</td>
<td>Self-regulation, Agreeableness versus hostility</td>
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<tr>
<td>Pedagogical preference</td>
<td>Adaptability, Critical thinking, Openness to new ideas</td>
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</table>
SOCIODEVELOPMENT OUTCOMES IN MEAN ARE LOWER THAN IN OTHER REGIONS

Average Social Development Indicators across Regions, 2010–2014

Analysis using ISD indicators
GENDER EQUALITY GAP IS THE LARGEST BETWEEN MENA AND NON-MENA COUNTRIES

Source: Analysis using ISD indicators
There is high variation in MENA when it comes to civic activism.

Source: Analysis using ISD indicators.
BIAS AGAINST MINORITIES EXISTS ACROSS MENA

Source: Analysis using ISD indicators
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Marginal effect of human capital</th>
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<tbody>
<tr>
<td></td>
<td>In MENA</td>
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<tr>
<td>Civic activism</td>
<td>0.036**</td>
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<td>Gender equality</td>
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<td>Trust</td>
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<td>Discrimination against minorities</td>
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<td>Safety and crime perception</td>
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<td>Support for democracy</td>
<td>–0.015**</td>
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<td>Propensity to justify violence</td>
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<td>Clubs and associations</td>
<td>0.024***</td>
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<tr>
<td>Pedagogical preference</td>
<td>0.012*</td>
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</table>

RETURNS OF EDUCATION ON SOCIOEMOTIONAL SKILLS ARE LOWERS IN MENA.
What role should the education sector play?
SCHOOLS ARE AGENTS OF CHANGE

- Assess current policies and practices
- Adapt curriculum
- Support innovative student-centered approaches to teaching
- Promote parental and community involvement
Thank You

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