



**Learning for Well-being**  
Consortium of Foundations in Europe

**The well-being of children and youth - a stocktaking  
report on data sets and indicators**

**Work-in-Progress Report 2010**

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<http://www.eiesp.org/site/pages/view/69-plan-of-the-consortium.html>

## 1 Introduction

Well-being is a developing and evolving field that has its origins and roots in a number of different disciplines and policy fields that each has its own well-developed epistemology and fields of research. Research and policy discussions on well-being are increasingly seeking to enrich understanding through bringing together these sometimes very different forms of knowledge (new and old), insights and approaches associated with the different fields, with an aim of moving towards a transdisciplinary field of study and policy to foster a common language about well-being. This stocktaking report is situated within that dimension, albeit modestly.

The purpose of this report is to provide a baseline of information about child data and indicators on well-being, with a particular focus on monitoring the ‘subjective’ experience of children and young people about how the different aspects of their lives, external factors and their inner perception, impact on their holistic development. The first draft was completed at the end of 2009 and circulated to colleagues for comment. This work-in-progress report 2010 integrates the feedback. We would like to thank in particular Laura Lippman and Daniel Kropf for their very extensive, thoughtful and useful comments and suggestions on the draft report and all the other colleagues from the Consortium who have contributed to this study.

This report aims to be multi-disciplinary and multi-sector, i.e. including illustrative data from a range of disciplines and perspectives in research, policy, existing sources of relevant child data and survey instruments. There is a great wealth of continually developing information and excellent literature reviews that we have consulted. Since the amount of data produced by the diverse fields that address the “well-being” of children is exploding, which is excellent, it necessitates choices about what to include. So the sources referred to all include some indicators and measures that partly or wholly refer to “subjective well-being”. The report also reviews perspectives that have not always engendered indicators in the standard meaning, such as the spiritual dimension and diversity. We have taken into consideration as many examples and illustrations as possible, within the scope agreed by the Consortium. Preference has been given to European perspectives. The next stage would be a collective piece bringing together specialists from the range of relevant fields in a truly transdisciplinary perspective.

From 2006 on, a number of foundations, members of the European Foundations Centre, decided to work together towards the vision of ‘Learning for Well-being’. Workshops were held in Paris and Berlin in 2008, and to understand better how all were contributing to children’s well-being, a survey of 12 foundations in Europe and the Middle East was undertaken. In 2009, a group of foundations established the ‘Learning for Well-being’ Consortium of Foundations in Europe, designed to support this vision in partnership with other actors of society. The founding group are: Bertelsmann Stiftung, Evens Foundation, Freudenberg Stiftung, Guerrand-Hermès Foundation for Peace, Robert Bosch Stiftung and Universal Education Foundation. The purpose of the Consortium is to inspire and engage policy makers, foundations and other stakeholders in Europe to listen more to children and young people and to take more initiatives with them for their ‘learning for well-being’ in their diverse environments (as underlined in the UN Convention on the Rights of the Child). For more information about the Consortium: <http://www.eiesp.org/site/pages/view/60-learning-for-well-being-consortium.html>.

### **Brief summary of the Consortium plan 2010-2011**

The main goal of the “Learning for Well-being movement” is to ensure that education and health lead to children and young people ‘learning for well-being’. It emphasises the need for a change in mindsets and particularly a fundamental paradigm shift in the way we educate and care for children and young people. To make headway the Consortium stresses the need to reach a tipping point working with a critical mass of partners from different sectors and organisations, with children and young people, and with the active support of the media, communities and families. It underlines the importance of creating a culture of engaging children and young people as change agents in transforming their learning environments. Though well-being is increasingly present in European policy-making at all levels, recent work by the Consortium reinforced the observation that there is insufficient common understanding about what is meant by well-being and, hence, the decision to focus energies in the coming year on the following two major areas:

#### **“Learning for Well-being” Policy Glossary**

Based on the valuable policy-making tool, *European Perspectives on Global Health; A Policy Glossary*, which was published in 2006 (supported by the European Foundation Centre and some of its members, including UEF, Fundação Calouste Gulbenkian, the Nuffeld Trust and the Stiftelsen Riksbankens Jubileumsfond), the Consortium decided to launch a similar endeavour to develop a ‘Learning for Well-being Policy Glossary. Early in 2010, Professor Ilona Kickbusch, Director of the Global Health Programme at the Graduate Institute of International and Development Studies in Geneva was commissioned to author this policy glossary. The glossary, which aims to provide conceptual understanding for policy-makers in Europe, will focus across sectors such as health, mental health, social affairs, and education, among others; draw on state-of-the-art and multidisciplinary research on well-being; and, crucially, will propose principles for policies and ideas about how to make ‘learning for well-being’ happen. Following consultation with experts and practitioners, including young people, the final version will be launched in the early summer of 2011, both in Brussels and at the 2011 EFC Annual General Assembly and Conference in Portugal. This work has received a grant from the Fundação Calouste Gulbenkian.

#### **“Learning for Well-being” Conference**

In 2011 the Consortium will hold an agenda-setting conference in Brussels, organised with young people, to support the ‘Learning for Well-being’ vision and discuss a near final version of the policy glossary. It will involve European and international institutions, national governments, foundations, business, research institutions and NGOs.

In July 2009, a workshop was organised by the Consortium to discuss how to develop indicators of children’s personal perception of their well-being in their multiple learning environments, that would be relevant both for the work of the foundations and their NGO partners, as well as for society at large. The workshop concluded that, as a first step, a stocktaking report would be useful to help clarify the unique contribution of the Consortium in terms of indicators that capture the personal perception of the child. The is understanding would also contribute background information to the Policy Glossary. The Secretariat (which is in the European Institute of Education and Social Policy) was asked to undertake this task.

The point of departure was provided by the papers and discussions at the workshop. Many different sources have been consulted, including major literature reviews on this subject. We would like to mention in particular the following three reviews/articles have been very useful and provided rich insights:

- The literature review undertaken by UEF for the development of the Voice of Children2 survey questionnaire (2007). See Annex 5.
- Laura Camfield et al, *What the Use of “Well-Being” in Contexts of Child Poverty? Approaches to Research, Monitoring and Children’s Participation* (2009)
- Laura H. Lippman, Kristin Anderson Moore & Hugh McIntosh, *Positive Indicators of Child Well-being: A Conceptual Framework, Measures and Methodological Issues*, Innocenti Working paper, UNICEF, October 2009.

## **1.1 Structure of the Report**

The final section of the Introduction will present briefly the Consortium's concept of 'Learning for Well-being'. **Section 2** provides a short background to child data and what is meant by the "personal perception" of well-being by children and young people. The **3<sup>rd</sup> Section** examines different sources of data, surveys and indicators from the social policy field, examples from mental health and well-being, positive indicators of flourishing and selected examples of surveys and research that are designed to listen to children's and young people's perspective on their well-being. In **Section 4** education and learning is the focus, in particular looking at diversity in how young people learn and examples of international surveys and European approaches to key competences and what is sometimes called capacities for learning in the 21<sup>st</sup> century. Research on the contribution of neuroscience to understanding learning is included in this section and also an example from indigenous education. **Section 5** then presents some information on how the spiritual aspect can be included in indicators of well-being. Finally in **Section 6** we look at some considerations about the contextual social dimension and "well-being for all".

At the end of each section we have suggested some **key observations for the work of the consortium**. The **final section** of the report presents conclusions and recommendations for consideration by the Consortium.

## **1.2 'Learning for well-being'**

**Learning for Well-being** is the vision of the Consortium. It is the process of fully engaging and expressing who we are as individuals within the contexts of our common humanity. It inspires us to find ways for being our becoming – that is living in our present moment while developing, challenging and creating ourselves for the future.

The Consortium refers in its work to the *United Nations Convention of the Rights of the Child (UNCRC)* because it emphasizes children's rights to achieve their full potential and participate in decisions that affect their lives. The vision reflects the 'four pillars of learning' defined in the 1996 report to UNESCO by the International Commission on Education for the 21st Century, *Learning: the Treasure Within*, i.e. **learning to know, learning to do, learning to be and learning to live together**. It supports the World Health Organization definition: **Health is a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity**. 'Learning for well-being' also supports the Council of Europe's platform for achieving social cohesion through '**well-being for all**'.

'**Learning for well-being**' is a powerful vision for society that aims at **realizing our unique and full potential through the development of our mental, emotional, physical and spiritual aspects in relation to self, others and the environment**. That is the working definition of the Consortium. It means children can develop holistically, in diverse environments that support well-being for all. Children who are nurtured and grow in this way are far more likely to nurture and take care of themselves, other people, and the environment, which will make all the difference in how we live as individuals and in our shared environments. This powerful vision emphasizes the need for a change in mindset in the way we educate and care for children and young people. Through the 'Learning for Well-being' perspective, we can invest in children and young people, empowering them to build their

competence in an integrated way, capable of stimulating change towards a society that puts well-being for all at the centre of all our systems.

The Consortium has adopted a set of principles that expand the definition and are in the box below:

#### **Well-Being for All**

We would like to see education, health, media and ICT working together with all of society towards a shared vision of supporting human development, of which well-being is its fundamental expression. **We define well-being as realizing one's unique potential through physical, emotional, mental and spiritual development ... in relation to self, others, and the environment.** It is inspired by a harmonious engagement with one's own self, family and friends, the community and the world at large.

#### **Well-being of children and youth**

We believe that every child is born vulnerable and loving, spontaneous and playful, curious and creative and with a deep innate desire to learn. Education, health, ICT and media, as well as society at large, need to nurture these qualities in every girl and boy to foster their unique physical, emotional, mental, social and spiritual make-up, while supporting their desire for joy in learning. Listening to them with curiosity, respect and openness is essential to support their development because we believe that children understand well what they need to thrive and what benefits their well-being.

#### **Education by All for the Well-being of Children**

We believe that children learn from diverse environments, including formal and non-formal education and health systems, family, community, business, the media, ICT and government. Fostering well-being is a responsibility shared by society as a whole. Hence society needs to engage young people in sharing their perceptions and acting as agents of change to create with adults learning environments conducive to their well-being.

#### **Diversity and self-organization**

We embrace diversity as synonymous with life and celebrate the richness of human knowledge, experience and endeavour. We include in our definition of diversity the inner uniqueness of people in the ways they learn, communicate and develop. No one has the right to assume the power of legitimizing and imposing one correct way – no one size fits all. Education, health, ICT and media, as well as society at large, need to allow all children to express their unique selves through providing space and time for innovation, diversity, autonomy, creativity, reflection and self-organization. . We celebrate the uniqueness of every child – particularly regarding learning, communication, and development of the whole self.

#### **Relationships**

We want to promote deeper understanding of each other and of our interdependent relationship with our human and non-human environment and to encourage greater awareness of our shared responsibility towards one another. It is through our relationships that we express our unique selves, manifest our capacities for living together and create our shared reality.

#### **Learning for well-being as the common purpose of education and health**

We recognize that the deepest and most fundamental purposes of education and health, the two largest systems in the world, are the creation of well-being. We embrace the unprecedented and interlinked opportunities for innovative, systemic change in both education and health, to which the advances in information technologies and media contribute. Prevailing norms and structures need to evolve in favour of creative, transdisciplinary learning and human development. We believe this process will make all modes of learning more responsive to the needs of children, their communities and society as a whole.

For more information about 'Learning for Well-being, see the portal: [www.learningforwell-being.org](http://www.learningforwell-being.org)

## 2 How child data is evolving

### 2.1 Brief background to child data

The following abstract summarises recent and on-going changes. It is taken from: *Is the study of the “State of our children” changing? Re-visiting after 5 years*, by Asher Ben-Arieh

“Recent years have brought growing attention to the efforts to measure and monitor children’s well-being. This growing attention can be seen in the quantity of various ‘State of the Child’ reports. This study re-evaluates how the field studies the state of children around the globe. Findings support earlier research showing that the field is going through three major shifts: from a focus on a child’s mere survival to a focus on well-being and other attributes; from a focus on negative aspects in children’s lives to one focused on positive aspects; and from a focus on well-becoming (attaining eventual well-being in adulthood) to wellbeing (attaining well-being during childhood). The study further demonstrates these shifts to be correlated with changes in the ‘philosophy’ or approach of many of the more recent reports (e.g., the incorporation of subjective perception as well as the child’s perspective and the use of the child as the unit of observation). Finally, the study predicts that the field will continue to move in these three directions but likely at a considerably faster pace. We further anticipate that the continuation of the current trends will lead to children becoming active participants in such efforts rather than subjects for research.”

*Source:* Children and Youth Services Review, 28 (2006) 799– 811

In brief, child data are collected by different policy departments/fields and different disciplines for different purposes. There has been a rapid development over the last 25 years for reasons of demand (changing patterns of living, of family life, etc.), a need for more accurate data (partly based on the evidence-based policy making trend) and evolving concepts of children, childhood as a specific period in life and of children’s rights (Asher ben Arieh, presentation made at the OECD Expert Meeting on Children’s Well-being, May 2009).

Furthermore there is a general agreement that the UN Convention of the Rights of the Child is the recognised basis and it has stimulated a lot of new work in the field to find out whether or not children’s rights are actually being respected, in what ways and where there are gaps that need to be addressed. Its existence has created the conditions and the support for much of this work.

There are a number of consequences:

- Children are now considered as the main “unit of observation” for matters concerning their lives, rather than just part of families.
- Increasingly, children are being considered as the key source of data though there is apparently still a debate about whether as some researchers consider they are the most reliable source of data on themselves, or whether proxy data remains important.
- In parallel, there is an expansion of the amounts and types of administrative data collected.

Where do we find data on children, and in particular on their well-being?

- To date the major contribution to child “well-being” indicators has probably come from the social affairs and social policy perspective, strongly influenced over the last decade by children’s rights.
- This has given rise to indicators and indices of different types, covering different geographical areas and used for varying purposes.
- A second major contributor has been from the health perspective with at least two (sometimes) linked branches: health and risk behaviours on the one hand and, on the

other hand, mental health. One example is the ***European Pact for Mental Health and Well-being***<sup>1</sup> launched in 2008, which states that “*mental health is a human right. It enables citizens to enjoy well-being, quality of life and health. It promotes learning, working and participation in society*”. The recommendation for complementary action and a combined effort at EU and Member States levels has one key area of focus on the mental health of youth including through education.

- A substantial effort has been made by OECD, the member states, the EU and member states to develop indicators for education which, though they do not nominally address “well-being”, they are increasingly seeking to address how learning in its broadest definition contributes to “a successful life in a well-functioning society” (OECD 2003). The most notable example is PISA, the OECD Programme for International Student Assessment that collects data about whether 15-year old students are well prepared for future challenges, can analyse, reason and communicate effectively and whether they have the capacity to continue learning throughout life.
- Thirdly there are data on what is termed “subjective well-being” that covers different fields: social policy and psychology in particular.
- Government departments in some countries have recently started to create indicators of children’s well-being across different government departments, either by collecting new data or using existing data.
- At local level, there are some examples of municipalities or regions beginning to take an interest in children’s well-being, either because they have a devolved responsibility to do so, or as part of their social policy and strategy.

Another set of trends concerns improving the international perspective though there is debate about the use of international indicators/indices and whether or not comparisons (and of what types) are useful, impossible (due to context) or counterproductive (in terms of improving provision). There is a recognised need to test indicators internationally, but there is a debate about whether existing surveys/sets of indicators should be further developed (e.g. extra/new modules) to take account of well-being or whether it is necessary to develop about a new international survey on children’s well-being. Existing surveys were generally devised at least 10 years ago and it would be difficult to integrate the recent conceptual changes. OECD is relatively in favour of a new survey with a new conceptualisation.

Finally there is an increasingly voiced opinion that children must be valued in their own right and the quality of their present lives examined. Thus, in the closing debate, at the recent high level conference of the permanent intergovernmental group ***L’Europe de l’Enfance***, organised by the Swedish Presidency of the European Union, Jana Hainsworth, Secretary General of Eurochild called for a paradigm shift in how we think of children in society, saying: “*Children must be valued in their own right, not as ‘adults in the making’.* *Well-being needs to look at the quality of children’s lives in the present. But by happy coincidence such an approach will reap huge economic and social benefits in the future too. We have the economic arguments at hand.*” This echoes the shifts noted above by Asher ben Arieh.

For the purposes of this report, by “indicators”, we are referring to “questions” that contribute to better understanding a given situation and hence can be used to modify policies and implementation strategies in order to bring necessary transformations to that situation.

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<sup>1</sup> [http://ec.europa.eu/health/mental\\_health/docs/mhpact\\_en.pdf](http://ec.europa.eu/health/mental_health/docs/mhpact_en.pdf)

In the next section we move from this general background about child data to the specific area that interests the Consortium, which is the personal perception of the child.

## 2.2 The personal perception of well-being by children and young people

The Consortium is interested in how it can contribute to developing indicators that will capture and assess the inner perception of the child/young person about how the diverse environments impact positively or negatively on their capacity to ‘learn for well-being’ Examples of these environments are early years education and care; school and out-of-school activities (including educational activities); information and communication technology and media; local communities /local community development; family; hospitals, clinics, local surgeries; etc.

This section gives a brief description of the different usages of the term “subjective” well-being and then presents the way that thinking is evolving about the participation of children and young people.

In upholding the values of the UNCRC, the Consortium has decided that one of its key principles is listening to the voice of children. The key article is Article 12 of the Convention:

**Article 12**  
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.  
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

It is also useful to note that the *Consolidated Version of the Treaty of the European Union* (the ‘Lisbon’ Treaty) has integrated the rights of the child, as well as the well-being of people living in the Union. In *Article 3* the Treaty states that:

1. The Union's aim is to promote peace, its values **and the well-being of its peoples.**  
*and*  
3. The Union shall establish an internal market. It shall work for the sustainable development of Europe based on balanced economic growth and price stability, a highly competitive social market economy, aiming at full employment and social progress, and a high level of protection and improvement of the quality of the environment. It shall promote scientific and technological advance. **It shall combat social exclusion and discrimination, and shall promote social justice and protection, equality between women and men, solidarity between generations and protection of the rights of the child.**  
*(Our bold)*

Annex 1 contains a brief summary of different areas of EU policy concerning the well-being of children and young people.

### 2.2.1 “Subjective” Well-being:

Increasing attention is being paid to subjective well-being in academic and policy arenas both for the major measures of subjective well-being and the policy-relevant research findings for the population in general. Diener, Lucas, Schimmack and Helliwell (2010) and Helliwell and Barrington-Leigh (2010) present a very strong case for a wider collection and better use of subjective measures of well-being by policy makers.

The term most frequently used in social and health research and surveys to designate personal perception is “subjective well-being”. This makes it a convenient term to use, but as we will see below there are different meanings in co-existence.

*“SWB is an evaluation or declaration that individuals make about the quality of their lives that is based on the review, weighting and summation of the quality of experiences, accomplishment, relationship and their functioning across multiple domains of living.” (Corey Keyes, 2005)*

Corey Keyes distinguishes two main streams of research concerned, respectively, with emotional well-being and positive functioning:

1. The hedonic tradition, which is seen to be reflected in research on subjective emotional well-being and associated with happiness, satisfaction and affect balance in terms of research objects.
2. The tradition of eudemonia that “animates human concerns with developing nascent abilities and capacities towards becoming a more fully functioning person and citizen”. This one is reflected in two streams of research: subjective psychological well-being and subjective social well-being.

They are summarised in the table below that includes the main focus for each type and the main domains used.

	Hedonic Tradition	Eudemonic Tradition	
Type of subjective well-being	Emotional well-being	Psychological well-being	Social well-being
Main focus	Perceptions of avowed happiness, based on spontaneous reflections of pleasant and unpleasant affects in one’s immediate experience.	Defined as a primarily private phenomenon focused on the challenges encountered by individuals in their personal lives.  Different elements of psychological WB are descended from the Aristotelian tradition by various researchers for whom “happiness” is personified in concepts such as self-actualization, functioning fully, individuation, maturity, positive human development, etc.	Defined as a more public experience focused on the social tasks encountered by individuals in their social structures and communities.  Indicates if and to what extent individuals are functioning in their social world.
Main domains	<ul style="list-style-type: none"> <li>– Satisfaction with life (longer term assessment of one’s life)</li> <li>– Balancing the positive and negative affects of one’s current existence(p5)</li> </ul>	<p>Six dimensions of psychological well-being identified and tested in research that indicate the challenges that individuals encounter as they strive to function fully and realize their unique talents. (p7)</p> <p>Six factor theory (Ryff &amp; Keyes):</p> <ul style="list-style-type: none"> <li>– Self-acceptance</li> <li>– Positive relations with others</li> <li>– Autonomy</li> </ul>	<p>Five factor theory (Keyes) identified through research:</p> <ul style="list-style-type: none"> <li>– Social integration</li> <li>– Social contribution</li> <li>– Social coherence</li> <li>– Social actualization</li> <li>– Social acceptance</li> </ul>

		<ul style="list-style-type: none"> <li>– Environmental mastery</li> <li>– Purpose in life</li> <li>– Personal growth.</li> </ul>	
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Source Corey Keyes (2005)

The co-existence of these different streams of research explains why there can appear to be a certain lack of clarity about what is meant by “subjective well-being”. Sometimes the strands are stated in a single term: “emotional and psychosocial well-being”. Depending on the source, the object of the measurement may vary - subjective well-being as the object of research/intervention or for the perception (subjective point of view) it brings from the child as the provider of data. References in research and surveys draw on different disciplines and subjective well-being is often referred to in a limited way as happiness and/or life satisfaction.

### 2.2.2 Involving children and young people in decisions that affect their lives:

Though the participation of children appears to be increasingly recognized as an essential part of children’s rights, the fundamental purpose of the participation is not always specified. In some surveys and research it is an additional element brought in to gain deeper understanding of quantitative data on factors such as poverty, health, deprivation, etc. It may also be used to better understand contexts (especially outside of the rich countries where most indicator development has taken place to date).

There is, however, an increasing agreement that proxy data (gathered from teachers, parents, social workers, etc.) about what children express, do, think etc. are not sufficient to capture the child’s perspective. Furthermore research shows that children and adults may have quite different perspectives, for example on what constitute the boundaries of the neighbourhood (Spilsbury *et al*, 2009) or in relation to their behaviour.

#### **The focus of the Consortium emphasises the centrality of the child’s voice as the central and key source of information about their experiences.**

This emphasis is in alignment with many NGOs and networks (such as the Eurochild network) working on children’s rights, on improving their well-being and combating poverty, social exclusion and all forms of deprivation. They put the child at the centre of their endeavours and are developing their own practice of participation and advocating for children and young people to be included in all decisions that concern their lives.

**Eurochild** is a network of organisations and individuals working in and across Europe to improve the quality of life of children and young people. Their work is underpinned by the principles enshrined in the United National Convention on the Rights of the Child and is funded by the European Commission within the PROGRESS Programme. They have members in 35 countries all over Europe (both within and outside of the EU). Their mission is to promote the welfare and rights of children and young people in Europe through building a network of active organisations and individuals who are working in and across Europe to improve the quality of life of children and young people. They have been involved with DG Social Affairs through the Social Open Method of Coordination in the development of indicators on child poverty and well-being<sup>2</sup>.

<sup>2</sup> Social affairs and education are two fields that are not a domain of competence of the EU (i.e. decision making capacity – production of directives), but come under the principle of “subsidiarity” (decision making should be handled by least centralised, lowest level competent authority = in Member States). The role of the Commission is thus to promote cooperation, exchange of expertise, experience and practice, stimulate a reflection on common objectives, principles, frameworks and tools. The method of working is called the Open Method of Coordination

At the national level in many European countries there are children's parliaments or similar assemblies (e.g. the Finnish Children's Parliament, Cyprus Children's Parliament, Funky Dragon in Wales) that have a consultative and advocacy role to represent the interests of children and young people in all the areas that affect their lives and to make known their views, opinions and proposals towards national and local government as well as towards all the different bodies and agencies whose work affects their lives (e.g. social services). In most cases the delegates to these parliaments are over the age of 14/15 years. Therefore the voices of younger children are not heard through these channels, except if surveys are carried out as in the case of Funky Dragon which made a survey of 7 to 10 year olds in Wales (*Why do people's ages go up not down?*(2007)). There has also been a development of different types of class and school councils on which students sit, but so far there has been no real evaluation across Europe of their effectiveness and if these structures go beyond tokenism.

There are not yet many examples of Ministries of Education in Europe consulting children and young people about matters concerning school. Two are given here as illustrations. One example is the current preparation in Finland for the next curriculum reform. A student forum, made up of two or three 11-16 year old representatives from 10 different municipalities every year, meets to discuss various themes concerning the development of the education system. Their proposals are presented at a major forum that includes all the important decision-makers and business leaders. The business sector in Finland also brings together young people (age 15) in different fora to discuss their education and skill needs – what should tomorrow's school provide? In 2009, the Welsh government conducted a survey of secondary school pupils and the government has also set up a participation consortium to set standards for children's and young people's participation in all levels of decision-making, monitor progress and train adults to support participation. The government has adopted the following definition to guide their work: "*Participation means that it is my right to be involved in making decisions, planning and reviewing an action that might affect me. Having a voice, having a choice*". In addition a unit has been set up by the Welsh government called Pupil Voice Wales (<http://www.pupilvoicewales.org.uk/>) to so that pupils have the support, training and resources they need to make pupil participation really effective in their schools.

The Welsh 2008 Schools Learner Voice Survey was undertaken as part of the Customer Research Programme (CRP). During the inception phase of the programme, many policy leads emphasised the need to take into account the views of learners as part of assessments of school improvement and effectiveness. The aims of this survey were to: provide updated learner satisfaction and related measures for students in Years 12 and 13); to set a baseline measurement for learner satisfaction and related topics for Year 10 and 11 students, with particular reference to the 14-19 Learning Pathways agenda. Separate paper self-completion questionnaires were administered to students from Years 10 and 11, and from Years 12 and 13. The broad topic areas covered in both questionnaires were: choice; quality of teaching; learning pathways; satisfaction with teaching and satisfaction with the learning experience. Responses were received from 2,018 students from Years 10 and 11, and 1,783 students from Years 12 and 13.

These examples show an evolving commitment to including young people's voices in matters of policy that concern their lives. They are not yet sufficiently widespread, nor systematic. In addition they tend to target secondary school age students. Currently there are very few examples of consultation with primary school children or children in early years education and care. There are some examples of practice, for example in the work of the Bernard Van

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(OMC) and it incorporates a variety of methods and tools which include peer learning, working in clusters of countries, working groups, development of tools, principles, etc.

Leer Foundation (Lansdown, 2005) or the resource packs for improving participation of 0-10 year olds developed by the Participation Consortium in Wales. There is a general acceptance, however, that this is a major gap.

The European Commission, via its different Directorates General, is beginning to integrate the need to involve children. The on-going work of DG Employment and Social Affairs through the Social Open Method of Coordination has been developing indicators for a data framework to monitor national policy on child poverty and well-being (see section 2.1 below). So far the work has concentrated on existing statistical and survey data, though there is an acknowledgement on the part of the EU staff and the commissioned and associated experts that the next step will be to involve children as they need to be consulted and listened to on this crucial subject. During the Belgian presidency of the EU, in the second semester of 2010, a study commissioned (with UNICEF) and supported by the Fondation Roi Baudouin explored how children living in poverty in Belgium experienced their situation. One of the outcomes is a guide to the participation of children and young people in poverty drawing on the lessons of the project.

The Council of Europe manages a transversal project called, 'Building a Europe for and with Children'.

#### ***Building a Europe for and with Children***

The programme, launched in 2006, is committed to mainstreaming children's rights in all Council of Europe policies to eradicate all forms of violence against children. The strategy for the period 2009 to 2011 focuses on "Provision, Protection and Participation for Children in Europe.

The programme's aim is:

- to support the implementation of international standards in the field of children's rights by all Council of Europe member states, emphasising authorities' responsibility and accountability at the national, regional and local levels. The programme aims in particular to promote the implementation of the United Nations Convention on the Rights of the Child, highlighting its main principles: non-discrimination, the right to life and development, the best interests of the child as a primary consideration for decision makers, and the right of children to be heard.
- to introduce a child rights perspective in all policies and activities of the Council of Europe and to support such an approach within the member states. The child rights perspective should be holistic and comprehensive, addressing the rights of the child to "provision, protection and participation"<sup>3</sup> and take into account equality and gender dimensions. The aim is to ensure to all children an adequate standard of living, social protection, the highest attainable standard of health, education, protection from maltreatment, abuse and exploitation, as well as the right to be heard and to be involved in decision making.

The project is implemented through

- *democracy*: promotion of children's participation and development of tools to involve children in good governance, including through training and capacity building of adults and young people;
- *media*: promotion of measures to disseminate information on the rights of the child to children and the media; promotion of the necessary educational, legal and technical measures to prevent children's exposure to violence and harmful content in the media and to empower children in the information society and enable them to protect themselves against the potential dangers of certain information and communication technologies;
- *family policies*: promotion of family policies in the best interests of the child, including parents' opportunities to reconcile family and work, and follow up to the recommendation on policies to support positive parenting;
- *health*: promote the exchange of experiences with regard to initiatives in health and medical care to increase the involvement of children and possibilities for them to express their opinion.

Based on the observation that the part of the strategy on which least progress has been made is children's participation, the Council of Europe decided to launch a more intensive phase of work with a first meeting of an *Ad Hoc* Advisory Group and a Roundtable (Helsinki, December 2009) to explore with a range of partners how to include children more, more

effectively and in a sustainable manner. The work is underpinned by Article 12 of the International Convention of the Rights of the Child.

([http://www.coe.int/t/transversalprojects/children/BriefDescription/Default\\_en.asp](http://www.coe.int/t/transversalprojects/children/BriefDescription/Default_en.asp))

Though it is clear that there is a lot of good will and intentions, everybody recognises that there are obstacles and substantial progress needs to be made. Two examples of issues and ideas that were raised several times are:

- The need to provide education and support for adults to learn to listen more attentively and with curiosity to children and young people.
- The need to provide support and resources for self-organisation among children and young people.
- The need to tackle participation in an inclusive manner so that the voices of children least likely to be heard (those with a disability, in care, disadvantaged, etc.) can be heard.
- There is a need to develop as many different methods as possible in order to broaden the approaches and numbers of children and young people involved. Representation and surveys are only two ways.

### **2.2.3 An example of what is important for young people:**

We wanted to finish this section with some examples of what young people reply when asked what is important to them about participation.

At the Eurochild conference in November 2009 on monitoring child well-being, a number of young people were present from the Cyprus children's parliament (aged about 16 – 18), representatives from Hungary, Germany and Finland (student age), representatives of Voices from Care in Wales (early 20s) as well as representatives of Power4Youth (an platform for young people with an experience of out-of-home care). The most striking was that, for most of them, the issue of communication was the most important when talking about their well-being. One student from Cyprus referred to the fact that children need to be listened to both in their family and in school contexts. He and others stressed the need of being listened to and communicated with in a deeper way, not just “Hi, how are you?” or through communication about necessities (e.g. money and arrangements), but also around problems they are facing, fears they are experiencing, etc. And that the communication should take place in conditions where they can be open, vulnerable, comfortable to discuss and be coached & supported to find their way. They felt that communication could function if there is mutual respect and if both sides are open to hearing from each other and that to truly participate in and share the decision-making process is very important. Another young person said that participation is important because children feel complete when they can express their views and provide input for decision-making. Then they will come up with out-of-box ideas, simple sets of words, and he went on to say that, contrary to the belief that older is wiser, “it appears that the younger you are, the wiser you are, because you are less swayed by all kinds of theoretical and systemic influence”.

Therefore a key element was fostering communication competences (be able to make an observation without mixing it up with judgment and analysis the capacity to express needs and feelings, taking responsibility for them and to make requests rather than demands) including as one of the most required capacities for parents, teachers, children, and others.

A second key element was having the opportunity to participate. One of the main thematic areas of the conference was combating child poverty and one of the young people present reference to this saying that there are many different types of poverty including for young people “poverty of participation”, a form of poverty that children experience strongly.

***Observations for the Consortium:***

- There is an evolving acknowledgement that children need to be involved in the development of indicators to monitor their well-being.
- This is based both on the evolving attitude to childhood and the underpinning support brought by the UN Convention on the Rights of the Child.
- However, all the organisations that are seeking to improve their practice of participation and to listen better to children and young people recognise that it is both difficult to change adults’ attitudes so that they are prepared to listen with curiosity and to share the power of decision-making and difficult to organise in a meaningful way that provides sufficient support for children to feel that they can genuinely express themselves and that their voices will be heard.
- This suggests that there is both an issue of the quality of relationships and of the communication between adults and children/young people.
- Most examples of developing participation tend to target secondary school age students. There is a major gap concerning both primary school age and children in early years education and care.
- Finally, making real the recognition that children’s participation and engagement is essential will have many consequences in terms of policy and its implementation.

### 3 Child data, indicators, surveys and frameworks

Collecting data on children and young people, and on their ‘well-being’, has developed rapidly in recent years. It covers different policy fields and academic disciplines. Hence, there is a need to be selective and to focus on the key data sources that will help us to clarify where best the Consortium can bring added value to this field of measuring and monitoring children’s well-being. This section includes examples of the following types of sources:

- Social policy data sets
- Approaches, frameworks and indicators about mental health and well- being
- Positive indicators of flourishing
- Surveys and research based on the “voice of the child”

Education data is addressed in Section 4, Education and Learning.

#### 3.1 Social policy data sets

Data on children’s lives and experiences is collected by researchers and for the purposes of research and for social policy and programmes. There is general agreement on the need for good quality data to underpin and inform policy-making. The amount of data available on children’s lives has been increasing at a fast rate over recent years. This section includes selected sources of existing scientific and validated data. We have chosen to focus for this report on major sets of indicators that explicitly include a domain or aspect of “subjective well-being”.

Two of the issues raised at the OECD expert meeting in May 2009 and at the recent ISCI conference (November 2009) are, on the one hand, the wealth of data available and, on the other hand, the need to ensure that it can be effectively communicated and used in policy making.

The sources listed below all focus either on European countries or are international in their scope. The first six have a social policy focus and are indices. The seventh is a major international survey on health and risk behaviours.

1. An Index of child well-being in the European Union. Bradshaw, Hoelscher, & Richardson, 2007<sup>3</sup>.
2. An overview of child well-being in rich countries. UNICEF Innocenti Research Centre, 2007<sup>4</sup>.
3. Index of child well-being in CEE/CIS countries. Richardson, Hoelscher, & Bradshaw, 2008<sup>5</sup>.

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<sup>3</sup> The Index of Child well-being in the EU analyses series data and comparative surveys of children and young people based on a rights-based, multi-dimensional understanding of child well-being. It compares the performance of EU Member States on the eight clusters of children’s material situation, housing, health, subjective well-being, education, children’s relationships, civic participation and risk and safety.

<sup>4</sup> The UNICEF Overview of child well-being provides a comprehensive assessment of the lives and well-being of children and young people in 21 nations of industrialised world. It attempts to measure and compare child well-being under six different dimensions of material well-being, health and safety, education, peer and family relationships, behaviours and risks and young people’s subjective sense of well-being. It draws upon 40 separate indicators relevant to children’s lives and rights.

<sup>5</sup> Index of child well-being in CEE/CIS (Central and Eastern Europe & Community of Independent States) is a first attempt to produce a multidimensional index of the well-being of children in the CEE/CIS countries. Indicators are derived from existing survey and administrative sources, they are combined into components and

4. Human Development Indices: A statistical update 2008. United Nations Development Programme<sup>6</sup>.
5. An Index of Child Well-Being in Europe. Bradshaw & Richardson, 2009<sup>7</sup>.
6. Child Poverty and Well-Being in the EU. European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities, 2008<sup>8</sup>.
7. *Doing Better for Children*, OECD 2009<sup>9</sup>.
8. Health Behaviours in School age Children – HBSC (2005/2006), 2008<sup>10</sup>.

The data sets draw for the most part on national statistical sources. For the EU member states some of the data is part of the mandatory data provision for the Eurostat harmonised sets of data. They include data on domains of child well-being that are measured statistically. For more detail on the domains and indicators in each data set, see *Annex I*. The main domains included:

- Health or health and safety
- Education
- Risk and safety
- Material situation
- Housing and environment
- Family structure
- Civic participation (only in *An Index of child well-being in the European Union*, Bradshaw, Hoelscher, & Richardson, 2007.)

These sources of data are being developed and refined by researchers in universities, international organisations (OECD, EU) and UN organisations. We have included below two short case studies. The first presents the data set currently being developed in the EU to monitor child poverty and well-being as it is a unique example of a group of countries agreeing to develop a framework of indicators to monitor progress in tackling a major social issue. The second is a brief presentation of the recent OECD publication, *Doing Better for Children*, which reviews the range of policies designed to improve child well-being in OECD countries and a range of associated child well-being outcomes.

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the components into seven domains of well-being: material situation; housing and environment; health; education; personal and social well-being; family forms and care; risk and safety.

<sup>6</sup> The Human Development Index is a composite index measuring average achievement in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living. It uses international data on specific statistical indicators that are collected and compiled from various international data agencies.

<sup>7</sup> This Index compares child well-being in 27 countries of the EU, Norway and Iceland based on 43 indicators forming 19 components derived from administrative and survey data. It covers the domains of health; subjective well-being; personal relationships; material resources; education, behaviour and risks, housing and the environment

<sup>8</sup> Child Poverty and Well-Being in the EU uses commonly agreed EU indicators to identify the predominant factors affecting child poverty in each country. The report also reviews national monitoring and evaluation systems in place and draws 15 recommendations to better assess and monitor child poverty and the multiple dimensions of child well-being across the EU.

<sup>9</sup> *Doing Better for Children* draws on a wide range of data sources constructs and analyses different indicators of child well-being across the OECD. These indicators cover six key areas: material well-being; housing and environment; education; health and safety; risk behaviours; and quality of school life.

<sup>10</sup> Health Behaviour in School-aged Children (HBSC) is a cross-national research study conducted in collaboration with the World Health Organization. It aims to gain new insight into, and increase our understanding of young people's health, well-being, health behaviour and social context. HBSC was initiated in 1982 by researchers from three countries and shortly afterwards adopted by the World Health Organization as a WHO collaborative study. There are now 43 participating countries and regions.

### **EU indicators of child poverty and well-being**

The Directorate General for Social Affairs of the European Commission is developing a set of indicators for monitoring the state of child poverty and well-being in the 27 Member States. Following work carried out in 2007 and 2008 by the European Commission and the Member States in the context of the European Strategy for Social Inclusion, notably the report prepared by the EU Task Force on Child Poverty and Child Well-being, a new study was launched in 2009 to contribute to the development of more coherence and integrated policies in this area. Among other objectives, the study will define a set of indicators that are considered to best reflect the multi-dimensional nature of child well-being suitable for monitoring policies. On the one hand there will be a small number of indicators to be included in the social inclusion monitoring and on the other hand a larger set to be used for regular reporting on child well-being in Europe.

The material aspects are: income related poverty, material related deprivation, housing, labour market attachment. The non-material aspects are: education, health, exposure to risk and risk behaviours, social participation/relationships, family environment, local environment). The study is data-driven, i.e. based on data currently available. In some cases it is subject to regular collection by Eurostat and harmonized. In others it is available through major international studies such as PISA.

The sources are:

- Overall household surveys: Household budget survey, Living conditions and Labour force surveys; Health interview surveys
- Administrative sources: Important statistical tool in the monitoring of child poverty and well-being in most countries
- Special surveys on children in some countries (vary from being longitudinal, focusing on specific topics or using children as respondents – only Denmark, UK and Sweden have done the latter)
- Data sources on children in vulnerable situation: Children in foster care, in institutions, with special needs, etc
- Micro-simulation tools
- International surveys

This work is directly linked to the objective of drafting a Commission Communication on child poverty and child well-being and of a Recommendation being adopted by the Council. The Spanish and Belgian presidencies in 2010 are putting these objectives high on the agenda.

The work has been intense; it is unique and the first time that a number of countries (27) will have adopted a joint framework to monitor child poverty. This will be, in itself, a major achievement. There is inevitable discussion about specific indicators, what should or should not be included, the gaps that arise in a data-driven process, a possible over-focus on adolescents, lack of sufficient disaggregation (age, gender...), etc. However, probably the most critical points that are being raised are, firstly, that absence of poverty is not synonymous with well-being and, secondly, that there are no indicators based on the voice of children as the key stakeholders. There is an acceptance by all parties directly and indirectly involved that this latter gap is significant and needs to be addressed.

(The information was taken from the presentation made by Isabelle Maquet at the OECD Expert meeting on child well-being in May 2009 and the presentations at the Child Poverty Conference in Nov. 2009 organized by DG Employment and Social Affairs to discuss the forthcoming study.)

### OECD Doing Better for Children

This publication draws on a wide range of data sources constructs and analyses different indicators of child well-being across the OECD with a focus on outcomes. The indicators address six key areas: material well-being; housing and environment; education; health and safety; risk behaviours; and quality of school life. They show that no one OECD country performs well in all areas and that every OECD country can do more to improve children's lives.

How much countries are spending on children and when is also closely considered, the first time such a comparative exercise has been undertaken across the OECD. Additional chapters offer detailed examinations of countries' policies for children under age three, the impact of single parenthood on children and the effect of inequalities across generations. The publication concludes with broad policy recommendations for improving child well-being.

Two subjective well-being indicators are included in the quality of school life dimension:

- Conflicts experienced in school, namely experiences of bullying
- Overall satisfaction with school life.

Both indicators are highly child-centred and are drawn directly from the children themselves, and as such meet the criteria for a child-centred approach. They are also up to-date, using data collected during 2005-06, and come from the HBSC survey's international questionnaire, achieving a high degree of standardisation. However, the indicators only cover a narrow age spectrum of children aged 11-15.

Below is a summary of the selection of child well-being indicators:

<b>Dimension</b>	<b>Indicators of child well-being</b>
Material well-being	Average disposable income Children in poor homes Educational deprivation
Housing and environment	Overcrowding Poor environmental conditions
Educational well-being	Average mean literacy score Literacy inequality Youth NEET rates
Health and safety	Low birth weight Infant mortality Breastfeeding rates 29 Vaccination rates (pertussis) Vaccination rates (measles) Physical activity Mortality rates Suicide rates
Risk behaviours	Smoking Drunkenness Teenage births
Quality of school life (age 11 to 15)	Bullying Liking school

Since the focus of the Consortium is on the personal perception of children and young people, we have therefore examined the sources that are used by the above data sets to collect data for the measurement of subjective well-being. They are presented in more detail in *Annex 2*. They can be grouped under the following headings, though the exact titles of the domains vary from one index to another:

Health (self-defined health, self-rated health, perceptions of health):	All of the data sets/indices that report on self-defined or self-rated health, use the HBSC survey results as their source. The item is young people (age 11 to 15) rating their health as fair or poor.
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Personal well-being /life satisfaction	HBSC uses Cantril's Ladder to ask respondents to rate their life satisfaction on a scale from 0 to 10. These results are then used by the other indices to report on this aspect.
Well-being at school (school life, social context [school], social participation, quality of school life)	HBSC is the most common source of data. Items include e.g. liking school, pressure of schoolwork, bullying, classmate support
Relationships with parents and peers	HBSC is the most common source of data. The exception is the index on child well-being in the CEE/CIS that uses Young Voices (Unicef 2001) to measure engagement.

### *Observations for the Consortium*

- The current work undertaken internationally on material aspects is remarkable and is providing increasingly detailed and reliable data on external (or objective) aspects of child well-being with a particular focus on the material aspects. **It would make no sense for the Consortium to develop work in the area of material aspects.**
- There is discussion over the data-driven nature of the development of indicators and how that process can be better balanced with a regard to creating new data. There is also discussion about which indicators should or should not be included and the possible over-focus on adolescents, lack of sufficient disaggregation (age, gender...), etc.
- Given the predominant focus of these data sets towards the material aspects, the most critical points raised are, firstly, that absence of poverty is not synonymous with well-being and, secondly, that there are no indicators based on the voice of children as the key stakeholders. There is an acceptance by all parties directly and indirectly involved that this latter gap is significant and needs to be addressed.
- Although these data sets include measures of subjective well-being, they use a limited number of items, mainly due to available, reliable scientific data. However effective and well-correlated these measures are with material aspects of deprivation, for example, they do not provide a multi-faceted approach to the child's well-being as they miss out too many essential aspects that are dealt with in positive indicators development (see below section 2.2). In addition a common criticism is the danger of presenting only the negative aspects of the child's life, the risks and risk behaviours but not all the aspects that contribute to their flourishing. Such data sets may run the risk of being based on a paradigm of "ill-being" rather than "well-being".
- One of the tasks of the Consortium could be to advocate for the inclusion of data collected from (and by) children and young people as "reliable" *per se* because they are expressing views and opinions about their lives. There is a need for more child-centred data, collected more regularly at the appropriate levels and better focused on the multiple dimensions of children's well-being.

## **3.2 Mental health and well-being**

This section includes some illustrative examples of approaches to mental health and well-being data with a focus on young people. The choice has been to focus on examples within the European context that mostly provide frameworks for data collection or for action. The major international survey on Health Behaviours in School Age Children was included in the previous section and some of the domain information relating to the issues that interest us in this report are in Annexes 1 and 2.

### **3.2.1 The EU and mental health:**

The EU's role in mental health is the collection and provision of information, the development of a consensus on policies for the promotion of understanding about mental health and its prevention. On the 14th of October 2005, the Commission adopted a Green Paper *Promoting the mental health of the population. Towards a strategy on mental health for the EU*. This has since been superseded by the *European Pact for Mental Health and Well-being*, which is intended to help protect and promote mental health, raise awareness of related issues and create a pan European framework for cooperating and sharing good practice between governments and sectors and linking policies, practice and research. The Pact focuses on five priority themes:

- *Mental Health in Youth and Education*
- Prevention of Depression and Suicide
- Mental Health in Older People
- Mental Health at Workplace Settings
- Combating Stigma and Social Exclusion

At the present this work does not present indicators as such about the mental health of children and young people, but an interesting framework for action through an "EU-Compass" that is collecting and disseminating policies, practices, reports, examples of implementation strategies, reports, etc.

A number of initiatives have been organised including a major European conference in Stockholm in September 2009 which was focused on the key messages and actions needed to support the mental health and well-being of children and young people. The five key areas addressed were:

- Parents, family and the early years
- The role of the health services in promoting mental health and prevention
- The community environment
- The role of new media technologies and the internet
- Educational settings and learning.

The conference made a strong argument that mental health and well-being has to be the responsibility of all the adults with a responsibility for and relationship to children (family, carers, front-line professionals, specialists, etc.). The preparatory document noted the importance for children's mental health of involving children and young people from all backgrounds and giving due attention to their views.

Focusing on the area of education, the aspects highlighted as making an effective contribution to pupils' mental health are:

- Multi-faceted approaches.
- Promotion of positive mental health and prevention of mental illness (e.g. resiliency, hardiness, life skills, capability, sense of coherence).
- Participation and empowerment (e.g. involvement in decisions as part of developing and maintaining a democratic schools community, creating a sense of ownership).
- Diverse learning and teaching (e.g. implementing a diversity of learning and teaching strategies which promote the sense of coherence; relating mental health and well-being issues to students' lives and their community).
- Approaches which improve socio-emotional competence (e.g. self-awareness; self-management, social awareness; relationship skills; responsible decision making).
- Duration and intensity (e.g. continuous implementation for more than one year).
- Supportive social and wider environmental context (e.g. creating positive school and classroom climate.)

The key messages that emerged from the conference on this aspect stressed the need for joined up approaches across policy fields and services, the importance of socio-emotional competence and empowerment of children and young people in the management of their mental health. This latter message is also strong in a European project developed by the Schools for Health in Europe network, *HEPS, A Guide for School Policy Development on Healthy Eating and Physical Activity* which includes in its school level indicators pupil participation and evidence of their influence on school policies concerning food and physical activity.

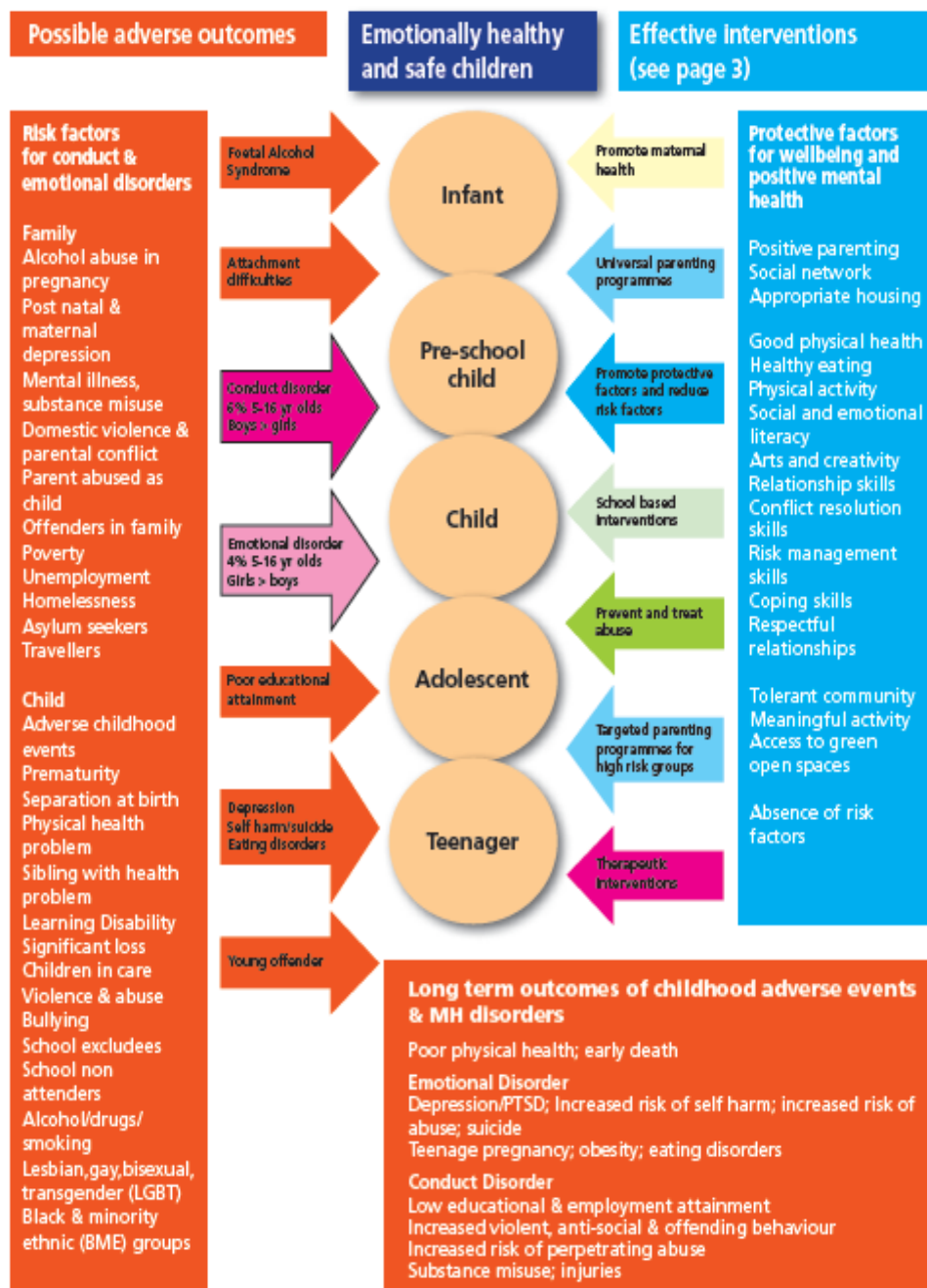
### **3.2.2 Examples of frameworks and approaches to policy and interventions:**

The other examples presented here are taken from country approaches and frameworks. The first is *Children and Young People: Promoting emotional health and well-being*, which is a fact sheet produced by the health services in the south-east of England in 2008. The approach recognises the need for to act based on the results of the UNICEF 2007 study in which the UK is ranked at the bottom of the countries included. The context is the policy of the former UK government, *Every Child Matters* (2004) and specifically within the provision of the Children's Act (2004) which requires that every local area produces a single, strategic overall plan for all services affecting children and young people. They highlight emotional literacy programmes presenting five effective components:

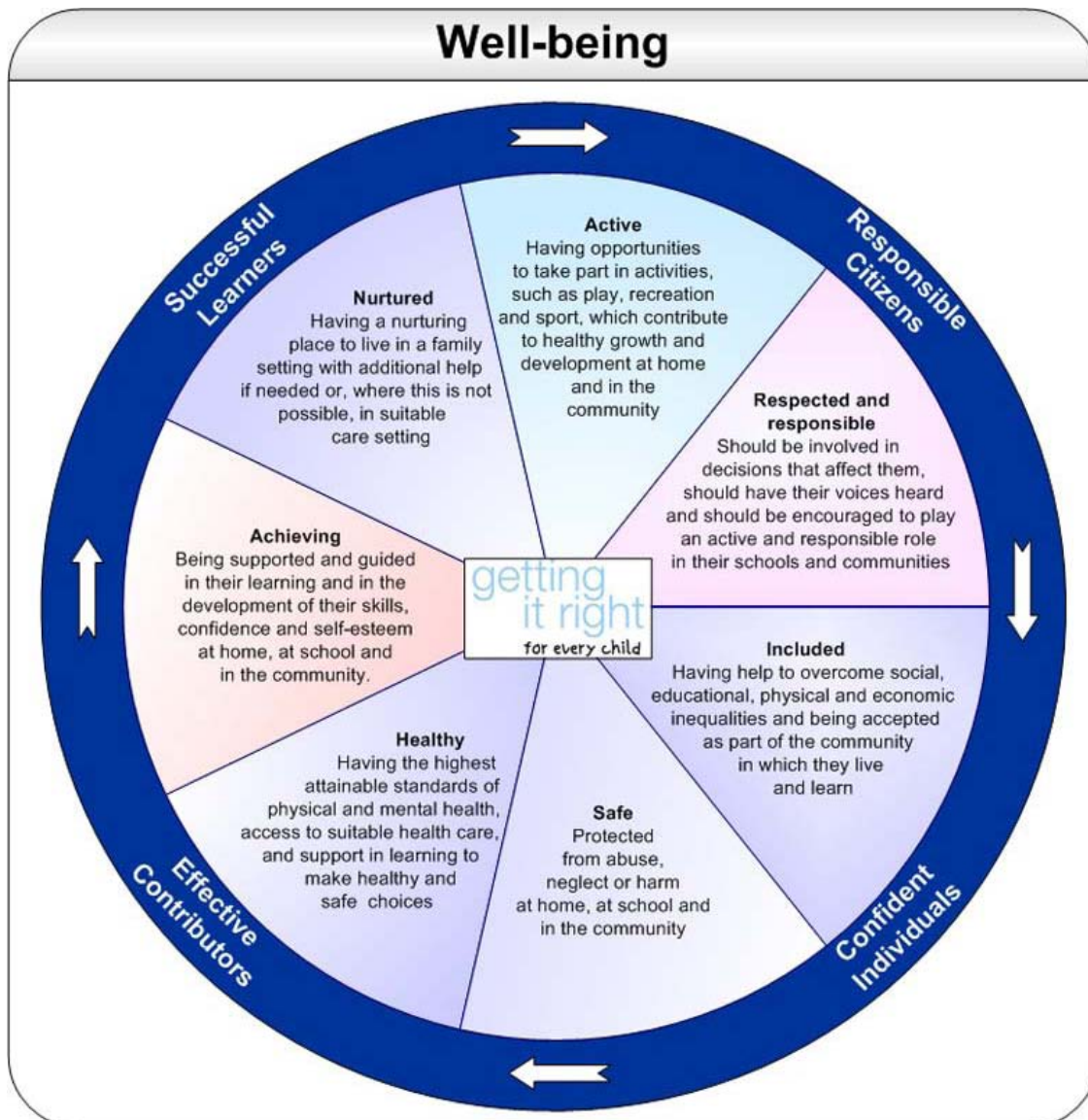
1. Teach person to calm down;
2. Increase awareness of emotional states of others;
3. Learning to describe own emotional state to others;
4. Learn planning and thinking ahead skills;
5. Empathy – consider how other feel and how own behaviours affects them.

The document sets a number of targets around mental, physical and social well-being that function on a model of reducing risk and promoting well-being. The diagram below is an extract from this fact sheet that shows on the left hand side the risk factors concerning emotional well-being in children and adolescents and on the right hand side some effective interventions. It will be noted that many of those listed are not different from the positive indicators of flourishing in Section 3.3, e.g. respectful relationships, relationship skills, coping skills, conflict resolution skills, meaningful activity, etc.

## Risk factors and protective factors for emotional well-being in children and young people and the long term outcomes of emotional and conduct disorders



Moving to Scotland, another example has been included even though its reach is broader than just mental health. The Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from aged 3 to 18 and includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. The purpose is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. To reach these outcomes it is recognised that children need to be safe, healthy, achieving, nurtured, active, included and respected and responsible which is illustrated in the following wheel:



We have chosen to focus on one regional example which is *My transition Guide*, which was developed by the children's services with the Highland Children's Forum in order to help young people plan their transition from school, to see the skills and achievements they already have and how to use them to make plans. The aim is that young people are engaged in their transition, they know who they are, where they want to go and what they need to get there. The guide presents a methodology for planning and as part of that lists of questions that echo the Curriculum for Excellence aims:

**Am I Safe, Healthy and Nurtured? Do I**

- have a place to live where I feel supported, happy and cared for?
- feel secure in my home and community and safe from people who could harm me?
- have confidence to be able to plan for myself and to take informed risks?
- maintain a healthy body and mind?
- know how I feel and have someone to talk to?
- feel confident to be able to get support to make informed and healthy choices?

**Am I Included and Active? Do I**

- have the support to be accepted and understood as an equal at home, work

and play?

- like and respect myself and am I willing to 'have a go'?

**Am I Respected and Responsible. Am I a Responsible Citizen? Do I**

- feel heard and involved in decisions that affect me and others?
- have opportunities and encouragement to be confident?
- understand the values and beliefs of others and look at the wider world?

**Am I a Confident Individual? Am I an Effective Contributor? Do I**

- feel comfortable with myself and others?
- set achievable goals for myself?
- understand the skills and needs of others and myself?
- understand the importance of being a team player?

**Am I a Successful Learner? Do I**

- have curiosity; do I want to learn?
- have enthusiasm; am I keen to learn?
- have determination; do I keep trying?

**Am I achieving my wishes? Do I**

- feel supported to achieve my goals?

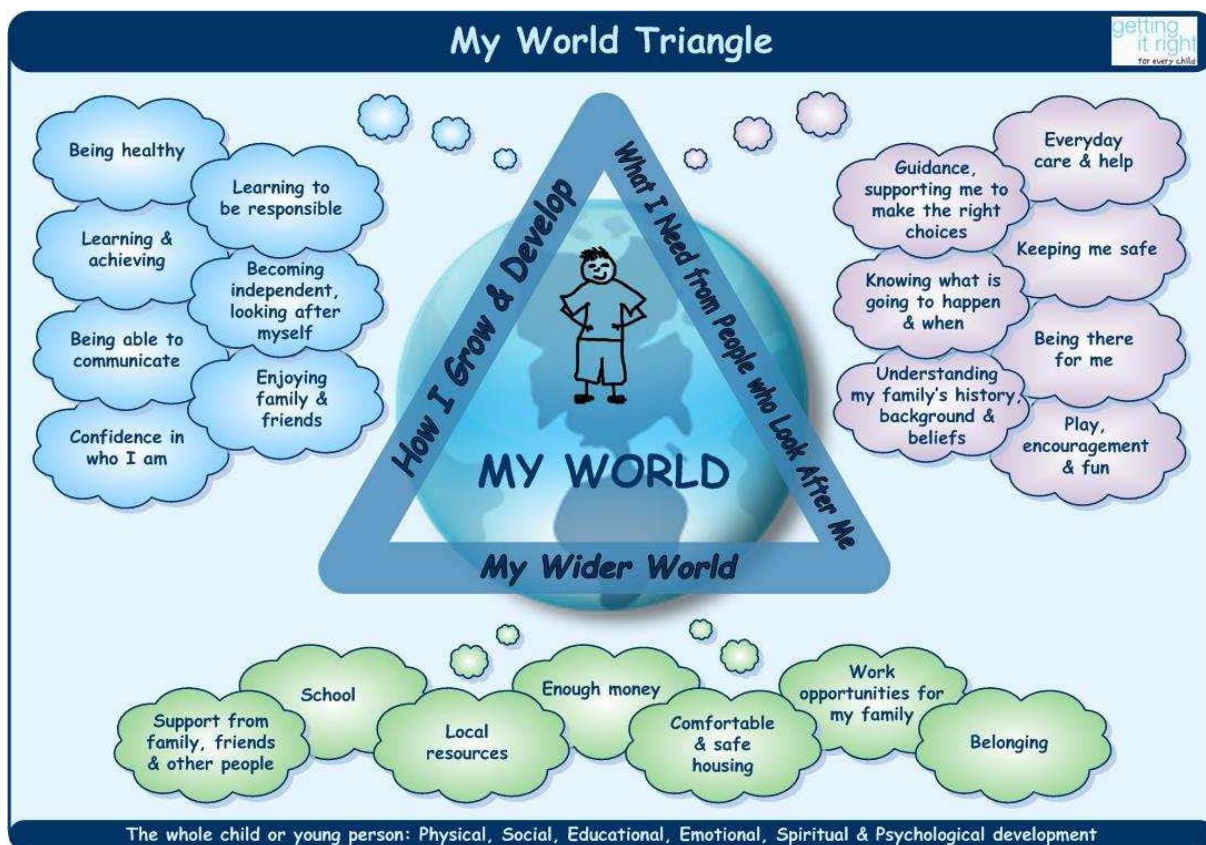
**The aims of the Transition Map are to**

- help you to think about your own wishes.
- help you to think about the support you might need.
- give you a tool to help you to plan and be heard.

They are illustrated in this star:



A final extract illustrates the overall view based on the whole child and their physical, social, emotional, spiritual and psychological development:



There are other interesting examples in Ireland and the UK of establishing strategies for positive mental health of children and young people. If we take the example of Ireland the contextual constructs for the indicators are:

<b>Ireland</b>	<b>Northern Ireland</b>	<b>Wales</b>
Physical and mental well-being	Healthy	Health, freedom from abuse and victimisation
Emotional and behavioural well-being	Living in safety and stability	Having a safe home and community that supports emotional well-being
Intellectual capacity	Enjoying learning and achieving	Early years
Spiritual and moral well-being	Contributing positively to community and society	Education and learning opportunities
Identity	Experiencing economic and environmental well-being	Access to play, leisure, sporting and cultural activities
Self-care		Respect
Family relationships		Freedom from Child Poverty
Social and peer relationships		
Social presentation		

The domains are not identical but they cover many of the same concerns. The final example in this section is a scale on mental well-being that is being tested with 13 to 15 year olds. The questions echo many of the interventions in the diagram above.

### 3.2.3 Warwick-Edinburgh scale on mental well-being:

The Warwick-Edinburgh scale on mental well-being was developed by the Universities of Warwick and Edinburgh in 2006 (UK) and is currently being tested as part of the WAVES project. The scale had already been validated for people over the age of 16 and the purpose of the project was to test the scale with school age children and therefore with a representative sample in a secondary schools in Scotland and England.

The aim of the project is to enhance the ability to measure the mental well-being of children aged 13 to 15. The scale was part of a research project that also included a questionnaire administered to schoolchildren in 6 schools, a pilot study, focus groups and pre-piloting. Approximately 1850 schoolchildren were invited to complete the questionnaire during their Personal, Social and Health Education lessons. Following that, just over 200 randomly selected school students were invited to complete the WEMWBS test again within one week of the first time for test-re-test validity.

Respondents are asked to choose the answer on a five-point scale that best describes their experience over the previous two week for 14 statements, which are:

- I've been feeling optimistic about the future
- I've been feeling useful
- I've been feeling relaxed
- I've been feeling interested in other people
- I've had energy to spare
- I've been dealing with problems well
- I've been thinking clearly
- I've been feeling good about myself
- I've been feeling close to other people
- I've been feeling confident
- I've been able to make up my own mind about things
- I've been feeling loved
- I've been interested in new things
- I've been cheerful

#### ***Observations for the Consortium:***

- The types of indicators used in assessing adolescent mental health are similar to those used in other types of surveys focused on understanding what contributes to well-being.
- There is a strong focus on the sense of self as well as on relationships, coping and managing emotions.
- Empowerment in the form of being able to have your voice heard and due attention paid to your views features in some of the frameworks, though not all. In the developing EU work, participation and agency are key features.

- The example of the guide developed in the Highlands of Scotland is one of the few that explicitly focuses on the whole child and a holistic approach.
- The framework developed in Ireland is the only one that explicitly includes a domain about spiritual and moral well-being.
- However the different approaches to children's and young people's mental well-being do not appear to include an understanding about whom you are, how you function and how you learn best.

### **3.3 Positive indicators of flourishing**

This sub-section presents the work of Child Trends (USA) on positive indicator development. The material is taken wholly from their most recent report: Laura H. Lippman, Kristin Anderson Moore & Hugh McIntosh, *Positive Indicators of Child Well-being: a conceptual framework, measures and methodological issues*, Innocenti Working Paper, October 2009. The report is very rich, informative and insightful. Selected key elements are presented here that are particularly useful for our purpose of identifying the specific contribution that the foundations can bring to indicators of children's well-being. The report is a revised version of one that was presented to the Expert Meeting organised at OECD by OECD, the EU and UNICEF in May 2009. The report incorporates the reflections of the participants. The purpose of the paper is to offer a framework for developing positive indicators, as well as examples of rigorous measures of positive well-being that are supported by a growing body of multidisciplinary and multinational research.

As the Introduction states, *"...as children grow up in this challenging environment, as new families form, and governments create policies to minimize the negative impacts on well-being, it is imperative for governments to understand the mechanisms by which children and youth flourish, how to maximize human and economic potential, and how to assess and facilitate that flourishing. Indeed, it may be particularly opportune to discuss and measure positive well-being at this time of challenge."*

The report uses the term positive indicators to *"describe the competencies, skills, behaviours and qualities, as well as the relationships and social connections, which foster healthy development across the domains of a child's life"*. (p.4)

Why place importance on positive indicators of flourishing? The report gives a number of important reasons, which are:

- It is good science in so far as the study of child and human development processes focus on both negative and positive aspects and thus to focus on only the negative would be inappropriate.
- A focus on the negative appears to contribute to tax payers feeling that things are becoming worse for children and not much can be done to improve the situation, so they are less likely to invest in children's programmes.
- Positive indicators can be helpful in efforts to address the effects of child poverty (e.g. the EU's indicators) in so far as they can suggest areas of policy and programmatic focus to alleviate the affects of poverty and foster resilience and flourishing despite poverty. .

- Indicators of flourishing point to qualities among children and youth that are linked to current well-being and future positive outcomes, for individuals as well as countries.
- Research using such indicators can inform programs and policies on which qualities are important to foster, and can stimulate the development of effective programs to foster them. Research can also provide the grounds for counterbalancing negative indicators.
- Acknowledging strengths appears to be just as important in disadvantaged communities and in the developing world, than in more advantaged communities. In addition communities, families and children want to hear about the strengths as well as their failures and problems. (p.2-3)

Negative indicators receive substantial media coverage and attention by the policy makers and general public. There is concern that positive indicators will not stimulate the same level of concern and that policy makers are more likely to allocate resources to reducing problems rather than promoting positive actions, such as citizenship. However the report notes that increasingly a focus on positive youth development and on assets is receiving attention and it is felt that behaviours (e.g. eating family meals), can be influenced by positive indicators leading to more positive outcomes for children. (p.3)

There has been a shift in recent years towards a conceptual approach based on a better understanding of what helps children flourish and to a more child-centred perspective which includes considering that in the future children will be increasingly active participants in measuring and monitoring their well-being (Ben Arieh 2008). The shift has gone from an intervention and prevention/remediation perspective to a strengths-based approach. One important hypothesis arising is that it is equally important to foster the natural processes of exploration, learning, making choices, identity consolidation, etc. of childhood and adolescence that lays the foundations for later development. Therefore taking a positive focus is as important as addressing risk behaviours. (p.4)

The report reviews a large number of conceptual frameworks and data sets in order to propose a set of constructs and indicators for use in measuring and monitoring. One key guiding source is the United Nations Convention of the Rights of the Child. The authors consider as particularly relevant the article 29, which articulates the right to education focused on “the development of the child’s personality, talents and mental and physical ability to their fullest potential”.

The report proposes a composite, positive framework that is articulated around three main groups of domains: **individual, relationships and context**. The framework distinguishes child well-being from the context in which they are living and creates a specific category for relationships, which goes beyond other positive well-being frameworks. It also views each of the categories as multi-dimensional and including domains that cut across sectoral preoccupations. Within each of the over-arching categories there are four to five domains:

1. Individual:
  - a. Physical health, development and safety
  - b. Cognitive development and education
  - c. Psychological/emotional development
  - d. Social development and behaviour
2. Relationships
  - a. Family

- b. Peers
  - c. School
  - d. Community
  - e. Macro systems
3. Context
- a. Family
  - b. Peers
  - c. School
  - d. Community
  - e. Macro systems

Furthermore it is assumed in this framework that the constructs and measures that comprise each domain would vary with age and they propose dividing childhood into three stages (0-5; 6-11; 12-17) (p. 18-19). For most of the domains, sources of existing measures have been identified.

### ***Observations for the Consortium***

Within the first two categories (individual and relationships), there are a number of indicators based on existing measures that could be included in a set to monitor children's well-being in their learning environments. Examples would be:

#### **Individual:**

- Knowledge of essential life skills (no measure)
- School engagement
- Academic self-concept
- Critical thinking
- Self-management
- Optimism and resilience
- Sense of purpose
- Etc.

#### **Relationships:**

- Positive friendships
- Positive relationships with peers and family
- Positive relationships with teachers
- Sense of belonging in a community
- Etc.

Some of these indicators are contained in other frameworks that will be presented in the next section. The domain that is currently less developed is 'spirituality'. It should be noted that Child Trends are working on developing more indicators that will be available shortly.

## **3.4 *Voices of children and young people***

### **3.4.1 Introduction:**

This section presents research and surveys that ask young people about their well-being as well as the outcomes of focus groups organised by UEF in 2009. One of the changes in recent years has been to make children the "unit of observation", as opposed to being an adjunct to adults (see above). However, there is an increasing agreement that proxy data (e.g. collected

from parents or teachers) are not sufficient and are even highly unreliable (e.g. in questioning about use of time or topics of conversation) in terms of understanding children's perspectives (Spilsbury *et al*, 2009). Very critically, the UNCRC states clearly the right for children to be listened to and their opinions attended to by adults. There is still, however, a widespread feeling that it is not possible to listen to very young children despite research and experience demonstrating the contrary (see for example Bernard van Leer Foundation or the Funky Dragon survey of primary school children).

There is quite a lively debate between taking a predominant focus on children's well-being and what is termed by some researchers their "well-becoming". The distinction is due to the fact that in earlier research, the child was considered essentially as part of a family group and researchers were interested in whether children were being given the opportunities for their future, to develop into healthy and successful adults. With an increasing focus on childhood itself, also prompted by the UNCRC, the consensus is increasingly in favour of focusing on well-being - children's lives today. The current focus on children's well-being includes both their lives today and all that is necessary for their future lives too. There was a general agreement both at the expert meeting at OECD in May 2009 and at the conference organised in November 2009 by DG Employment and Social Affairs presenting the report on child poverty and well-being, on the need to improve data on early childhood and also to do more work on the "middle" years of childhood, though the exact age group was not always clear (6 or 8 years old to about 12). Above all there is a need to distinguish at least three age group (OECD, 2009, pp30-32)

Though there are an increasing number of surveys of children and young people, as we will see in the following sections, most do not focus on celebrating the uniqueness of every child – particularly regarding learning, communication, and development of the whole self – in the context of holistic well-being.

For this section we have examined surveys by five organisations (in Europe) and a qualitative research project (in Australia). A number of surveys developed in the last few years have been based on asking children and young people questions about different aspects of their well-being. We have examined:

- Ofsted, *TellUs3* Survey September 2008<sup>11</sup>
- New Philanthropy Capital, *On the Bright Side* January 2008 and *Feelings Count* July 2009<sup>12</sup>
- New Economics Foundation, *Power and Potential of well-being indicators* April 2004<sup>13</sup>

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<sup>11</sup> *TellUs3* is Ofsted's annual survey of almost 150,000 10–15 year-olds in England and was published on 28 October. Children and young people in Years 6, 8 and 10 from 3,114 schools in 145 local authorities in England took part. They were asked to report on how healthy they are, how safe they feel, whether they enjoy school, if they are happy, etc. They were also asked what would make their lives better.

<sup>12</sup> 'On the bright side' describes the stages of building and testing the first questionnaire which contained both subjective and objective well-being measures. It is intended to open up the discussion of how and why charities should measure well-being. 'Feelings Count' introduces the well-being questionnaire to potential users, including charities and funders. It gives background to the concept of well-being and how it can be measured, and explains the difference between subjective and objective well-being. It describes the reasons behind the project, the development of the questionnaire and pilots, the interim findings and plans for launching the questionnaire in October 2009.

<sup>13</sup> The NEF study of young people's well-being looks at two measures of well-being in over 1,000 young children and young people in Nottingham aged 7-19: life satisfaction and personal development. The questionnaires used were designed to enable scales of life satisfaction and curiosity to be calculated.

Two are the work of Consortium members:

- UEF Voice of Children 2<sup>14</sup>
- Bertelsmann SEIS<sup>15</sup>

Before examining the indicators included in the surveys, let us turn first to the research undertaken in Australia: *Ask the Children: overview of children's understandings of their well-being*. This research was carried out by Toby Fattore (New South Wales Commission for Children and Young People), Jan Mason and Liz Watson (University of Western Sydney). The NSW Commission for Children and Young People and the Social Justice and Social Change Research Centre, University of Western Sydney asked 126 children and young people across New South Wales about what well-being means to them.

Presentation of the research by the authors:

Most research on children's well-being defines well-being in terms of what is negative in children's lives. It focuses on topics such as child health problems, child abuse and neglect or risk-taking behaviour. The consequence of this is that we know more about what we don't want for our children than what we do want. This is reflected in Policy and service provision that responds to vulnerability rather than promoting positive standards for children.

This approach is out of step with an increasing body of evidence showing that the best way to prevent negative outcomes for children is to promote well-being throughout their lives, rather than only responding to vulnerability and crisis. We need to know about and respond to both the positive and negative in children's lives. The other limitation in the well-being literature is the little that is known about what children and young people identify as well-being, what it looks like and the factors which affect their sense of it. This includes whether children and young people think about well-being in both positive and negative terms and, whether they integrate these feelings in their life.

To respond to the information gaps, we designed this study so that children's experiences were central to interpretations of well-being. The methods we chose and the approach we took allowed children's experiences and attitudes to drive the process.

Our research involved 126 children and young people aged between eight and 15 years from around New South Wales. In total, 178 interviews were conducted. (Fattore et al, 2009)

Findings: they found that while there are nine themes that make up children's picture of well-being, three are fundamental:

- **Agency:** having agency or power to take independent action, leading to some control and capacity to act independently in everyday life;
- **Security:** having a sense of security to be able to engage fully with life and do the things that one needs to do; and
- **Positive sense of self:** having a positive sense of self, that is feeling that you are an okay or good person, and being recognised as such by those around you—for who you are as well as what you do.

They present these three themes are the lenses of the inner perception of the child through which the other six can be viewed. They are:

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<sup>14</sup> Voice of Children 2 captures children's voices through quantitative and qualitative means, and engages them in reshaping their formal and non-formal learning environments to make them more conducive to their well-being. It is designed to develop a module that will produce indicators of children's and young people's perceptions of their well-being in their learning environments. It has created a toolkit for carrying out the survey.

<sup>15</sup> The Bertelsmann Stiftung gives all interested German schools access to SEIS (Self-Evaluation in Schools), a scientifically sound self-assessment tool. All constituents- students, teachers, administrators, parents and others respond to individual surveys. Almost 2,500 schools in Germany already use the SEIS tool and 10 German states recommend its.

- Activities
- Adversity in children’s lives
- Material and economic resources
- Physical environments
- Physical health
- Social responsibility and moral agency

The five surveys examined are now presented below in more detail. The full lists of indicators used in each of them are presented in tabular format in Annex 3.

### 3.4.2 New Economics Foundation: The power and potential of well-being indicators (2006):

The following quote from the Executive Summary sets the tone of this research: *“The state’s primary aim should be to promote those conditions that allow us to pursue well-being. Asking “what would this existing policy area look like if one of its primary aims were to promote well-being?” is a useful exercise.”*

This research, published in 2006, was undertaken by NEF and the Nottingham City Council in a context in which local authorities had obtained new responsibilities to promote economic, social and environmental well-being and therefore new questions about how to define and measure well-being. In the NEF model, these three contribute to personal well-being. Data was collected through a questionnaire administered in schools (sample size 680) for children under 15 years old and in addition a street survey for the over 15’s (sample size 400). There were some differences, due to length of the street surveys (shorter) and the age of the children.

The indicators were:

<b>Section 1: Life satisfaction component of well-being</b>	Satisfaction with their overall life Satisfaction with 5 specific domains: family, friends, school, living environment and self.
<b>Section 2: Personal development aspect of well-being</b>	A curiosity scale that included sub-scales of exploration and absorption
<b>Section 3: Activities</b>	Open questions regarding their favourite activities: what they were, who they did them with, where they did them
<b>Section 4: Social well-being</b>	Pro-social behaviours, interpersonal and civic strengths Fear of crime and safety (negative aspects) Environmental well-being: materialism – potential future negative effect Self-esteem
<b>Section 5: Demographics</b>	+ questions designed to create differentiation about family structure, geographical mobility, poverty.

The authors of the report summarise two of the most important implications of their findings as:

**Education for well-being:** The worryingly high number of children at risk of depression as a result of low well-being suggests that a part of the education curriculum should focus on ‘living the good life’. We need to think about what components the curriculum requires to provide young people with the ability to live flourishing lives and to enjoy high levels of well-being. Such a curriculum may include ‘skills for life’ — positive attitude, dealing with stress, self-confidence, emotional literacy and self-esteem. It might also include values, and a space for reflection. It would link not only to mental health issues but to motivation at school. Promoting well-being may create more motivated, curious and entrepreneurial citizens and this could have positive effects upon

economic and social activity. More work needs to be done to look at the potential benefits of this approach, and the kinds of activities and programmes that could have positive impacts.

**Reconsidering educational models:** Given the huge drop-off in well-being upon transition from primary to secondary school as well as the high negative responses in satisfaction to the learning experience, the way in which children are taught more generally may need rethinking to focus more on curiosity and personal development. Reconsidering educational models is not just likely to help increase children's satisfaction with school and to increase motivation but is also important because it is likely that a curious and engaged approach to life is core to future employment skills and health.

### **3.4.3 TellUs3 - Indicators of a school's contribution to well-being:**

This is a national Survey carried out in England by the schools inspectorate (Ofsted) in October 2008. The *TellUs3* survey was a survey of almost 150,000 children and young people (aged 10 to 15) across England, asking their views about their local area, and including questions that covered the five Every Child Matters outcomes as defined in the Children Act 2004. The survey was carried out in spring 2008. A sample of schools was selected within each local authority, representing the different types of schools in each area.

The 5 main domains from the Every Child Matters policy (called: Outcome Sections):

- Being healthy (physical and mental health and emotional well-being)
- Staying safe (protection from harm and neglect)
- Enjoying and achieving (education, training and recreation)
- Making a positive contribution (the contribution made by them to society)
- Achieving economic well-being (social and economic well-being).

The Department for Children, Schools and Families in England and the inspectorate, Ofsted, have been working to develop strong school-level indicators to improve the information available to schools to help them assess the well-being issues their pupils face and to evaluate the school's contribution to promoting pupil well-being. Ofsted emphasises that schools are concerned with the development of the whole child and young person and that this wider role outlined in the Children's Plan's vision of the 21st century school is also reflected in schools' statutory duty to promote the well-being of their pupils. They note that assessing accurately how well a school is promoting all aspects of its pupils' well-being is not straightforward because though there is a wealth of benchmarked data about pupils' attainment and progress, there are currently few data at school level relating to the other aspects of well-being and which can also be benchmarked nationally.

### **3.4.4 Indicators for the New Philanthropy Capital questionnaires: *On the bright side and Feelings Count* (2007 and 2009):**

*"If charities could measure improvements in the well-being of the people they help, they could articulate their impact more fully."*

The purpose here was to develop a questionnaire for Charities to use to measure the outcomes of their work in terms of children's well-being. It is a contribution to helping charities measure impact assessment and especially to go beyond the immediate impacts that are in accordance with their primary objectives and examine the broader outcomes/impacts of their funding/interventions. They include the idea that well-being can be useful in measuring "distance travelled". They have produced a questionnaire for the 11 to 16 years olds.

Their definition of well-being:

“When trying to define well-being, we could take a number of different approaches. We could think about how happy people are feeling right now, how able they are to achieve their goals or how well educated and healthy they are. Because well-being has become the focus of so many different professionals, from sociologists to economists and from policy-makers to politicians, there is no single, clear definition of what well-being is.

In the context of this report, ‘well-being’ is an umbrella term that covers everything a child needs to lead a good life: from friends and family to school and physical fitness.

It is important to cover all aspects of a child’s life when considering his or her well-being. A child could have a great relationship with her family, yet she might be bullied. A child might be happy surrounded by his friends, yet have trouble paying attention in school.

During the development of the questionnaire we aim to give particular attention to what children themselves consider to be important for their own well-being.”

In the first version of their questionnaire, their focus is all areas of children’s lives and the domains, using the following objective and subjective measures:

- Physical well-being
- Psychological well-being
- Behaviour
- Schools
- Family
- Friends
- Resilience
- Living environment
- Subjective well-being
- Material well-being

By 2009, the questionnaire had undergone two pilots to test it with a total of about 200 young people.

NPC found that charities struggle most to measure subjective outcomes, and therefore decided to solely focus on subjective measures. Therefore the new questionnaire does not include the domains of material well-being or more objective and behavioural outcomes.

Domain	Aspect	Explanation
Self	Self-Esteem	A child’s evaluation or appraisal of his or her own worth
	Resilience	Positive capacity of people to cope with stress and difficulties
	Emotional Well-Being	Extent to which a child experiences depressive moods and emotions
Relationships	Friends	Child’s satisfaction with the quality and quantity of friendships both in an out of school
	Family	Child’s satisfaction with family relationships, including quantity and quality of time spent with parents/carers and how well the family gets on
Environment	School	Child’s satisfaction with the school environment, including how enjoyable and interesting it is, and how safe it feels
	Community	Child’s satisfaction with local area and the people in the community, as well as feelings of safety and satisfaction with local activities

This second questionnaire has undergone five pilots with children’s charities. The data from the two of the pilots report positive feedback and that the questionnaire is easy to use in a classroom setting.

Both the New Philanthropy Capital and the New Economics Foundation surveys use established and tested measures such as:

Cantril's ladder	Overall life satisfaction
Marsch	Self description questionnaire
Huebner's Multidimensional Life Satisfaction Scale (MLSS)	Resilience, relationships, environment, self esteem, life & domain satisfaction
Rosenberg	Self-Esteem scale
Todd Kashdan	Curiosity scale
Peterson	Pro-social scale
Wagnild and Young	Resilience scale
Kasser	Materialism & Generosity Scale
Goodman	Strengths and Difficulties Questionnaire

The next two surveys are uniquely focused on the impact of the school learning environment on students' development. They are:

- SEIS developed by the Bertelsmann Foundation
- Voice of Children developed by UEF.

### 3.4.5 Bertelsmann SEIS:

The Bertelsmann Foundation has developed SEIS (*Selbsevaluation in Schulen*), which is a self-evaluation instrument for schools that can be administered through a computer or in a pen and paper format. Over 4,700 schools are currently using SEIS in different *Länder* of Germany (and also German speaking Belgium) and over 1,000,000 questionnaires have been filled in since 2004.

It was originally developed in the mid-nineties in the context of the Bertelsmann Award for Innovative Systems when they began to identify through the process what good school quality implied. This led in 2003 to developing the software for delivering the self-evaluation. A new framework was developed in consultation with the ministries of education of the *Länder* with which they were working so that it would have the common agreement of all involved. From this point the SEIS was taken over by a consortium of 7 *Länder*.

The data obtained is for the school in a perspective of school development and improvement. There are specific questionnaires for students of different ages (e.g. up to grades 6 and grade 7 and above), teachers, support staff and parents. The data belongs to the school and is confidential but comparisons can be made with aggregated data from other schools. Bertelsmann Foundation also manages a programme called 'Good and Healthy Schools' (*Anschub.de*) and for these schools there are extra questions pertaining to that project.

For this report we have taken the example of the questionnaire for grade 7 and above students. The organization of questions into categories was made by the authors and used for all the questionnaires in this section – see Annex 3.

Personal well-being	- setting personal goals for improvement - explain ideas well in writing and orally
Relationships	Relationship with teachers

	<ul style="list-style-type: none"> <li>- support from teachers</li> <li>- encouragement</li> <li>- promoting</li> <li>- pay attention</li> </ul> <p>Feeling that the class has taught to:</p> <ul style="list-style-type: none"> <li>- work well with others, respecting &amp; paying attention; participating in group work; solving tasks, confidence, do group-work</li> <li>- get along with others</li> </ul>
<p>Impact of environment: school, community or home (In this case school)</p>	<p>Feeling that the class has taught to:</p> <ul style="list-style-type: none"> <li>- to recognise strengths &amp; weaknesses</li> <li>- learn from mistakes</li> <li>- solve a task</li> <li>- recognise what I am good at &amp; what needs improving</li> </ul> <p>Perception that school has helped to:</p> <ul style="list-style-type: none"> <li>- learn new things</li> <li>- organise time</li> <li>- be healthy</li> <li>- protect the environment</li> <li>- think about what I see in media</li> <li>- solve problems in different ways</li> <li>- explain thought process when solving a problem</li> <li>- make decisions</li> </ul> <p>Satisfaction with going to school:</p> <ul style="list-style-type: none"> <li>- overall satisfaction</li> <li>- feeling that school promotes talent</li> <li>- feeling that school treats students fairly</li> <li>- satisfaction with teaching &amp; learning methods</li> <li>- satisfaction with what needs to be done to achieve academically</li> <li>- pupils assess lessons</li> <li>- school recognised good effort &amp; achievement</li> <li>- school provides healthy and nutritious meal plans</li> <li>- active promotion of health is important at school</li> </ul>
<p>Activities and agency</p>	<p>School has helped:</p> <ul style="list-style-type: none"> <li>- act as leaders in a group</li> <li>- solve disagreements</li> </ul> <p>Participation with extra curricular activities at school</p> <ul style="list-style-type: none"> <li>- Use of school campus beyond class time</li> </ul> <p>Student opinion is considered on decision that affect students</p> <ul style="list-style-type: none"> <li>- Feeling safe in school</li> <li>- school is welcoming and friendly</li> <li>- existence of counselors &amp; support services for parents</li> <li>- student council can influence decisions regarding school life &amp; work</li> <li>- students are involved in planning of school life</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>- Teachers effectively deal with bullying and bad treatment by other students; inappropriate behaviour</li> <li>- students with personal problems receive help &amp; support</li> <li>- someone to turn to in school for assistance</li> </ul>

### 3.4.6 UEF Voice of Children:

The **Voice of Children** is a tool designed to inspire and encourage decision-makers to monitor and nurture the well-being of children and young people as they perceive it. It is being developed as a set of survey, focus group qualitative and quantitative instruments designed to listen to their views and for them to share their own sense of self - the feelings, attitudes, and ways of thinking and behaviours that come into play during their daily encounters with peers and adults in their learning environments and the impact of these environments on them. Using the data, UEF is developing indicators of children's well-being and will focus on different learning environments (school, health, ICT/media) though the first survey tool focused on schooling. UEF and its partners launched this programme with the purpose of engaging young people in reshaping their formal and non-formal learning environments so that they become more conducive to their holistic development and well-being.

During 2006, UEF developed and piloted the VOC1 toolkit with 15-16 year-olds (grade 10) in three countries: Palestine, Lebanon and Jordan. Quantitative and qualitative surveys were carried out about their perception of the impact of school on their well-being. The quantitative survey was administered in the three countries; the qualitative survey in Palestine only through 12 focus groups of girls and boys from all over the country. The quantitative survey was anonymous and the students completed a 'paper and pencil' version, which was administered by trained survey staff, during class time. The total sample size across the 3 countries was close to 6000 students. Following the first pilot experience, UEF reviewed the well-being framework and the indicators in the light of the results and commissioned an extensive literature review (see Annex 4) and working paper on well-being (O'Toole, Ostroff, & Kropf, 2007) to refine the working definitions and an international team revised *VOC1* to create *VOC2*. For the domains, items and hypotheses in full see Annex 5.

#### *Domains and Hypotheses Guiding the development of the VOC2 questionnaire*

<p><b>Domain 1: Physical Well-Being</b> is feeling comfortable with your body and physical ability, and being in a healthy physical state and a healthy physical environment.  <b>Hypothesis:</b> Resources/conditions, services and practices in the school (including instruction) affect physical well-being.</p>
<p><b>Domain 2: Physical and Emotional Safety</b> is the absence of constant worry about what is going to come from outside of yourself, either physically or psychologically.  <b>Hypothesis:</b> When schools provide a positive psychosocial and safe school environment, students report a more positive view of their emotional and physical safety and well-being</p>
<p><b>Domain 3: Emotional Well-Being</b> means knowing how you feel and how to express your feelings in effective ways.  <b>Hypothesis:</b> When schools teach students how to recognize and manage their feelings and emotions and where adults provide positive role modeling, students' report a more positive view of their emotional well-being.</p>
<p><b>Domain 4: Relationships</b> mean feeling good about your relationships and involves having relationship and communication skills  <b>Hypothesis:</b> When schools provide a caring community for learning and where there are positive relationships between teachers and students, among students, and among teachers, students report a more positive view of the social and emotional well-being.</p>
<p><b>Domain 5: Confidence in Capabilities</b> means feeling able and motivated to learn, willing to experiment, able to influence those around me, and to manage life's challenges.  <b>Hypothesis:</b> When schools encourage and support student learning, provide extra help, make expectations for assignments clear, and give students a voice in shaping the learning environment, students a more positive view of their well-being.</p>
<p><b>Domain 6: Pleasure and Joy in Learning</b> means finding learning enjoyable and fun, feeling competent, curious, knowing how to learn and feeling that what you are learning is relevant and useful.</p>

**Hypothesis:** When schools provide a range of creative teaching and learning methods, clear and consistent student feedback, curricula that is relevant and engaging, students report, higher levels of joy and pleasure in learning and well-being.

**Domain 7: Inner Strength and Spirit** means feeling means feeling playful, alive, inspired about life, at ease within yourself, and vigorous.

**Hypothesis:** When schools provide students a range of activities for self-realization and a positive and enthusiastic environment for learning, students report higher levels of inner strength and positive spirit.

**Domain 8: Sense of Interconnection with All of Life** means feeling connected to the larger universe, which includes experiencing life as having meaning.

**Hypothesis:** When schools provide opportunities for students to lean about and engage with the global community, to interact with nature, and encourage students to see positive opportunities in their future, students report more positive feelings of meaning in life and well-being.

**Domain 9: Overall Satisfaction with Life (Well-Being)** means feeling that life is congruent with how a person wants it to be and that there is an overall feeling of happiness, positive health and wellness.

**Hypothesis:** Learning environments and several facets of schooling being (physical/psycho-social environment, curriculum relevance, learning processes and relations with teachers and peers) affect student well-being overall and its sub-components (physical, social, emotional, mental and spiritual).

### ***Observations for the Consortium:***

Though there are similarities among the domains they are far from identical. Most of the surveys/research use a mixture of external (e.g. social and economic factors) and inner (e.g. sense of security, sense of self, curiosity). With the exception of the UEF and Bertelsmann surveys, that both focus on school as a learning environment, the most common focus is the neighbourhood. Interestingly in the TellUS survey, though it is administered in school, designed by the schools inspectorate the first version did not seek to find out about how school impacts on children's well-being.

Some aspects are rarely included, for example individuals' diverse ways of being, learning and communicating, the unique potential of each child and also the spiritual aspect (as distinct from religiosity). These are both dealt with in the following sections.

All of the above surveys and research include some common domains:

1. Questions related to individual/personal well-being and/or sense of self:
  - a. Positive sense of self-worth, evaluation of one's own worth,
  - b. life satisfaction, pleasure and enjoyment,
  - c. Sense of joy
  - d. Feeling listened to
  - e. Positive capacity to cope with stress and difficulties
  - f. Sense of being appreciated and respected for who they are
  - g. Capacity to set goals
  - h. Capacity to express one's self
2. Spiritual aspect: commitment, flow, enthusiasm, meaningfulness
3. Relationships with peers, family, teachers, etc.
  - a. Working with others
  - b. Participating in a group
4. Impact of the environment: community, home, school
  - a. Support and encouragement from teachers
  - b. Support for learning
  - c. Impact on forming ideas and attitudes
  - d. Learning from experience

- e. Feeling that school treats students fairly
  - f. Feeling that school promotes their talents
5. Activities and agency
  6. Safety and security, including from bullying

## 4 Education and Learning

This section is about the contributions from the fields of education and learning to understand the types of ‘indicators’ or questions we could want to ask. This section addresses several issues related to learning, starting with the young person’s own internal “operating system” by which we mean the internal processes through which thoughts, feelings, actions, and beliefs are filtered. It also focuses on what we assess in terms of the outcomes of learning.

Beyond issues of curricular content, there is general agreement that the processes that support learning could benefit considerably from a deeper understanding of how people learn. As Dumont and Istance state in the introduction to OECD’s most recent publication on learning, *The Nature of Learning* (2010), “*Over recent years, learning has moved increasingly centre stage for a range of powerful reasons that resonate politically as well as educationally across many countries*”. Much has been written on the tendency of educational processes to address predominantly certain types of interests, talents, learning and communication processes. Young people, who differ from mainstream processes of learning and communicating, or from the approach of their specific teacher, may find themselves neglected, even considered incompetent or problematic. The problem generally lies not with the children but with the limited ways in which educators broach the teaching task and their lack of understanding of the diverse learning processes of children. Multiple dimensions need to be taken into account if the learning environments and the education system can respect and nurture the diversity of human needs, talents and capacities.

Respecting and taking account of the diversity of children and young people in the ways they function, learn and communicate is central to the approach of the Consortium and so provides the starting point of this section. In examining the contributions to their positive flourishing through learning and in diverse learning environments, it is also interesting to look at the possible contribution from the work and policy developments around key competence acquisition by learners. We are interested in whether current data gathered about learning and the ways that children’s learning is assessed integrates diversity. The next part of the section then looks at some of the recent work on learning outcomes and key competences and capacities, both through assessment (PISA) and approaches to structuring curricula. OECD’s *Learning Sciences and Brain Research* project, discussed later in this section, has been working towards reaching a better understanding of how the brain processes information over the individual’s life cycle.<sup>16</sup> It is also bringing concrete evidence about the crucial role of emotions in the learning process and the fact that there is more than one cognitive style adopted through life. A brief example of an indigenous tradition of learning and education is included at the end of the section highlighting similarities with learning for well-being.

### 4.1 Inner diversity in how young people learn

The understanding that people perceive, learn, and make sense of their environments in distinct ways is neither new nor exclusive to any one culture or system of thought. Indeed, looking at patterns in human thoughts, feelings and actions harkens back to the earliest ancient teachings (such as in the education tradition of India, see Sraddhalu Ranade, *Introduction to Integral Education*, (2006), and moves forward into modern research in brain biochemistry, the cognitive sciences, and complex systems theory.

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<sup>16</sup> [http://www.oecd.org/department/0,2688,en\\_2649\\_14935397\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,2688,en_2649_14935397_1_1_1_1_1,00.html)

Increasingly, however, the convergence of cognitive sciences, brain physiology, and complexity theory has led to new understandings which point to the importance of acknowledging diversity and individual uniqueness in human functioning. The impact of this transdisciplinary approach on how we view learning and education can be clearly illustrated by the shift in how we understand intelligence. There has been much educational research that has expanded the concept of intelligence beyond the rational and cognitive mental capacities. Notably, the work on Multiple Intelligences, pioneered by Howard Gardner, has indicated profound and real differences not just in how people are intelligent by asserting that there are at least eight areas of intelligence, and positing perhaps two additional ones (see Section 3 of this report on Gardner's "spiritual intelligence.") Gardner and numerous others have continued to develop this field of study. Daniel Goleman, in particular, has popularized research showing various kinds of emotional intelligences. Independently, Elaine de Beauport has identified ten intelligences which she groups according to the mental intelligences of the neocortex, the emotional intelligences of the limbic brain, and the behavioural intelligences of the basic brain, building directly on research in brain functioning, and claims that individuals have natural tendencies towards one group of intelligences although they can learn to expand their range.<sup>17</sup>

The importance of research on "intelligence" or, more properly, the intelligences, is highly significant for the process of learning. First, if intelligence is not a singular entity, but a multiple of widely different capacities and gifts, we must account for this fact in nurturing the potential of children and seeing them in the fullness of their potential. Second, the work synthesized by Daniel Goleman suggests that what we are calling the emotional intelligences are particularly significant in the experience of happiness and subjective and objective measures of life effectiveness, and that there are numerous processes for helping these intelligences develop and integrate. Third, the work of Elaine De Beauport and others working along similar lines, have focused on the evolutionary aspects of the brain that can function independently and in concert. This research suggests real opportunity for children and young people to learn to work directly with integrating the diversity in the functioning of their own brains.

The focus on individual differences has also been examined from the perspective of patterned behaviour and processing in the system of Human Dynamics, a 30-year investigation of how adults and children learn, communicate, problem-solve, develop, and interact with others.<sup>18</sup> The research, conducted in a variety of settings and cultures, focuses on understanding internal ways of processing through looking at individuals as self-organizing systems in which the physical, emotional, and mental aspects combine to form patterns of processing – in a sense, looking at the patterns of similarities and differences in how perceived reality is structured and processed within the individual. Longitudinal studies have shown that, while styles may shift under changed circumstances, there is a consistency in the learning processes as children grow into adulthood

**The question is how we can develop tools to understand these individual learning processes.** In view of the gaps identified in accounting for (or rather not) inner diversity in surveys and data sets, UEF is developing a set of questions that will help highlight differences in the ways people process, learn, and communicate. In studies of Swedish school children, certain themes emerged as most critical in how students are frequently misunderstood by teachers, by other students, and indeed by individual students about their own ways of

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<sup>17</sup> Elaine De Beauport, *The Three Faces of Mind*, Quest Books, 1996

<sup>18</sup> Sandra Seagal & David Horne, *Human Dynamics*, Pegasus Communications, 1997

learning (Bergstrom, 2004). Research demonstrates a link between perceived well-being and the need to have individual ways of learning acknowledged (O’Toole, 2008.). Observations suggest that these themes remain constant from primary school through secondary school and into adulthood, creating barriers to effective learning where diversity is not acknowledged.

The essential points identified by O’Toole include: timing, expression of personal engagement, need for manipulation of materials, orderly structure, beginning with sufficient context, function of talking, and how one marks progress. There are additional themes, but these are some of the basic ones and could provide a set of manageable indicators for foundations and governments alike. The box below illustrates the type of questions that could be used with adolescents to explore and better understand their learning processes.

1. I often feel rushed or that I need more time to complete my schoolwork in the way I would like.
2. When I have a new assignment, I prefer to have the opportunity to develop a clear and orderly plan before proceeding.
3. At school, I learn best when I can walk around or manipulate various materials while I am listening to the teacher and other students.
4. I prefer to focus on one task at a time, completing it before moving to the next.
5. When my teacher introduces a new topic, I like to understand how it fits with the other subjects we have been studying.
6. I learn best when I can talk to others, even when we are not talking about the topic we are studying.
7. I know I am learning when I can measure my progress against a timeline or checklist.
8. It is difficult for me to start on a project if I don’t have time to consider all the information on the subject.
9. Learning is easier and more interesting for me when I can see a practical use for what I am learning.
10. My teachers demonstrate in our classes that they know students learn in different ways.
11. I learn best in ways that are different from other students in my classes.
12. I feel that the ways in which I learn best are understood and addressed by my teachers.

**In terms of indicators, the suggestion is that if we are to begin to understand how learning impacts on children’s well-being from their point of view, then it is important to open up the black box about what they feel is happening for them during learning sequences (e.g. class time).** One of the key conclusions merging from the OECD work on The Nature of Learning (2010) is that an effective learning environment is one that “*makes learning central, encourages engagement, and in which learners come to understand themselves as learners.*” In the Consortium’s work, this is a key aspect of learning for well-being.

## **4.2 Key competence for a flourishing individual in a well-functioning society**

In understanding the data and “indicators” currently available through education and learning systems that could be harnessed to promoting learning for well-being, it is necessary to look at the whole shift towards learning outcomes, what learning is expected to do for individuals and societies and countries and the developments underway. In the section these issues are illustrated through key international and European reports, research, programmes and instruments as well as through some specific examples.

### **4.2.1 Defining and Selecting Competences and PISA:**

The title of this section, key competence for a flourishing individual in a well-functioning society, is adapted from the OECD Defining and Selecting Competences (DeSeCo) project conclusions. This project, carried out between 1997 and 2002, was launched with the aim of providing a sound conceptual framework to inform the identification of key competences and strengthen international surveys measuring the competence level of young people and adults.

As such it was also the theoretical preparation for PISA. The project's conceptual framework for key competencies classified them in three broad categories, in summary:

- Ability to use a wide range of tools for interacting effectively with the environment and to understand them well enough to adapt them for their own purposes;
- In an increasingly interdependent world, individuals need to be able to engage with others and to interact in heterogeneous groups; and
- Individuals need to be able to take responsibility for managing their own lives, situate their lives in the broader social context and act autonomously.

This project, through an intense and extensive international analysis of 18 national contexts and approaches as well as employer perspectives, established a framework for developing the competences considered to be key and therefore underpinning all learning that emphasise the individual's responsibility for their lives, autonomy, for their social interactions and towards their environment as well as capacities about understanding, using and adapting tools, engagement towards others, etc.. It provided the conceptual background for developing PISA.

PISA (Programme for International Student Assessment) is the most extensive international survey ever constructed and implemented on educational outcomes - the 4<sup>th</sup> cycle (2009) included 67 countries with samples of between 4500 and 10,000 students in each country. The purpose is to determine the extent to which young people aged 15 have acquired the wider knowledge and skills in reading, mathematics and science that they will need in adult life as well as certain cross-curricular competencies. This on-going programme, that started in 2000, has been designed to lead to the development of a body of information for monitoring trends in knowledge and skills of students at the end of compulsory education ([www.pisa.oecd.org](http://www.pisa.oecd.org)). The outcomes produce a basic profile of knowledge and skills among 15 year-olds, contextual indicators relating the results to student and school characteristics and a knowledge base for policy and research. In addition to the assessments there are questionnaires to schools, students and families to provide background contextual data, including on student motivation and learning.

For this stocktaking report, one interesting aspect lies in the domains assessed for each of the three areas, in this case for PISA 2009:

*Reading literacy:* An individual's capacity to: understand, use, reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

*Mathematical literacy:* An individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded judgements and to use and engage with mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

*Scientific literacy:* An individual's scientific knowledge and use of that knowledge to identify questions, to acquire new knowledge, to explain scientific phenomena, and to draw evidence-based conclusions about science-related issues, understanding of the characteristic features of science as a form of human knowledge and enquiry, awareness of how science and technology shape our material, intellectual, and cultural environments, and willingness to engage in science-related issues, and with the ideas of science, as a reflective citizen

All of the domains focus on young people's ability to use their knowledge and skills to meet real life challenges which is a significant aspect of the shift to measuring learning outcomes. The capacities included, such as understanding and reflection to achieve goals, making well-founded judgements, identifying questions, drawing evidence based conclusions, etc. are

transversal, will be necessary across many areas of learning and all the capacities in the framework are intended to prepare young people to act as reflective citizen.

Furthermore the contextual data supports analyses that go well beyond the basic profile of knowledge and skills. Notably, for the purposes of this work we are referring to a study carried out for OECD on the 2000 results, ***Learners for Life: student approaches to learning*** (Artelt, Baumert, Julius-McElvany and Peschar) that contains interesting conclusions linking outcomes to attitudes and a sense of self.

The authors conclude that the findings show *“a high degree of consistency within each country in the association between positive learning approaches and strong performance. Here, students’ attitudes – their self-confidence and level of motivation – play a particularly important role alongside effective learning behaviour: the adoption of strong learning strategies. Strong attitudes are shown to be important for performance both in making it more likely that students will adopt fruitful strategies and in their own right independently of whether these strategies are actually adopted”*.

They continue that ***“In all countries, students who tend to control their own learning processes and adapt them to the task at hand are characterised by a high level of confidence in their own abilities.”*** They emphasise that in order to become effective and self-regulated learners, students need assistance and feedback, including on the learning process itself, which is an important issue for this report.

In addition to PISA, there are a number of other international studies and surveys, for example by the International Association for the Assessment of Educational Achievement that examines reading literacy, mathematics and science, citizenship competences and computer and information literacy. For the purposes of this report, we chose to focus on PISA since the approach encompasses three key domains of competence for young people.

#### **4.2.2 The Four Pillars of Learning:**

One of the key priorities in the 2010-2020 strategy of the EU’s DG Education is ensuring that all children and young people in school will be able to develop a number of key competences that have been agreed by all the Member States<sup>19</sup>. The work developing a framework drew substantially on the DeSeCo project as well as on UNESCO’s work on the 4 pillars of learning.

A historical reference describing what key competences are, is provided by the World Declaration on Education for All: Meeting Basic Learning Needs (World Conference on Education 1990) which states that every child, youth and adult should benefit from educational opportunities to meet their basic learning needs that comprise both essential learning tools and the basic learning content *‘required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.’*

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<sup>19</sup> This section is largely based on: J. Gordon et al, *Key Competences in Europe: Opening Doors for Lifelong Learners*. Study undertaken for the European Commission, 2009 [http://ec.europa.eu/education/more-information/doc/keyreport\\_en.pdf](http://ec.europa.eu/education/more-information/doc/keyreport_en.pdf)

The 1996 UNESCO report, *Learning the Treasure Within* (UNESCO 1996), went significantly further: “A broad encompassing view of learning [that] should aim to enable each individual to discover, unearth and enrich his or her creative potential, to reveal the treasure within each of us. This means going beyond an instrumental view of education as a process one submits to in order to achieve specific aims (in terms of skills, capacities or economic potential), to one that emphasises the development of the complete person...”

Taking a very holistic and deep approach to learning, the report defines four pillars of learning: learning to know, learning to do, learning to live together and learning to be. It states that formal education systems tend to emphasise the acquisition of knowledge to the detriment of other types of learning, but that it is vital to conceive education in a more encompassing fashion. Some examples of what is included in each pillar are given below. **They also provide indications of some capacities that indicators of learning for well-being could seek to capture:**

***Learning to know:***

- This type of learning is less a matter of acquiring itemised, codified information than of mastering the instruments of knowledge themselves, and it can be regarded as both a means and an end in life. As a means it serves to enable each individual to understand at the very least enough about his or her environment to be able to live in dignity, to develop occupational skills and to communicate.
- As an end its basis is the pleasure of understanding, knowing and discovering.
- Learning to know presupposes learning to learn, calling upon the power of concentration, memory and thought.

***Learning to do:***

- Learning to know and learning to do are to a great extent indissociable, but learning to do is more closely linked to the question of vocational training: how can children be taught to put what they have learned into practice...?
- Instead of requiring a skill which they see as still too narrowly linked to the idea of practical know-how employers are seeking competence, a mix, specific to each individual of skill in the strict sense of the term, acquired through technical and vocational training, of social behaviour, of an aptitude for teamwork, and of initiative and a readiness to take risks.
- Among those qualities the ability to communicate with others, to manage and resolve conflicts is becoming increasingly important.
- How can people learn to cope effectively with uncertainty and to play a part in creating the future?

***Learning to live together:***

- This type of learning is probably one of the major issues in education today.
- It would seem that education must take two complementary paths; on one level, the gradual discovery of others and on another, the experience of shared purposes throughout life which seems to be an effective way of avoiding or resolving latent conflicts.
- School must first help them [children and young people] discover who they are. Only then will they genuinely be able to put themselves in other people's shoes and understand their reactions. Developing empathy at school bears fruit in terms of social behaviour throughout life.

- Encountering others through dialogue and debate is one of the tools needed by twenty-first century education.
- In addition, in everyday life, the involvement of teachers and pupils in joint undertakings could provide an initiation into a way of resolving conflicts and a benchmark for pupils to refer to in the future, while at the same time enhancing the teacher-pupil relationship.

***Learning to be:***

- At its first meeting the Commission firmly restated the fundamental principle that education must contribute to the all-round development of each individual – mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values.
- All human being must be enabled to develop independent, critical thinking and form his or her own judgement...
- Individual development, which begins at birth and continues throughout life, is a dialectical process, which starts with knowing oneself and then opens out to relationships with others in that sense, education is above all an inner journey whose stages correspond to those of the continuous maturing of the personality.

**4.2.3 The EU Framework of Key Competences for Lifelong Learning:**

Building on the work of OECD and UNESCO and also on developments in the Member States in research and policy, the European Union has developed a framework of key competences (2006) that has become a priority in the lifelong learning strategy. The framework is an instrument of the strategy for improving competences for the 21<sup>st</sup> century presented in the Communication of that name (2008). It situates curricular reform within a holistic approach to the education of children and young people. It states that schools should promote the health and well-being of pupils and staff and active citizenship, underlining the fact that every learner's needs differ and every classroom is a place of diversity (of gender, socioeconomic groups, ability or disability, mother tongues and learning processes). The eight key competences are:

1. Communication in the mother tongue
2. Communication in a foreign language
3. Mathematical competence and basic competence in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competence
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression.

Each of these competences is developed in more detail in the text of the framework, introducing a set of underpinning capacities or transversal competences such as critical thinking, creativity, initiative, problem solving, risk assessment, decision-taking, motivation, confidence, organising one's learning and the constructive management of feelings, etc. (*See Annex 7 for the full framework and that of teacher competences.*)

Almost all the EU Member States have adopted the development of key competences as a national education policy goal though the implementation is still a major challenge for several countries. As education is covered by the principle of subsidiarity in the EU, it means that these reforms reflect the specific characteristics, attitudes and histories of the different

countries. It includes different, overall approaches and different vocabulary to express what are often the same intentions (e.g. key or core skills or competences, transversal competences, objectives to strive for, core values/objectives, etc.).

As with the four pillars, this framework provides some interesting indications of what could be assessed, but we would like to point to three issues:

1. As with most similar frameworks, learning to learn is only partially addressed and it does not explicitly address the inner diversity of learners or the need for them to understand how they function and learn best.
2. The report by Gordon et al (2009) noted that there is a lack of alignment between the key competences for teachers and those that they are expected to help young people acquire.
3. Pupils were not involved at any stages in defining these capacities and competences.

A major challenge for everyone is how to assess outcomes based approaches. At EU level, pilot research and development is underway testing how to assess the acquisition of three of the cross-curricular key competences: learning to learn, civic competence and creativity. The pre-pilot for learning to learn was tested with 2,310 14 year olds in 49 schools across Europe. Though the final results are not yet available, initial results raised some interesting points, one being that **the most difficult and lengthy cognitive items were also testing affective aspects like the perseverance and resilience of the students**. These pilots should provide a set of data that contribute to understanding how learning addresses the whole child.

**The point where there is convergence in all the approaches presented here, is the definition of a competence that goes beyond the cognitive aspects and includes attitudes, emotions and capacities in addition to a set of skills.** In the EU framework competence is described as a combination of skills, knowledge, aptitudes and attitudes crucial for personal fulfilment, active citizenship and inclusion and the employability. **This is important in so far as there is recognition that learning engages the whole person**, which would have to be reflected in any set of indicators. This is developed more explicitly in approaches to social and emotional learning presented briefly in the next section.

#### 4.2.4 Social and Emotional Learning/Literacy:

In recent years there has been a growth of programmes in schools to develop more personalised approaches to learning and different groups of competences for example social and emotional literacy, competences for citizenship and democracy, health promoting programmes, rights promoting programmes, etc. Researchers, such as Michel Fielding, maintain that: *“education must be person-centred, democratic and aim at the flourishing of each individual as a human being”*<sup>20</sup>. Other approaches emphasise process, for example the work of the iNet project, which focuses on system redesign as a path to educational transformation, defining the challenge as *‘getting schools from mass production to mass customisation’*<sup>21</sup> with the aim that more of the educational needs of more of the students are

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<sup>20</sup> Quoted in: Gill S., *Towards a Common Vision for Education. Developing the Concept of Human-Centred Education*, Report of the GHFP Conference on Human Centred Education, Guerrand-Hermès Foundation for Peace, 2005. [www.human-edu.net](http://www.human-edu.net)

<sup>21</sup> Hargreaves D., *System Redesign: a path to educational transformation*. Presentation to the Redes de Innovacion, Madrid, Feb. 2008; and *Personalising learning – 2; Student voice and assessment for learning*, iNet, 2004.

met more fully than ever before. This includes moving from teaching to learning and to the “deep learning” that will equip students for the 21st century world of work. This approach identifies and develops “nine gateways” clustered into four areas through which a school may successfully explore personalising learning (deep learning (assessment for learning, student voice, learning to learn); deep support (mentoring & coaching; advice & guidance); deep experience (new technologies, curriculum); deep leadership (design and organisation; workforce reform). According to their definition, one of the outcomes for a learner experiencing “deep learning” through personalisation of their learning will be linked to the general well-being: “*An articulate, autonomous but collaborative learner, with high meta-cognitive control and the generic skills of learning, gained through engaging educational experiences with enriched opportunities and challenges, and supported by various people, materials and ICT linked to general well-being but crucially focused on learning, in schools whose culture and structures sustain the continuous co-construction of education through shared leadership*”.<sup>22</sup>

It is interesting to note that all of these approaches, whether focused on content on process, highlight some of the same capacities for children and young people to develop. They all emphasise albeit in different ways:

- Addressing the ‘whole’ child;
- The need for learning to be person-centred or human-centred;
- Capacities that will support the child’s flourishing;
- The transformative capacity of learning.

They are illustrated here by looking in more detail at social and emotional literacy, sometimes referred to as social and emotional education or learning, other times as a form of literacy (or sometimes termed skills). Whatever the title used, the intention is to stimulate well-rounded growth in young people and to enhance their academic achievement. It serves as a preventative strategy as well as also contributing to the improvement of their physical and mental health (Clouder 2008, p12). Furthermore proponents of this type of approach, such as the authors contributing to the publication *Social and Emotional Education; an international analysis*, edited by the Fundación Marcelino Botin, emphasise the importance of training adults (teachers, parents, professional, etc.) as a prerequisite in working towards developing the well-being of children and young people. There is an interesting assumption in this report that certain capabilities or competences are human rights to which all children should have access as it is vital for the sake of the health of future societies. They are:

- The ability to relate well to others
- To cooperate
- To manage and resolve conflict
- To act autonomously
- The ability to act within the larger context
- To form and conduct life plans and personal projects
- To defend and assert one’s rights, interests, limits and needs
- To use language, symbols and texts
- The ability to use knowledge and information interactively and the ability to use technology interactivity.

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<sup>22</sup> Sims E., *Deep learning – A new shape for schooling?* iNet and Specialist School Trust, October 2006

The Introduction emphasises that “*a child needs to understand her own feelings in order to recognize those in others*” (p40) which echoes both the “learning to be” and the “learning to live together” pillars of the UNESCO report.

Depending on the context, approaches to emotional and social learning may involve introducing specific modules into the curriculum or ensuring that children and young people have the opportunities to develop the competences identified across the whole curriculum and through all the different types of classroom and extra-curricular activities proposed in a school.

Very substantial work in this field has been carried out in the USA by CASEL, the Collaborative for Academic, Social and Emotional Learning, which addresses five essential areas of social and emotional development:

- Self-awareness (recognising one’s capacities, strengths, emotions and values)
- Self-management (managing emotions, and behaviours, persevering in overcoming obstacles)
- Social awareness (showing understanding and empathy for others)
- Relationship skills (forming positive relationships, teamwork, conflict resolutions)
- Responsible decision-making (making ethical, constructive choices about personal and social behaviour).

Defining the future of SEL will require a new level of attention to ways in which the social and emotional development of both children and adults supports teaching, learning, and community development. Based on current research and practice, however, there is little doubt that SEL is a missing piece in most educational reform efforts—even though we have abundant evidence that emotion drives attention and learning, social relationships create a sense of belonging and attachment necessary for effective education, and social and emotional factors are at the core of a child’s ability to manage stress and feel confident enough to learn and motivated to achieve. The time is right to advance a strategy for educational transformation that enhances young people’s social and emotional competencies as a regular part of the school experience and creates an approach to education that puts the social and emotional development of the child at the heart of the classroom, the school, and the district.

The CASEL research suggests that benefits of paying attention to social and emotional learning include the following:

Better academic performance: Students who participated in SEL programs increased achievement scores an average of 11 percentile points versus students who did not participate.

Improved school attitudes and behaviours: SEL instils greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, better classroom behaviour, and improved attendance and graduation rates.

Fewer negative behaviours: Among students receiving SEL instruction, disruptive class behaviour, noncompliance, aggression, delinquent acts, and disciplinary referrals decrease significantly.

Reduced emotional distress: Reports of student depression, anxiety, stress, or social withdrawal significantly decrease among students receiving SEL instruction.

A final point on competences is provided by an illustration of the effects of taking account of the whole child. The Steiner-Waldorf schools in Austria, part of the movement known for their attention to a holistic education, requested that all their 15 year-old pupils participate in the PISA evaluations and requested a special evaluation of their results, also adding an

additional questionnaire on emotional and social competences. While the students showed on average similar levels to all Austrian students for reading and maths, there were fewer pupils in the lowest groups than in other schools. On the other hand in science, their results were clearly above average and in particular in terms of understanding questions raised by science and solving problems.

### ***Observations for the Consortium***

- Developing a set of questions from which indicators can emerge that identify misunderstandings that occur frequently in learning settings and are directly related to differences in the ways people process, learn, and communicate will be significant in understanding learning for well-being.
- The competences identified in all the major work of the last two decades align with other examples of what is needed for positive growth (e.g. Child Trends). In the UNESCO, OECD and the different European/EU conceptual frameworks<sup>23</sup> there are many of the same competences that are proposed as both indications of positive growth and necessary for young people growing up in the 21<sup>st</sup> century.
- The DeSeCo framework for developing the competences considered to be key and therefore underpinning all learning, emphasise the individual's responsibility for their lives, autonomy, for their social interactions and towards their environment as well as capacities about understanding, using and adapting tools, engagement towards others, etc..
- A PISA based study found that in all countries, students who tend to control their own learning processes and adapt them to the task at hand are characterised by a high level of confidence in their own abilities.
- Many different approaches focusing on the content or process include common aspects, such as addressing the 'whole' child; the need for learning to be person-centred or human-centred; capacities that will support the child's flourishing; the transformative capacity of learning.
- However, in these different frameworks some gaps are noted, for example:
  - The need for students to understand about how one learns best, that is one's individual learning patterns and preferences, is not well developed. (See first bullet point)
  - There is little reference to the need to develop a sense of self and of understanding of self. The main references are the interpersonal skills/competences with a strong emphasis on interactions with others, social aspects, etc. This is well-covered in the psychological literature but not well adapted into learning frameworks.

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<sup>23</sup> We have only examined one of the currently used frameworks but there are several different ones for different aspects and levels of learning.

- Few of the definitions and usages refer to values, to the values with which children and young people will relate to each other and to the world around them.
  - The relationship to the environment in both senses: the wider world around and issues of the survival of the planet are dealt with in a limited manner.
- It is interesting to note that for the proponents of social and emotional learning, access to a set of capabilities or competences seen to support all-rounded human development are seen as a **human right**, and certainly not an optional addition to the school curriculum.

### 4.3 Neuroscience and learning

We are in the early stages of opening up the black box and understanding more about learning from a neuro-scientific perspective. The learning sciences are in an early stage of their development. One of the nicer outcomes of recent research has to demonstrate the validity, on the basis of evidence drawn from brain research, of observations some teachers have always held to be true, for example children who are unhappy or hungry cannot learn as well or as effectively, fear does not stimulate learning, etc. Thus the cumulated wisdom of educators is in some cases being verified<sup>24</sup>.

In 2007 OECD published their second book about brain research and learning, *Understanding the Brain: The Birth of a Learning Science*<sup>25</sup>. It is a synthesis of the results of seven years of trans-disciplinary research, studies and seminars led by the Centre for Educational Research and Information (CERI) of the OECD in cooperation with teams of scientists, experts, research centres and ministries from a number of countries across the world. The project which started in 1999 set out to encourage collaboration between the learning sciences and brain research and also between researchers and policy makers. The result is a fascinating set of observations, questions and pointers which begin to open up some new areas of reflection for education policy design and practice, and to supply evidence to support some very familiar notions about learning, while neatly refuting others. It suggests ways in which neuroscience can contribute to our thinking about education (formal and informal). In contributing to building a real “learning science”, educational neuroscience is both generating new knowledge and therefore opening up very new avenues for research while it is also building on what we felt we knew already but needed to understand better (moving from correlation to causation) through providing the evidence.

In recent years, brain imaging technologies have made it increasingly possible to observe the working brain. The resulting research provides helpful insights into perceptual, cognitive and emotional functions which contribute to our understanding of the processes of learning and could help in structuring nurturing learning environments for people of all ages. The plasticity of the brain and “sensitive” (rather than “critical”) periods for learning are two key messages of the research. Plasticity is a core feature of the brain throughout life as some neuronal connections will be created or strengthened, while others are weakened or eliminated as part of adapting to environmental demands and giving the brain flexibility to respond to environmental demands and changes significantly over the lifespan. The degree of modification will depend both on the type of learning taking place and the period in life. Research also shows that, though there are no “critical” periods for specific types of learning,

<sup>24</sup> This short section is borrowed from T. Leney et al, *The Shift to Learning Outcomes*, Cedefop, 2008.

<sup>25</sup> [http://www.oecd.org/document/60/0,3343,en\\_2649\\_33723\\_38811388\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/60/0,3343,en_2649_33723_38811388_1_1_1_1,00.html)

there are “sensitive” periods. Thus scientists have documented sensitive periods for certain types of sensory stimuli such as vision and speech sounds or for emotional and cognitive experiences (e.g. language exposure) but other mental skills such as vocabulary acquisition which do not appear to pass through sensitive periods. Another key message is therefore that learning really is a lifelong activity and the more it continues the more effective. It also implies age appropriate learning.

Their findings suggest that nurturing is crucial to the learning process and are beginning to provide indications of appropriate learning environments. Not only does this mean the quality of the overall environment but also the importance of focusing on minds and bodies together. Holistic approaches recognising the close interdependence of physical and intellectual well-being and the close interplay of the emotional and the cognitive enforce the possibilities of taking advantage of the brain’s plasticity facilitating the learning process<sup>26</sup>.

It has long been thought intuitively that emotions have an effect on learning. Brain research is demonstrating that they have a real effect, including on the neural tissue. The power of positive emotions and the pleasure of learning can be seen in so far as brain imaging shows that the brain reacts well to the illumination that comes with grasping new concepts! Similarly managing one’s emotions has often been felt to be a key skill for functioning in society. Research shows (something that many teachers observed) that emotions can direct or disrupt the psychological processes such as ability to focus, solve problems, etc and so are one of the key skills to being an effective learner<sup>27</sup>.

In their article, *We Feel Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education*, Mary Helen Immordino-Yang and Antonio Damasio explore how the connections between emotion, social functioning and decision-making have the potential to revolutionize our understanding of the role of affect in education. The authors emphasise that recent findings underscore “*the critical role of emotion in bringing previously acquired knowledge to inform real-world decision-making in social contexts, they suggest the intriguing possibility that emotional processes are required for the skills and knowledge acquired in school to transfer to novel situations and real life*”. They conclude by saying that when “*we educators fail to appreciate the importance of students’ emotions, we fail to appreciate a critical force in students’ learning.*”<sup>28</sup>.

### ***Observations for the Consortium***

- A first question is the extent to which, if at all, the processes implemented for identifying desired outcomes for education can be supported and enhanced by the findings of educational neuroscience. How can we use the new knowledge in building robust indicators from the inner perspective of the child?
- If the message about “sensitive” periods rather than “critical” periods reinforces the importance of building systems and approaches for lifelong learning, of not

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<sup>26</sup> OECD, op. cit.

<sup>27</sup> See also Daniel Goleman, *Emotional Intelligence. Why it can matter more than IQ*, Bloomsbury, 1996. and *Social Intelligence, the revolutionary new science of human relationships*, Bantam Book, 2007.

<sup>28</sup> Immordino-Yang, M.H., Damasio, A (2007) *We Feel Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education*, *Mind Brain and Education*, 1 (1), 3-10

“overcrowding” the curriculum for young people. It suggests too that learning outcomes for adolescents could focus on the areas of learning that will make young people confident and motivated learners throughout life.

- Research is demonstrating the critical role of affect in bringing acquired knowledge and skills into real life situations and decision-making.

Going beyond the specifics of this research, the combination of what neuroscience is telling us, with the observable outcomes in learning settings that are putting a priority on more holistic approaches and child-centred learning, in including both social and emotional learning and more spiritual practices, suggests a correlation between these approaches, improving the capacity to focus and be in a state of “mindfulness” and expanding and improving learning outcomes. This in turn will have positive effects on well-being.

#### **4.4 Considerations of Non-Western Systems of Learning and Education**

The final section turns to an example of indigenous education. The following table contains an extract from Gregory Cajete, *Look to the Mountain* that lists the foundational characteristics of indigenous education, in whatever region of the world.

##### **Foundational Characteristics of Indigenous Education**

There are a number of elements that characterize Indigenous educational processes. These elements characterize Indigenous education wherever and however it has been expressed. They are like the living stones, the “Inyan” as the Lakota term it, which animate and support the expressions of Indigenous education. A few of these characteristics are included here to provide landmarks for the reader.

- A sacred view of Nature permeates its foundational process of teaching and learning
- Integration and interconnectedness are universal traits of its contexts and processes
- Its elements, activities, and knowledge bases of teaching and learning radiate in concentric rings of process and relationship
- Its processes adhere to the principle of mutual reciprocity between humans and all other things
- It recognizes and incorporates the principle of cycles within cycles (there are deeper levels of meaning to be found in very learning/teaching process)
- It presents something for everyone to learn, at every stage of life
- It recognizes the levels of maturity and readiness to learn in the developmental processes of both males and females. This recognition is incorporated into the designs and situations in which Indigenous teaching takes place
- It recognizes language as a sacred expression of breath and incorporates this orientation in all its foundations
- It recognizes that each person and each culture contains the seeds that are essential to their well-being and positive development
- Art is a vehicle of utility and expression. It is recognized as an expression of the soul and a way of connecting people to their inner sources of life
- The ritual complex is both structure and process for teaching key spiritual cultural principles and values
- It recognizes that the true sources of knowledge are found within the individual and the entities of Nature
- It recognizes that true learning occurs through participation and honouring relationships in both the human and natural communities
- It honours the ebb and flow of learning as it moves through individuals, community, Nature and the cosmos
- It recognizes that learning requires letting go, growing and reintegrating at successively higher levels of understanding
- Its purpose is to teach a way of life that sustains both the individual and the community
- It unfolds within an authentic context of community and Nature
- It uses *story* as a way to root a perspective that unfolds through the special use of language. *Story*, expressed through experience, myth, parables, and various forms of metaphor is an essential vehicle of Indigenous learning
- It recognizes the power of thought and language to create the worlds we live in
- It creates maps of the world that assists us through our life’s journey
- It resonates and builds learning through the Tribal structures of the home and community

- Indigenous thinking adheres to the most subtle, yet deeply rooted, universals and principles of human learning
- It integrates human individuality with communal needs
- It is founded upon successive stages of learning, i.e. how to see, feel, listen, and act
- It honours each person's way of being, doing, and understanding
- It recognizes that we learn by watching and doing, reflecting on what we are doing, then doing again
- It is always grounded in the natural basics of life
- Indigenous thinking recognizes that learning is complete only if it starts from the beginning and follows through. One skill builds on another, but the basics must always be honoured. Learning is step by step.
- It recognizes that learning and teaching require overcoming doubt
- It honours the fact that learning requires seeing what is real about a situation, a thing, or an entity
- It recognizes that learning is about seeing the whole through the parts
- It honours the fact that true learning builds your self-confidence by coming to understand who you really are and living to your full potential
- Indigenous thinking honours the reality that there are always two sides to the two sides. There are realities and realities. Learning how they interact is real understanding
- It recognizes that thinking and learning who one is can be accomplished by learning who one is not!
- We learn through our bodies and spirits as much as through our minds
- From the Indigenous perspective, the purpose of training in learning and thinking is to bring forth your personal power; training develops your personal power through focused attention, repetition and context
- Indigenous people recognize that personal power, learning and thinking are expressed through doing. Therefore, learning the doing is an essential process
- It recognizes that culture and its reality are invested anew with each generation
- Indigenous teaching mirrors thinking back to the learner
- Indigenous teaching emphasizes seeing things comprehensively: seeing things through and through
- The *orientation* of Indigenous learning flows from expectations, through exchange and context, to application of experience and vision

### ***Observations for the Consortium***

The interesting aspect for our study is that some of the characteristics of indigenous education will be found in some mainstream studies on children's well-being, though expressed differently, while others refer to the aspects less developed. We have chosen to highlight through a few examples some of the less developed aspects in relationship to the working definition of well-being of the Consortium is: **realizing our unique and full potential through the development of our mental, emotional, physical and spiritual aspects in relation to self, others and the environment.** Indigenous education recognises:

The importance of unique potential and inner diversity, for example:

- It honours the fact that true learning builds your self-confidence by coming to understand who you really are and living to your full potential.
- It honours each person's way of being, doing, and understanding.
- It recognizes that each person and each culture contains the seeds that are essential to their well-being and positive development.

Learning has to address the whole child for example:

- It is founded upon successive stages of learning, i.e. how to see, feel, listen, and act
- - It recognizes that we learn by watching and doing, reflecting on what we are doing, then doing again

The relationship between self, others and the environment, for example:

- A sacred view of Nature permeates its foundational process of teaching and learning.
- Integration and interconnectedness are universal traits of its contexts and processes.

- It recognizes that true learning occurs through participation and honouring relationships in both the human and natural communities.
- It integrates human individuality with communal needs.
- It honours the fact that true learning builds your self-confidence by coming to understand who you really are and living to your full potential.

The importance of the individual's perception of their world, for example:

- It recognizes that learning requires letting go, growing and reintegrating at successively higher levels of understanding
- It recognizes the power of thought and language to create the worlds we live in

## 5 The spiritual dimension

For this section we are interested in understanding better how we can include indicators that will “measure” the spiritual dimension of children’s and young people’s lives. To do so requires that we be clear on what we mean by the spiritual dimension as well as exploring several fundamental points related to why and how we want to consider this dimension in developing indicators of well-being.

Essentially, we are defining spirituality as our intensely real experience of belonging and connectedness, wonder and awe, meaning and purpose, and wholeness – it is the subjective feeling of the search for the essential and the universal in our lives. For UEF, for example, the *spiritual aspect* refers to the sense of connection to all things, including the natural and human-made environments. It is a dimension of human life that has been described as “*the conscious recognition of a connection that goes beyond our own minds and emotions.*” (Lantieri, 2001.) Development of the spiritual aspect includes promoting a deeper understanding of the interconnectedness and sacredness of all things, a sense of awe and wonder in nature and the universe, and opportunities to experience the joy of service and expressions of mindfulness and loving toward all beings.

Although religion and spirituality are sometimes used interchangeably, many organizations, such as the WHO, UNESCO, UNICEF, distinguish between them. However, this is often difficult to do, particularly with regard to measuring practices and/or beliefs, and the benefits accruing from these. For example, in a recent literature survey, Lippman & Keith point to their intent to focus on measures of spirituality, but note that there are so few available that they also address the related (but certainly not identical) measures of the importance of religion. For their purposes, they define the difference between spirituality and religion as follows:

*“Spirituality is generally considered to be beliefs, experiences, or practices, such as prayer or meditation, that foster a connection to a higher power that transcends daily physical existence, and which may be unrelated to the practices of any religion per se. Religiosity is generally considered to involve following the specific practices, attending services of, or identifying with the beliefs of a specific religion or religious community”.* (Lippman & Keith, 2008).

Increasingly, spirituality (or the spiritual dimension) is being included as an important aspect of research, studies and reports about children and adolescents in the contexts of learning, education and schooling. This intention here is not to explore fully the distinctions between spirituality and religion (or spirit and soul, which are two related terms that are also often used interchangeably) but it is important to be clear on *what* is being measured, *how* these measurements are being approached, and certainly *why* we are interested in the spiritual dimension in the lives of young people and their learning environments. Three common themes in this arena are:

- The efficacy of practices related to spirituality (how do certain practices impact you?);
- The extent and importance of spiritual beliefs (for example, how important to your life is your faith in a higher power?), and
- The awareness and reported experience of connection with the spiritual dimension (as an example: have you experienced, and sustained the experience of, an altered worldview?)
- How spirituality, whether beliefs, experiences or practices, flows into the life of the child and her/his relationships, purpose, personal growth, etc.

These themes are clearly interrelated but move the inquiry into distinctly different directions.

In the Introduction to *Measuring the Immeasurable* (2008), which explores the connections between Western science and different spiritual traditions and practices, the editor Tami Simon, explains that the intention of the book is to “*to deepen our understanding of what matters most – our moment-to-moment connection with each other and the wholeness of life*” through a dialogue with science. She states very simply that: “*As a society, we value what we can count. We need scientific evidence of the results of spiritual practice so that experts in such fields as education, healthcare and medicine, psychology and psychiatry, can seriously consider the inclusion and integration of spiritual approaches in their work. If we are able to measure, for example, how slow, calm, breathing lowers cortisol levels in the blood and, therefore, reduces stress and anxiety, then slow, calm, breathing can become a medical prescription – not simply a practice marginalised to the world of yogis and meditators*”.

Though this collection of essays does not propose specific scales or measurements of spirituality, it does suggest areas or capacities that could be monitored and actively developed in children to support their learning. A number of the authors offer interesting insights for our work.

Dan Siegal focuses on the importance of cultivating “mindfulness” to become more aware of the faculties of the mind and of how we think, feel and attend to stimuli. He suggests how measuring mindfulness can be a way of monitoring improved functioning (and therefore also relations both with one’s self and with others). He makes reference to the study by Baer et al (2006) of existing questionnaires on mindfulness that found five clusters of factors:

1. Non-reactivity to inner experience
2. Observing, noticing, attending to sensations, perceptions, thoughts and feelings whether pleasant or painful
3. Acting with awareness, i.e. not on automatic pilot
4. Describing beliefs, opinions, etc. in words
5. Non-judgemental of experience.

The second important aspect for our work is what he calls the “intrapersonal attunement” by which he means the importance of cultivating knowledge about one’s self as well as in a way that is based on curiosity, openness, acceptance and love: “*A healthy life entails a coherent mind, integrated brain, and attuned relationships.*”

The notion of “attunement” is taken up in a different way by Mandala Schlitiz, Vieten and Amorok of the Institute of Noetic Sciences<sup>29</sup>: In trying to reach a better understanding of transformative experiences, they developed a methodology to collect data from a very broad range of individuals and professionals in order to explore how one’s consciousness, defined as the context in which all of one’s perceptions, experiences, thoughts and feelings converge, can be transformed (how the process begins, the qualities each individual brings to the experience, the practices that are helpful to support the process and the most relevant qualities that one cultivates through transforming one’s worldview). They were trying to understand similarities and differences between people as well as the points of intersection. They were interested to understand how through this type of process some elements of one’s self may be

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<sup>29</sup> “Noetic” is used in the sense of the knowledge that comes to us directly through subjective experiences.

shed, while hitherto buried elements may be retrieved and integrated. They see this process as an alignment. They highlight five important aspects that they have observed and analysed in the data collected. Firstly, exceptional, transforming processes can help people cultivate insight into their situation. Secondly, as they say, it returns “ego” to its appropriate role and makes space for other aspects of one’s being such as creativity, intuition, physicality, etc. Thirdly it contributes to a re-alignment, fourthly moves the person out of the past and into the present and fifthly allows people to release control and embrace the unknown.

In a sense this is not so different from Peter Russell’s focuses on exploring “deep mind” and the need to move away from material goods as the basis of contentment to an understanding that inner peace will come from moving away from a conditioned sense of self that is “*at the mercy of external circumstances*”. He emphasises that: “we need to develop a love and compassion that reaches beyond our immediate circle of family and friends, a care that embraces strangers and people of different races and backgrounds – and also the many other species with which we share this planet. We need to know in our hearts that their well-being is our well-being”.

The above studies focus on the impact or efficacy of deliberate and conscious practices such as meditation or mindfulness training, generally undertaken by adults although there are more and more examples of such tools being introduced to children and into classrooms with remarkable results (see, for example, Rachael Kessler in Lantieri, 2007 and Miller et al., 2005.) There is also evidence to support the impact of life experiences, trauma, or simple happenstance in creating experiences labelled as “spiritual” or “transcendent.”

The research of Candace Pert has importance for our work through its implications for learning and growing. She has developed a theory of emotions, built on the notion of a vast network of communication coordinating the brain and body that she calls the “bodymind”. Two important notions developed are that people acquire knowledge with their entire “bodymind” and that learning is an emotional event impacted by how one feels. She discusses how the experience of reality is filtered through memories, which give a specific interpretation and meaning to each person’s experience in so far that everything that is learned is filtered through past experience: “*what you experience as reality is your story of what happened*”. She links this to trauma, but also to the ordinary scars of growing up that continue to affect our lives. Her research and that of others suggests that recall is stored throughout the body in a psychosomatic network extending through all the systems of the organism and that much of memory is emotion-driven with two possible effects. Emotions can bring a recollection to the surface or bury a memory below awareness where it can affect perceptions, behaviours, health, etc. This is also inherent in Peter Levine’s theories on trauma that focus on the interrelated nature of trauma and spiritual states. He demonstrates that similar brain functioning underlies both reported experiences of “transcendence” and reports of extreme stress.

Without trauma and effort, there are also the ubiquitous and “extraordinary” experiences in which an individual suddenly experiences a sense of being larger than self, of being intimately connected to the divine, and filled with deep purpose and meaning. Guy Claxton writes that surveys indicate that up to 80% of a given population have had such spontaneous moments of “spiritual revelation” and that they are particularly common among young people, although there seems to be a reluctance of people of all ages to share them (Claxton, 2002.) *The Common Experience* (1992) is a collection of such experiences. There are several elements

in the various incidents that seem to occur with great frequency. Claxton offers the following synthesis of these common elements:

1. A strong sense of aliveness – heightened sense of energy and vitality;
2. Belonging – a sense of being at home, at ease in the world;
3. An affinity with mystery – not yet touching on the unknowable or uncertain but feeling comfortable despite that; and
4. An enhanced peace of mind. He describes these experiences as “small gifts, little tastes of spirituality.”

It is exactly these kinds of spontaneous experiences that formed the basis for creating a specific scale to measure self-transcendence. The scale was developed by Robert Cloninger<sup>30</sup>, a psychiatrist and geneticist noted for his pioneering research on the biological, psychological, social, and spiritual foundation of both mental health and mental illness. He has developed two widely used tools for measuring personality: the Tridimensional Personality Questionnaire (TPQ) and the Temperament and Character Inventory (TCI). The one we are interested in here is the TCI as this scale has been used as a measure of spirituality<sup>31</sup>. Cloninger proposed that the psyche is the aspect of a human being that motivates the search for self-transcendence and underlies the human capacities for self-awareness, creativity, and freedom of will. He has emphasized that self-transcendence is an essential component in the processes of integration and maturation of personality. His approach combines principles of cognitive-behavioural therapy, person-centred therapy, and positive psychology with personality assessment and meditative practices that enhance mindfulness and self-awareness of the cognitive schemas that organize and direct our attention and motivation in different situations.

He developed the ‘Temperament and Character Inventory’ questionnaire to establish differences between people with respect to seven dimensions of temperament and character. The tool, suitable for measuring both normal and abnormal behaviour patterns, distinguishes four *temperament* scales that describe aspects of the personality that he considers are probably hereditarily influenced, are automatic, unconsciously influence the learning processes and can already be observed early in childhood years. The three *character* scales refer to dimensions that he considers become fully developed at adult age, influence personal and social effectiveness, as well as the acquisition of conscious self-perception. The character scales, and their subscales, are listed below. The self-transcendence scale is the one that correlates most strongly to what Cloninger describes as the spiritual dimension or “listening to one’s psyche”; however, all three of the character scales are engaged in measuring the movements present in self-aware consciousness, as defined by Cloninger in *Feeling Good: the Science of Well-Being* (2004.) Cloninger’s research suggests a direct relationship between the experiences associated with listening more fully to one’s psyche (i.e., personal spirit) and the reported level of one’s well-being.

Self-directedness (SD)	Responsibility (SD1) Purposeful (SD2) Resourcefulness (SD3) Self-acceptance (SD4) Enlightened second nature (SD5)
Cooperativeness (C)	Social acceptance (C1) Empathy (C2)

<sup>30</sup> The information for this section was taken from: <http://en.datec.nl/tci/>

<sup>31</sup> See, for example, discussion in Dean Hamer, *The God Gene*, Anchor Books, 2004.

	Helpfulness (C3) Compassion (C4) Pure-hearted conscience (C5)
Self-transcendence (ST)	Self-forgetful (ST1) Transpersonal identification (ST2) Spiritual awareness – nonlocal intuitiveness (ST3) Moral idealism (ST4) Faith (ST5)

Increasing consideration is being given to the nature of soul, spirit or the inner life of children, and the need to nurture the spiritual life of young people within their learning environments. In some instances, phrases such as “the inner life” of children points more to the work of emotional capacities and matters of the heart. There is clearly an overlap in popular conceptions between heart, soul, spirit, but educators such as Howard Gardner (*Intelligence Reframed*, 1999) have advocated adding “spiritual intelligence”, along with several others, as distinctly different from the intrapersonal intelligence of knowing and managing one’s own feelings. Danah Zohar and Ian Marshall (*Spiritual Intelligence*, 2000) have collected recent research demonstrating evidence of a neural network in the brain which they have dubbed “spiritual intelligence” and assert that is this intelligence that allows us to address and to place our lives in a broad context of meaning. (Lantieri 2001) offers a synthesis, from Zohar and Marshall, of the competencies and qualities of a spiritually intelligent person:

- A high degree of self-awareness
- Capacity to be inspired by vision and values
- Ability to face and use suffering and transcend pain
- Holistic worldview (i.e., ability to see the interconnections & bigger picture)
- Appreciation of diversity
- Spontaneity
- Tendency to ask “why” questions and seek “fundamental” answers
- Compassion

Some, or all, of these capacities appear in various approaches in school settings that are encouraging more spiritual awareness and related practices/actions. These involve deep connections to the above qualities through classroom experiences with indigenous wisdom and traditions; arts, creativity, and imagination; nature and connection to the earth; questioning what it means to be human; and many others (specific examples with adolescents and younger children related in Lantieri, 2001, and John Miller, 2000.) Miller, a Canadian professor at the teacher training institute, OISE, University of Toronto, offers a focused and practical perspective on additions and modifications to curriculum, teacher preparation and support, and the overall systems of the school in order to place a more balanced emphasis on the spiritual dimension.

Rachael Kessler, working primarily as a classroom teacher with adolescents, offers a map of what she calls “adolescent spiritual development.” She has delineated seven interrelated needs that are present for adolescents and need to be addressed in order to nourish and develop the spiritual dimension and provide an antidote to the self-destructive and violent behaviour often permeating the experiences of this age group. Her list includes: search for meaning and purpose; longing for silence and solitude; urge for transcendence; hunger for joy and delight; creative drive; call for initiation; deep connection (in Miller et al. 2005.)

Kessler and others point to the extent to which these longings for exploring and answering questions related to the spiritual dimension surface during adolescence. However, studies have also demonstrated that quite young children (preschool and early elementary ages) also are aware and express what some consider as a fundamental and biologically based connection to the spiritual dimension (see Tobin Hart, 2003; David Hay and Rebecca Nye, 1998 for research conducted with younger children.) Hay and Nye explicitly link the following areas of childhood to the spiritual dimension:

- Awareness of the here and now
- Awareness of the mystery of aspects of being human
- Awareness of value

It is interesting to consider how similar these points have been throughout this brief review. It is particularly worth noting that Cloninger's scale, which can seem both abstract and oriented to adults, is echoed in the descriptions of classroom experiences with adolescents and in research with young children.

#### ***Observations for the Consortium:***

- Development of the spiritual aspect includes promoting a deeper understanding of the interconnectedness and sacredness of all things, a sense of awe and wonder in nature and the universe, and opportunities to experience the joy of service and expressions of mindfulness and loving toward all beings.
- Many of the contributions emphasise knowledge and understanding about self in a compassionate relation, as well as the relationship to others and the broader environment.
- In different ways, all the contributions reviewed speak of alignment and attunement both to one's self and in relationships with others. But also of the interaction between the inner and external world mediated through one's consciousness (the sum of experiences, feelings, thoughts, etc) as part of the "bodymind".
- Research is demonstrating an intricate relationship between memory, recall, emotions and learning and also of the role of the body in learning (and in dealing with trauma).
- The potential of learning being a truly transformative experience through which the child becomes increasingly conscious of him/herself and therefore more aligned.
- Factors of mindfulness (such as: observing, noticing, attending to sensations, perceptions, thoughts and feelings whether pleasant or painful, acting with awareness) contribute useful ideas for indicators of learning for well-being.
- Some research indicates a direct relationship between the experiences associated with listening more fully to one's psyche (i.e., personal spirit) and the reported level of one's well-being.
- Some or all, of the following capacities appear in various approaches in school settings that are encouraging more spiritual awareness and related practices/actions: a high

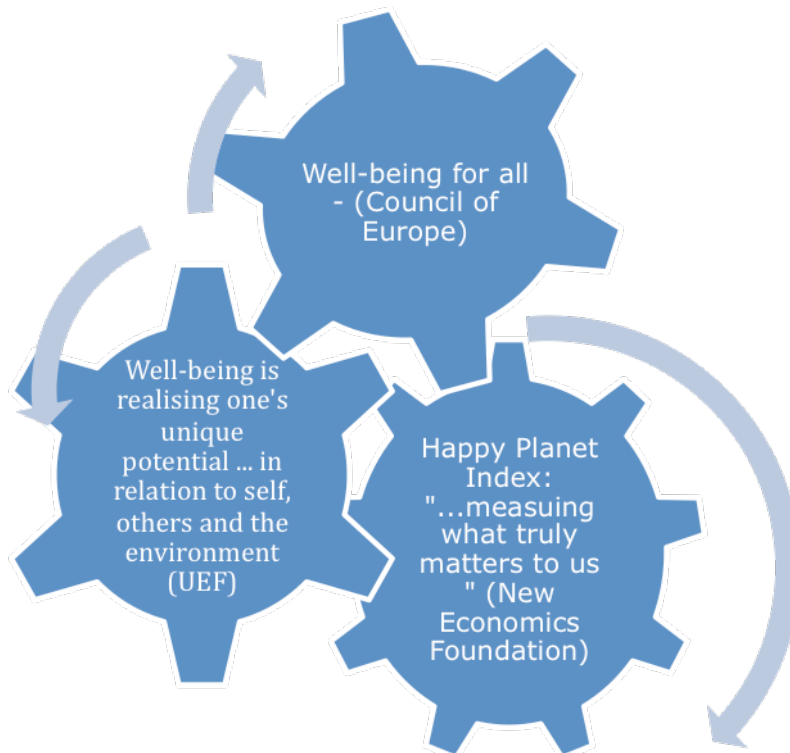
degree of self-awareness, capacity to be inspired by vision and values, ability to face and use suffering and transcend pain, holistic worldview (i.e., ability to see the interconnections & bigger picture), appreciation of diversity, spontaneity, tendency to ask “why” questions and seek “fundamental” answers, compassion.

## 6 Social and environmental context

This final section looks briefly at implications for the work on learning for well-being indicators arising from the work carried out by:

- Council of Europe on Well-being for All. Concepts and tools for social cohesion
- UK Foresight programme - social well-being module.
- New Economics Foundation: National Well-being Accounts

The broader context is the second part of the Consortium's working definition of well-being: "realising one's unique potential through physical, emotional, mental, social and spiritual development, **in relation to self, others and the environment**". The hypothesis is that well-being depends on the internal state of body, mind, emotions and spirit that are influenced by external circumstances and life events. The diagram gives a visual presentation of the relationship among the unique potential of every child, well-being for all and the broader environmental issues.



In this section we will present briefly the well-being for all programme and methodology of the Council of Europe, the work of the Foresight project in the UK that has developed and tested a module integrated into the European Social Survey and finally the New Economics Foundation's work on national accounts of well-being (based on the results of the module in the European Social Survey) and their Happy Planet Index. The purpose is to see to what extent these areas of research can also inform indicators of well-being in learning environments.

## 6.1 Well-being for All

In the Council of Europe’s revised Strategy for Social Cohesion, which is defined as the ultimate goal of modern society, emphasis is placed on the idea that well-being cannot be attained unless it is shared: *“The well-being of one part of humanity is unattainable if another part is in a state of ill-being or if it is to be achieved at the expense of future generations who thereby inherit an uncertain world stripped of resources.”* The definition used of social cohesion is *“the capacity of society to ensure well-being for all its members”*. It puts extreme importance on the responsibility of all for its attainment. The Council of Europe considers that discussing well-being for all is an essential element of living in a community.

The Council of Europe places its notion of *“well-being for all”* in the eudemonic tradition. They consider that the concept covers all of humanity; including future generations and thus that the notion of “goods” becomes universal. There is a transfer from individual well-being and the satisfaction of individual preferences to a formulation of agreed or unanimous preferences among people. However, in order to become the subject of policy intervention it must apply within a defined area such as a neighbourhood. They see the eudemonic notion of flourishing taking on a practical aspect in so far as it entails consideration of what constitutes the fundamental aspects of well-being for all.

The Council of Europe research project consisted in bringing together a large number of groups of citizens in towns and cities across Europe, a multinational firm and a senior secondary school for a three hour session. They were asked three questions:

1. What does well-being mean for you?
2. What does ill-being mean for you?
3. What do you or can you do as regards your well-being?

Questions were put to groups of citizens to emphasise the inter-relationships between their individual lives and their environment. The aim was that through the individual perceptions the group would determine what is essential for everyone. They brought together groups of about 60 people for 3 hour sessions using the ‘world cafés’ approach. The people were divided firstly into groups of 8 to 10 on the basis of similarities (age, sex, occupation, etc.) to discuss the three questions – on their own and then as a group reflection. Then multi profile groups were formed that attempted to define the criteria for well-being in an inclusive way taking into account all the criteria defined by the single profile groups. The participative methodology has rich possibilities for our work.

The results of the first wave of groups has enabled them to define a first set of indicators of progress towards well-being that group into a number of key dimensions. They found that between 7 and 10 key dimensions were constant constituting categories for indicators. They are:

Dimensions	Examples of indicators
The living environment	Surroundings Living and meeting spaces Social mix Spatial planning
Access to essential resources of life	Food, housing, health, education, employment, income, culture, transport, etc.
Relations with public institutions	Dialogue and consultation

	Citizens voices being heard Transparency Quality of services
Human relations	Recognition, solidarity Friendship, family
Personal balance	Between family life, working life and life as a citizen Absence of constant stress
Social balance	Equity in access to resources Social mobility
Citizen participation	Commitment and manifestation of individual and collective responsibility
Dimensions relating to the feeling of well-being or ill-being	Fear, calm, self-confidence, confidence in the future

So far, they have tested the methodology with some children and young people, firstly in one secondary school in France and also in a disadvantaged neighbourhood (in the same town as the school) that was developing a project called “a neighbourhood for children”. The advantage that they highlight of their methodology is that it sets the discussion about the well-being of children and young people into the broader context of the relationships between children and adults. In the school in which they piloted the methodology, the results were felt to be very powerful as it was the first time that adults and children had really communicated and the feeling was that this discussion generated a better level of respect. See the website: [http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/trends\\_en.asp](http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/trends_en.asp)

## **6.2 UK Foresight programme - the social well-being module.**

The Foresight programme, which was funded by the UK Government Office for Science was established to help government think systematically about the future. It uses the latest scientific and other evidence combined with futures analysis to tackle complex issues and help policymakers make decisions affecting our future. One of the thematic areas of the programme is the Foresight Project on Mental Capital and Wellbeing, which was set up to advise the government on how to achieve the best possible mental development and mental wellbeing for everyone in the UK in the future. They define mental capital as encompassing both cognitive and emotional resources. It includes:

- Cognitive ability
- Flexibility and efficiency at learning
- Emotional intelligence
- Social skills
- Resilience in the face of stress

Mental well-being they define as “a dynamic state that refers to individual’s ability to develop their potential w, work productively and creatively, build strong and positive relations with other and contribute to their community”.

Building on this work the research team developed a module for inclusion in the European Social Survey on personal and social well-being. The rationale is based on the developing work, including at international level, which prioritises the need to “measure” outcomes in societies other than by GDP<sup>32</sup>. It posits that the issue of well-being lies at the heart of

<sup>32</sup> See for example the recent 3rd OECD World Forum on Measuring and Fostering Well-being and Progress held in Korea in October 2009, “Charting Progress, Building Visions, Improving Life”

sustainable development and therefore it is important to collect not just economic data but to understand in a deeper and more systematic way how people experience their lives. In this specific case the intention was to describe how well-being varies across European nations and to identify structural, social and individual factors. The aim was to provide indicators of well-being that have a more textured approach and supplement the single item global measures of overall life satisfaction.

The **European Social Survey** (the ESS) is an “academically-driven social survey designed to chart and explain the interaction between Europe's changing institutions and the attitudes, beliefs and behaviour patterns of its diverse populations. Now in its fourth round, the survey covers over 30 nations and employs the most rigorous methodologies. A repeat cross-sectional survey, it has been funded through the European Commission’s Framework Programmes, the European Science Foundation and national funding bodies in each country” ([http://www.europeansocialsurvey.org/index.php?option=com\\_content&view=article&id=23&Itemid=318](http://www.europeansocialsurvey.org/index.php?option=com_content&view=article&id=23&Itemid=318) ). It is composed of one hour interviews plus a short supplementary questionnaire that can be self-administered or administered as an extension to the interview. The questionnaire contains regular modules and rotating modules. The one on personal and social well-being was a rotating module introduced in the last round. The survey is administered to adults.

The framework identifies four fields and each one explored by a series of items. The items used are adapted from validated measures. A few examples of items are given in the table below:

	Personal	Interpersonal
Feeling (having, being)	I’m always optimistic about my future. In general I feel very positive about myself. On the whole my life is close to how I would like it to be.	To what extent do you feel that people in your local area held one another? To what extent do you feel that people treat you with respect? How much of the time spent with your immediate family is: enjoyable? Stressful?
Functioning (doing)	I am free to decide for myself how to live my life. In my daily life I get very little chance to show how capable I am. I love learning new things.	How often did you do the following in the past 12 months: Get involved in work for voluntary or charitable organisations? Help with activities in your local area?

**6.3 New Economics Foundation: National Well-being Accounts**

The data gathered from the above survey has been analysed by the New Economics Foundation team (that participated in the design of the survey) to develop a first set of National Accounts of Well-being. Their purpose was to demonstrate why governments should measure people’s subjective well-being, their experiences, feelings and perceptions of how their lives are going. See: <http://www.neweconomics.org/publications/national-accounts-of-wellbeing>

They have developed a framework of indicators within their overall framework for the national accounts that includes personal and social well-being and well-being at work:

Personal well-being	Emotional well-being	Positive feelings Absence of negative feelings
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	Satisfying life	
	Vitality	
	Resilience and self-esteem	Self-esteem Optimism Resilience
	Positive functioning	Autonomy Competence Engagement Meaning and purpose
Social well-being	Supportive relationships	
	Trust and belonging	
Well-being at work	Job satisfaction	
	Satisfaction with work-life balance	
	The emotional experience of work	
	Assessment of work conditions	

This work by NEF is complemented by the Happy Planet Index through which they aim to provide measures of what “truly matters to us – our well-being in terms of long, happy and meaningful lives – an what matters to the planet – our rate of resource consumption”.

### ***Observations for the Consortium***

- The work of the Consortium fits into a broader and rapidly developing societal concern for measuring progress in ways other than through what have become the traditional measures based on GDP and associated factors.
- It may be interesting to look at indicators that derive from a participative methodology in which children and adults work together towards commonly agreed solutions in addition to methodologies focused on the child’s voice.
- Distinguishing between personal and interpersonal, on the one hand, and between feeling and functioning on the other hand, provides a simple organising framework.
- There is a framework that is being tested in all the EU Member States and a pilot set of national well-being accounts.
- The items included echo those in surveys listening to what children and young people tell us about factors affecting their well-being in their living and learning environments.

## **7 Conclusions and recommendations**

### **7.1 Conclusions**

There is an increasing acknowledgement that children need to be involved in the development of indicators to monitor their well-being. It is based both on the changing attitude to childhood and the underpinning support brought by the UN Convention on the Rights of the Child. However, all the organisations that are seeking to improve their practice of participation recognise that it is difficult to change adults' attitudes so that they are prepared to listen with curiosity to children and young people and to share the power of decision-making. It is also difficult to organise participation in a meaningful way that provides sufficient support for children to feel that they can genuinely express themselves and that their voices will be heard. This suggests that there is a need to strengthen and find supportive ways of monitoring the quality of relationships and of the communication between adults and children/young people. Most examples of developing participation tend to target secondary school age students. There is a major gap concerning both primary school age and children in early years education and care.

The first data sets examined in this report concerned social policy fields. The excellent work currently undertaken internationally is providing increasingly detailed and reliable data on external (or objective) aspects of child well-being with a particular focus on the material aspects. It would, therefore, make no sense for the Consortium to develop work in the area of material aspects.

Although these data sets include measures of subjective well-being, they use a limited number of items, mainly due to available and reliable scientific data. However effective and well correlated these measures are with material aspects of deprivation, for example, they do not provide a multi-faceted approach to the child's well-being as they miss out too many essential aspects that are dealt with in positive indicators development. In addition a common criticism is the danger of presenting only the negative aspects of the child's life, the risks and risk behaviours but not all the aspects that contribute to their flourishing. Such data sets, concerned with the child's life overall, may run the risk of being based on a paradigm of "ill-being" rather than "well-being".

The contributions included in this report about mental health and well-being focus more on policy and services than on research and do not aim to capture the richness of all the work undertaken in the field of psychology on personal development. A number of factors came though the examples. Firstly, empowerment in the form of being able to have your voice heard and due attention paid to your views. Participation and agency are key features in the EU work. There is also an emphasis on multi-faceted approaches and developing capacities that will reinforce mental well-being such as resiliency, hardiness, life skills, capability, sense of coherence as well as self-awareness; self-management, social awareness; relationship skills; and responsible decision making. In addition emphasis is placed on the need for joined up approaches across policy fields and services. Overall, from the examples presented, it appears that the types of indicators used in assessing adolescent mental health are similar to those used in other types of surveys focused on understanding what contributes to well-being with a clear focus on the sense of self as well as on relationships, coping and managing emotions. These elements align with the main domains of social and emotional literacy.

There has been a shift in recent years towards a conceptual approach based on a better understanding of what helps children flourish and to a more child-centred perspective which includes considering that in the future children will be increasingly active participants in measuring and monitoring their well-being. The shift has gone from an intervention and prevention/remediation perspective to a strengths-based approach that prioritises positive indicators. One important hypothesis arising is that it is equally important to foster the natural processes of exploration, learning, making choices, identity consolidation, etc. of childhood and adolescence that lays the foundations for later development. Therefore taking a positive focus is as important as addressing risk behaviours.

This type of approach is considered to be good science in so far as the study of child and human development processes focus on both negative and positive aspects and thus to focus on only the negative would be inappropriate. Positive indicators can be helpful in efforts to address child poverty (e.g. the EU's indicators) in so far as the sole purpose is not just to reduce poverty, but to ensure that children have the opportunities to flourish and acknowledging that poverty has a range of characteristics and consequences, one of which, for vulnerable children, will be the poverty of participation. Child Trends proposes a composite, positive framework that is articulated around three main groups of domains: individual, relationships and context. The framework distinguishes child well-being from the context in which they are living and creates a specific category for relationships. It also views each of the categories as multi-dimensional and including domains that cut across sectoral preoccupations.

In examining the domains and indicators used by a number of surveys and research of which the methodology is built around listening to voices of children and young people, there are similarities among the domains but they are far from identical. Most of the surveys/research use a mixture of external (e.g. social and economic factors) and inner (e.g. sense of security, sense of self, curiosity). With the exception of the UEF and Bertelsmann surveys, that both focus on school as a learning environment, the most common focus is the neighbourhood. Some aspects are less often included, for example individuals' diverse ways of being, learning and communicating, the unique potential of each child and also the spiritual aspect (as distinct from religiosity). Overall domains included are:

1. Questions related to individual/personal well-being and/or sense of self:
  - a. Positive sense of self-worth, evaluation of one's own worth,
  - b. Life satisfaction, pleasure and enjoyment,
  - c. Sense of joy
  - d. Feeling listened to
  - e. Positive capacity to cope with stress and difficulties
  - f. Sense of being appreciated and respected for who they are
  - g. Capacity to set goals
  - h. Capacity to express one's self
2. Spiritual aspect: commitment, flow, enthusiasm, meaningfulness
3. Relationships with peers, family, teachers, etc.
  - a. Working with others
  - b. Participating in a group and quality of relationship
4. Impact of the environment: community, home, school
  - a. Support and encouragement from teachers
  - b. Support for learning
  - c. Impact on forming ideas and attitudes
  - d. Learning from experience

- e. Feeling that school treats students fairly
- f. Feeling that school promotes their talents
- 5. Activities and agency and participation
- 6. Safety and security, including from bullying

In focusing on learning and learning environments, the report sought to reach beyond issues of content, and to examine the processes that support learning. Formal education systems often cater to only a small percentage of the population. Much has been written on educational processes addressing only certain types of interests, talents, and learning and communication processes. Young people who differ from mainstream ways of learning and communicating, or from the approach of their specific teacher, are often neglected and considered to be incompetent or problematic. The problem generally lies not with the children but with the limited ways in which educators broach the teaching task and their lack of understanding of the diverse learning processes of children. Multiple dimensions need to be taken into account if the learning environments and the education system can respect and nurture the diversity of human needs, talents and capacities. In terms of data collection, if we are to begin to understand how learning impacts on children's well-being from their point of view, then it is important to open up the black box about what they feel is happening for them during learning sequences (e.g. class time). One of the conditions for effective learning highlighted in *The Nature of Learning* (OECD 2010) is that it "*makes learning central, encourages engagement, and in which learners come to understand themselves as learners.*".

The competences identified in all the major work of the last two decades align with other examples of what is needed for positive growth (e.g. Child Trends). Many different approaches focusing on the content or processes of learning include common aspects, such as addressing the 'whole' child; the need for learning to be person-centred or human-centred; capacities that will support the child's flourishing; the transformative capacity of learning. However, gaps include the need (see above) for students to understand about how they learn best, their individual learning patterns and preferences. It is interesting to note that for the proponents of social and emotional learning, access to a set of capabilities or competences seen to support all-rounded human development are seen as a **human right**, and certainly not an optional addition to the school curriculum.

Current work on brain research and learning is demonstrating the critical role of affect in bringing acquired knowledge and skills into real life situations and decision-making. Going beyond the specifics of this research, the combination of the knowledge coming from neuroscience with the observable outcomes in learning settings (that are putting a priority on more holistic approaches and child-centred learning), can provide powerful inputs to building robust but appropriate indicators from the inner perspective of the child.

Development of the spiritual aspect includes promoting a deeper understanding of the interconnectedness and sacredness of all things, a sense of awe and wonder in nature and the universe, and opportunities to experience the joy of service and expressions of mindfulness and loving toward all beings. Many of the contributions emphasise knowledge and understanding about self in a compassionate relation, as well as the relationship to others and the broader environment. In different ways, all the contributions reviewed speak of alignment and attunement both to one's self and in relationships with others. There is also the interaction between the inner and external world mediated through one's consciousness (the sum of experiences, feelings, thoughts, etc) as part of the "bodymind". Research is demonstrating an

intricate relationship between memory, recall, emotions and learning and also of the role of the body in learning (and in dealing with trauma).

The mindfulness factors make an interesting contribution for developing indicators. They are: non-reactivity to inner experience, observing, noticing, attending to sensations, perceptions, thoughts and feelings whether pleasant or painful, acting with awareness, i.e. not on automatic pilot, describing beliefs, opinions, etc. in words and non judgemental of experience.

The broader social context is the second part of the Consortium’s working definition of well-being: “realising one’s unique potential through physical, emotional, mental, social and spiritual development, **in relation to self, others and the environment**”. The work of the Consortium fits into a broader and rapidly developing societal concern for measuring progress in ways other than through what have become the traditional measures based on GDP and associated factors. There is a framework that is being tested in all the EU Member States and a pilot set of national well-being accounts and the module tested distinguishes between personal and interpersonal on the one hand, and between feeling and functioning on the other hand, providing a simple but effective organising framework. The items included echo those in surveys listening to what children and young people tell us about factors affecting their well-being in their living and learning environments. For the Consortium it may be interesting to look at indicators that derive from a participative methodology, such as that of the Council of Europe, in which children and adults work together towards commonly agreed solutions in addition to methodologies focused on the child’s voice.

A number of items, taken from across the data sets and surveys, are included in many surveys addressing children, which means that either there are validated measures or measures are in the process of being tested. They include:

Sense of self	Positive sense of self-worth, evaluation of one’s own worth, Life satisfaction, pleasure and enjoyment, Sense of joy Positive capacity to cope with stress and difficulties Sense of being appreciated and respected for who they are Capacity to set goals Optimism and resilience Setting personal goals for improvement Knowing how you feel and to express your feelings
Communication	Feeling listened to and respected Capacity to express one’s self Management and resolution of conflicts Use language, symbols and texts Ability to use knowledge, information and technology interactively
Relationships	Ability to relate well to others Quality of relationships with peers, family, teachers Working with others and cooperation Participating in a group Sense of belonging to a group Essential life skills Sense of mutual respect in relationships
Participation and engagement	School engagement Act autonomously Ability to act within the larger context Defend and assert one’s rights, interests, limits and needs Student opinion is considered in decisions in school Students assess lessons

Impact of the environment: community, home, school	Support and encouragement from teachers Satisfaction with teaching and learning approaches Staff deals effectively with bullying School climate supports external and inner diversities Students with personal problems receive help and support Support for learning Learning from experience Feeling that school treats students fairly Feeling that school promotes their talents Feeling that in school you've learned to work well with others, respecting others, participating in a group
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They address important features, but other areas still need considerable work and it is on these aspects that the Consortium could make a difference.

## 7.2 Recommendations

This report has sought to bring together different domains of research and policy that either include children's well-being in the criteria used for formulating policy or interventions, or they monitor outcomes with a policy purpose or the research domains are contributing to opening up a broader perspective on human functioning. The field is vast and expanding. This report has made choices partly based on the context of the Consortium (Europe) but also on the plan of the Consortium and its focus. As was noted above, the work on developing data sets and indicators for the material aspects of well-being is well advanced and progressing at international level but some gaps are acknowledged by the key players and stakeholders. They are:

- taking account of the personal perception of children and young people;
- their participation in developing indicators of their well-being.

Therefore it is recommended that the Consortium focus on these gaps and on less developed aspects in order to make progress in developing approaches and tools for monitoring outcomes about:

1. How diversity (inner) is taken into account from the personal perspective of the child or young person that is the recognition of their diverse ways of being, learning and communicating
2. Empowerment, participation and agency - being able to have your voice heard and due attention paid to it.

Furthermore it is also recommended that the Consortium advocate for the inclusion of the items in the table above in tools for monitoring children's and young people's well-being.

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## Annex 1:

### Brief note on EU policy fields and well-being

The overall policy context for the European Union is provided by the *Consolidated Version of the Treaty on European Union* of 2008 which states in Article 3 that “The Union's aim is to promote peace, its values and the well-being of its peoples”. The three key drivers identified are: creating value by basing growth on knowledge, empowering people in inclusive societies, and creating a competitive, connected and greener economy.

The new social agenda agreed in 2007, *Opportunities, access and solidarity: towards a new social vision for 21<sup>st</sup> century Europe*<sup>33</sup>, poses as a central question how the well-being, quality of life and common values of Europe's citizens can be best advanced in today's world? The Commission notes that it requires a new approach centred on providing citizens with adequate *opportunities* for self-fulfilment, *access* to education, employment, healthcare and social protection in a context of *solidarity*, social cohesion and sustainability. The challenge defined for education is to strengthen the reform of school systems so that *every* young person can develop his or her full potential through improved access and opportunities, to ensure that every citizen can become an active participant in the emerging knowledge economy, and to reinforce social solidarity.

The updated [strategic framework for European cooperation in education and training \("ET 2020"\)](#) adopted by the Council in May 2009 contributes to the above through four objectives, about lifelong learning, equity, social cohesion, creativity and innovation. A key communication for education is *Improving Competences for the 21<sup>st</sup> Century: An Agenda for European Cooperation on Schools*,<sup>34</sup> that situates curricular reform within a holistic approach to the education of children and young people. It states that schools should promote the health and well-being of pupils and staff and active citizenship, underlining the fact that every learner's needs differ and every classroom is a place of diversity (of gender, socioeconomic groups, ability or disability, mother tongues and learning processes).

The *Mental Health in Youth and Education Consensus paper*<sup>35</sup> made the link between the Youth Pact and the framework of key competences for lifelong learning which includes the importance of mental health and well-being ("constructive management of feelings") for educational and social performance. The paper underlines that good mental health in childhood is a prerequisite for optimal psychological development, productive social relationships, effective learning, the ability to care for oneself, good physical health and effective economic participation as adults. This is rooted in the *European Pact for Mental Health and Well-being*<sup>36</sup> launched in 2008, which states that “mental health is a human right. It enables citizens to enjoy well-being, quality of life and health. It promotes learning, working and participation in society”. The recommendation for complementary action and a

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<sup>33</sup> *Opportunities, access and solidarity: towards a new social vision for 21<sup>st</sup> century Europe*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels, COM(2007) 726 final.

<sup>34</sup> *Improving Competences for the 21<sup>st</sup> Century: An Agenda for European Cooperation on Schools*, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels, COM(2008) 425 {SEC(2008) 2177}

<sup>35</sup> Jané-Llopis, E. & Braddick, F. (Eds). (2008). *Mental Health in Youth and Education. Consensus paper*, Luxembourg: European Communities.

<sup>36</sup> [http://ec.europa.eu/health/mental\\_health/docs/mhpact\\_en.pdf](http://ec.europa.eu/health/mental_health/docs/mhpact_en.pdf)

combined effort at EU and Member States levels has one key area of focus on the mental health of youth including through education.

Social inclusion is a priority theme running through all the major policy areas affecting children and young people. The Directorate General for Social Affairs is developing a set of indicators for monitoring the state of child poverty and well-being in the 27 Member States as part of the European Strategy for Social Inclusion. The focus is on developing a set of indicators that reflect the multi-dimensional nature of child well-being suitable for monitoring policies, including non material aspects such as education and health. The Belgian Presidency conference in September 2010 adopted a ***Recommendation to Fight Child Poverty and Promote Child Well-Being*** that includes a recommendation to the Commission that child well-being should be mainstreamed across all policy areas at national and EU level in an integrated and coherent manner with a view to addressing the multi-dimensional nature of child well-being. It also calls for the involvement of children and young people in all decisions that affect their lives. .

This is echoes in the ***EU Strategy for Youth – Investing and Empowering, A renewed open method of coordination to address youth challenges and opportunities*** seeks to create favourable conditions for youth to develop their skills and fulfil their potential. It is based on a dual approach. Firstly *Investing in Youth*, which is about putting in place greater resources to develop policy areas that affect young people in their daily life and improve their well being. Secondly, *Empowering Youth*, which is about promoting the potential of young people for the renewal of society and to contribute to EU values and goals. It calls for greater collaboration between youth policies and other policy areas and for providing young people with an opportunity to have a say and make their voices heard.

## Annex 2: Summary of the main domains for objective aspects of child well-being

<b>Main domains</b>	“An Index of child well-being in the European Union.” Bradshaw, Hoelscher, & Richardson, 2007.	“An overview of child well-being in rich countries.” UNICEF Innocenti Research Centre, 2007	“Index of child well-being in CEE/CIS countries.” Richardson, Hoelscher, & Bradshaw, 2008.	“Human Dev. Indices: A statistical update 2008.”UNDP	“An index of Child Well-Being in Europe.” Bradshaw & Richardson, 2009.	HBSC 05/06, 2008	Child Poverty and Well-Being in the EU(EC 2008)
<b>Health or health and safety</b>	Health (Health at birth; Immunisation; Health behaviour)	Health and Safety (health at birth; preventative health service; safety)	Health (health at birth; breastfeeding; immunisation; nutrition children’s health)	“A long and healthy life” (Life expectancy)	Health (Health at birth; Immunisation; Health behaviour)	Health Behaviour & Outcomes (eating behaviour, oral health, weight reduction behaviour, physical activity, television watching);  Multiple health complaints; Medically attended injuries; Overweight and obesity;	Health (life expectancy at birth)
<b>Education</b>	Education (educational attainment; participation in childcare & post-compulsory education; youth employment outcomes)	Educational well-being (school achievement at age 15; beyond basics (continuing education); transition to employment; early childhood)	Education (educational participation; educational achievement)	Knowledge / Educational Achievement (Adult literacy rate; Gross enrolment ratio)	Education (attainment, participation and outcomes)		Education ( <i>types a, b,c</i> ) (Early school leaver; PISA–Literacy performance of pupils aged 15)
<b>Risk and safety</b>	Risk and safety (Child mortality; Risky behaviour; Experiences of violence)	Behaviours and risks (health behaviours; risk behaviours; experience of violence)	Risk and safety (sexual health; alcohol & drug use; crime; child labour; accidents & suicide) •Material situation (income poverty; perception of need; deprivation)		Behaviour and risks (Child deaths; Risky behaviour; violent behaviour)	Risk Behaviours (tobacco use, alcohol use, cannabis use, sexual behaviour, fighting and bullying)	Exposure to risk and risk behaviour
<b>Material situation</b>	Material situation	Material well-being (child income poverty;		“Decent standard of living”	Material resources (income poverty,		Economic security and material

	(child income poverty, deprivation; workless families)	households without jobs; deprivation of family affluence, cultural and educational resources)		(GDP per capita)	deprivation; worklessness)		situation
<b>Housing and environment</b>	Housing and environment (Overcrowding; Quality of the local environment; Housing problems		Housing & environment (overcrowding; environment ; facilities)		Housing & environment (overcrowding; environment; housing problems)		Housing Local environment
<b>Family structure</b>	Family structure		Family forms & care (child discipline; children in care)				
<b>Civic participation</b>	Civic participation (children's commitment to civic activities & political interest)						

### Annex 3: Subjective well-being domains in the same data sets as in Annex 1

<b>Domain of Subjective well-being</b>	“An Index of child well-being in the European Union.” Bradshaw, Hoelscher, & Richardson (2007)	“An overview of child well-being in rich countries.” UNICEF Innocenti Research Centre (2007)	“Index of child well-being in CEE/CIS countries.” Richardson, Hoelscher, & Bradshaw (2008)	“An index of Child Well-Being in Europe.” Bradshaw & Richardson (2009)	“HBSC” 2005/2006 (2008)	“Child Poverty & Well-Being in the EU.” (EC 2008)	“Doing better for Children.” OECD (2009)
<b>Health (1)</b>	Self Defined Health	Perceptions of health		Self-defined Health	Health outcomes Self-rated health Body image		
<b>Personal well-being/life satisfaction (2)</b>	Personal well being	Life satisfaction	Personal well-being <i>-subjective well-being</i>	Personal well-being	Life satisfaction		
<b>Well-being at school</b>	Well-being at school	School life		Well-being at school	Social Context (school) <i>-liking school</i> <i>-perceived school performance</i> <i>-pressured by schoolwork</i> <i>-classmate support</i>	Social participation (Well-being at school) <i>-children feeling secure in school, in the classroom, &amp; on way to school</i> <i>- students who experience that the study environment is satisfying (quiet) during lessons</i>	Quality of school life <i>- conflicts experienced in school, namely bullying</i> <i>- overall satisfaction with school life.</i>
<b>Relationships</b>	Children’s relationships: <i>with parents &amp; peers</i>	Family & peer relationships <i>- family structure; family relations; peer relationships</i>	Family forms and care <i>- family relations; child discipline; children in care</i>  Social well-being <i>- engaging with peer group; social engagement</i>	Personal Relationships <i>- quality of family relations &amp; relationships with peers</i>	Social context (family & peers) <i>- communication with mother &amp; father</i> <i>- Close friendships</i> <i>- Electronic media contact</i>	Family environment (Well-being at home) <i>-having a say</i> <i>- respect</i> <i>- no fear of violence</i> <i>- time for talking with parents</i>	
<b>Sources</b>	HBSC; Asher and Paquett, (2003). OECD/PISA 2005 Hanafin & Brooks 2005; BHPS	HBSC PISA	Young Voices- UNICEF 2001	HBSC	HBSC		HBSC

1: Several surveys use different indicator headings but refer to similar HBSC questions.

2: Several surveys use Cantril’s ladder in explaining personal well-being but use different indicator headings.

#### Annex 4: Voice of children surveys and research

Domains	TellUS Ofsted	NPC: 'Feelings Count'	"When Children are asked about their well-being" T. Fattore et al	NEF: Power & Potential of well-being indicators	UEF Voice of Children (VoC2)	Bertelsmann SEIS (grade 7 and above)
<b>Personal well-being/Life Satisfaction</b>	<i>Self</i> - feeling listened to	<i>Self</i> <i>Self esteem</i> -evaluation of his own worth...  <i>Emotional well-being</i> -extent to which child experiences depressive moods & emotions...  <i>Resilience</i> -positive capacity to cope with stress & difficulties...	<i>Self</i> - positive sense of self-worth - are appreciated and respected for who they are - given positive recognition by family, peers and teachers	<i>Social well-being</i> Self-esteem  - <i>life satisfaction</i> : satisfaction, pleasure, enjoyment & contentment  - <i>Personal Development</i> : curiosity, enthusiasm, exploration, commitment, creative challenge, meaningfulness, flow, absorption	<i>Physical well-being</i> - feeling comfortable with one's body and physical ability, and being in a healthy physical state and a healthy physical environment  <i>Emotional Well-Being</i> - means knowing how one feels and how to express feelings in effective ways  <i>Overall Satisfaction with Life (well-being)</i> - feeling that life is congruent with how a person wants it to be and that there is an overall feeling of happiness, positive health and wellness	- setting personal goals for improvement - explain ideas well in writing and orally
<b>Relationships</b>		<i>Relationship with friends</i> - satisfaction with quality of friendships in and out of school  <i>Family</i> - satisfaction with family relationships and quality of time spent with parents and carers	<i>Dealing with adversity</i> - living in families where they can discuss & seek assistance on problems - have friends who stick by them - have adults outside family to turn to for support	<i>Friendship &amp; Family satisfaction</i>	<i>Satisfying Relationships</i> - feeling good about one's relationships and involve having relationship and communication skills	Relationship with teachers - support from teachers - encouragement - promoting - pay attention

<p><b>Impact &amp; Satisfaction of Environment: School, Community &amp; Home</b></p>	<p><i>School satisfaction</i>  - enjoy school  - are making good progress</p>	<p><i>School satisfaction</i>  - satisfaction with school environment, how enjoyable it is and how safe it feels</p> <p><i>Community satisfaction</i>  - satisfaction with local area and community members, and safety &amp; satisfaction with local activities</p>	<p><i>Physical Environment</i>  - feeling safe &amp; secure within community spaces  - access to appropriate physical environments</p>	<p><i>School satisfaction</i>  - I learn a lot at school  - School is interesting  - I enjoy school activities</p> <p><i>Living environment satisfaction</i> (postcode)  - Have your parents always lived in or around Nottingham?</p>	<p><i>Pleasure and joy in learning</i>  - finding learning enjoyable and fun, feeling competent, curious, knowing how to learn and feeling that what one is learning is relevant and useful</p> <p><i>How classroom affects health &amp; well-being</i>  - with which image is a classroom associated?</p> <p><i>Confidence in Capabilities</i>  - feeling able and motivated to learn, willing to experiment, able to influence those around one, and able to manage life's challenges</p>	<p>Feeling that the class has taught the student to:  - work well with others, respecting &amp; paying attention; participating in group work; solving tasks, confidence, do group-work  - to recognise strengths &amp; weaknesses  - learn from mistakes  - solve a task  - recognise what I am good at &amp; what needs improving</p> <p>Perception that school has helped to:  - get along with others  - learn new things  - organise time  - be healthy  - protect the environment  - think about what I see in media  - solve problems in different ways  - explain thought process when solving a problem  - make decisions</p> <p>- satisfaction with going to school</p> <p>- feeling that school promotes talent  - feeling that school treats students fairly</p> <p>- satisfaction with teaching &amp; Learning Methods</p>
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						<ul style="list-style-type: none"> <li>- satisfaction with what needs to be done to achieve academically</li> <li>- school provides healthy and nutritious meal plans</li> <li>- active promotion of health is important at school</li> <li>- school recognised good effort &amp; achievement</li> <li>- pupils assess lessons</li> </ul>
<b>Activities &amp; Agency</b>	- are able to influence decisions in the school		<p><i>Agency</i></p> <ul style="list-style-type: none"> <li>- opportunities to effect change in everyday situations</li> <li>- opportunities to participate in broader processes</li> </ul> <p><i>Dealing with adversity</i></p> <ul style="list-style-type: none"> <li>- feelings of control</li> <li>- strategies that provide diversion &amp; relief from stress &amp; hurt</li> </ul> <p><i>Activities, freedom, competence &amp; fun</i></p> <ul style="list-style-type: none"> <li>- enjoy their experience of learning to learn</li> <li>- competent &amp; motivated</li> <li>- have capacity &amp; are supported to attain goal</li> </ul> <p><i>Social Responsibility &amp; Moral Agency</i></p> <ul style="list-style-type: none"> <li>- positive values that guide</li> </ul>	<p><i>Activities</i></p> <ul style="list-style-type: none"> <li>-what is your favourite activity?</li> <li>-who do you do them with?</li> <li>-where do you do them</li> </ul> <p><i>Pro-social behaviour</i></p> <ul style="list-style-type: none"> <li>-inter-personal &amp; awareness of ethical issues; civic strengths</li> <li>-potential future negative effect of materialistic aspiration</li> </ul>		<p>School has helped:</p> <ul style="list-style-type: none"> <li>- act as leaders in a group solve disagreements</li> <li>- Participation with extra curricular activities at school</li> <li>- Use of school campus beyond class time</li> <li>- student council can influence decisions regarding school life &amp; work</li> <li>- students are involved in planning of school life</li> <li>-student opinion is considered on decision that affect students</li> </ul>

			behaviour, valuing & appreciating community			
<b>Safety &amp; Security</b>	<ul style="list-style-type: none"> <li>- feel safe</li> <li>- experience bullying</li> <li>- know who to approach if they have a concern</li> </ul>		<i>Safety &amp; Security</i> <ul style="list-style-type: none"> <li>- safe from violence, discrimination</li> <li>- communities &amp; homes that are child friendly</li> </ul>	Fear of crime and safety	<i>Safety &amp; Security</i> <ul style="list-style-type: none"> <li>- students not worrying about being hurt, either physically or psychologically</li> </ul>	<ul style="list-style-type: none"> <li>- Feeling safe in school</li> <li>- school is welcoming and friendly</li> <li>- existence of counselors &amp; support services for parents</li> </ul> <p>teachers effectively deal with bullying and bad treatment by other students; inappropriate behaviour</p> <p>students with personal problems receive help &amp; support someone to turn to in school for assistance</p>
<b>Measurement Scale</b>	<b>Tellus Survey</b>	<p>Self-esteem : (<i>Marsch's self-description questionnaire</i>)</p> <p>Emotional well-being (<i>Goodman's SDQ</i>)</p> <p>Resilience (<i>Wagnild &amp; Young's resilience scale</i>)</p> <p>Relationships (<i>Huebner's MLSS</i>)</p> <p>Environment: (<i>Huebner's MLSS</i>)</p>	<p>Research was conducted by Fattore <i>et al.</i> in three stages, through individual or group interviews:</p> <p>1-finding out what makes up the elements of well-being for children</p> <p>2-explored in more detail the elements identified in stage 1</p> <p>3- children &amp; YP prepared a project that explored a particular well-being theme of interest to them</p>	<p>Life and domain satisfaction (<i>Huebner's MLSS</i>):</p> <p>Personal development curiosity scales: (<i>Todd Kashdan's curiosity scale</i>)</p> <p>Pro-social behaviour (<i>Peterson's scale</i>)</p> <p>Materialism &amp; Generosity (<i>Kasser's scale</i>)</p> <p>Self-esteem: (<i>Huebner &amp; Rosenberg Scales</i>) –note: in street survey self-esteem scales were not used</p>	<p><b>UEF Voice of Children (VoC2) Questionnaire</b></p> <p>The questionnaire is a multi-question survey which uses a 4 -point scale.</p> <p>It also employs several questions and scales validated in other surveys, such as: 'Adolescent Playfulness Scale' and the 'Self-transcendence scale of the Temperament and Character Inventory'</p>	<p>- <b>SEIS</b> questionnaire</p> <p>A 5-point multi-question scale:</p> <p>Strongly agree/ Agree/ Disagree/ Strongly Disagree/ Don't Know</p>

## **Annex 5: Literature review on aspects of the school learning environment affecting student well-being**

(Extract from: Marwan Awartani, Cheryl Vince Whitman & Jean Gordon, “Developing Instruments to Capture Young People’s Perceptions of How the School as a Learning Environment Affects their Well-Being”, *European Journal of Education*, vol. 43, no. 1, 2008)

The following findings from the literature review guided the construction of hypotheses and survey questions for well-being overall and its components. Significant evidence demonstrates the relationship between school, **Physical Well-being** and learning. This domain can be defined as feeling comfortable with one’s body and physical ability, being in a healthy state, and being in a healthy physical environment. Somatic symptoms (e.g. stomach aches, headaches, back problems) are negatively associated with well-being (Konu *et al.*, 2002; Lindberg & Swanberg, 2006) and are significantly affected by the physical school environment. Accordingly, the team hypothesised that the following factors relate to physical well-being: (1) Conditions, resources/services and practices; (2) Student health and nutrition; and (3) Student and peer perception and acceptance of their physical appearance and ability.

For example, in order to promote the physical well-being of their students, schools can ensure that there is clean air in school, maintain a comfortable classroom temperature, and provide sanitary bathrooms or latrines (Wargo, 2003). Schools can also create opportunities and spaces for students to engage in and express themselves through physical activity (Birdthistle *et al.*, 1999). Exercise is essential to the development of strong bodies and counteracts disabilities and diseases (Wargo, 2003). Greater physical activity also has a positive impact on student body image and athletic self-perception (Stein *et al.*, 2007). In-school health care services (WHO Expert Committee) and classes on nutrition and body care skills (USDA, 2004; World Hunger Series, 2006) can further promote well-being.

**Physical and Emotional Safety** is the absence of constant worry about what is going to come from outside of oneself. It has been shown in many studies that physical and mental health are interrelated (WHO, 2004). The team hypothesised that a positive psycho-social environment at school affects the mental health and well-being of young people and improves student learning. The WHO *School Health Information Series* states that student social and emotional well-being is improved in an environment where bullying, harassment, violence and physical punishment are discouraged (Skevington *et al.*, 2003). Other characteristics of a positive psycho-social environment include a warm and friendly atmosphere that rewards learning, the promotion of cooperation, supportive, open communications, and equal opportunities for all students (Skevington *et al.*, 2003).

**Emotional Well-Being** can be defined as understanding how one feels and how to express one’s emotions effectively. The team asserts that emotional well-being is a predictor of effective social behaviour – a key component of well-being and academic competence – and that schools will be most effective if they integrate efforts to enhance the emotional well-being of students (Elias *et al.*, 1997). The literature demonstrates that social and emotional learning (SEL) programmes positively impact on students’ feelings and attitudes, behaviours, and school achievement. The implementation of SEL programmes has been shown to result in a 7.5% decrease in the rate of aggressive behaviours, an 8% decrease in the rate of school disciplinary actions and a 14% percentile increase in achievement test scores (Collaborative for Academic and Social, Emotional Learning, CASEL, 2007).

The **Satisfying Relationships** domain addresses the theme of feeling good about one's relationships and possessing relationship and communication skills. Similar to the previous domain, the team hypothesises that when schools can provide a caring community where teachers care about students, where students support each other, where teachers enjoy their work and get along, students will report more positive levels of well-being. When students acquire skills for social and emotional learning and the ability to maintain positive relationships, their well-being is improved (Elias, 1997). Many studies indicate that teacher support has a strong impact on student well-being, including such factors as whether or not students believe teachers treat them fairly, how caring students perceive teachers to be, and teachers' availability to help with school work (Natvig *et al.*, 2003; Reddy *et al.*, 2003; Spratt *et al.*, 2006). Studies also illustrate that having at least one intimate friend is strongly correlated with positive well-being (Konu *et al.*, 2002) and positive relations with peers in general is also a protective factor of well-being (Lindberg & Swanberg, 2006). Lastly, when students feel connected to their school as a caring community, they are less likely to engage in risk behaviours such as smoking, drinking, drug use and early sexual initiation. Students who feel connected to their school also perform better academically (Blum *et al.*, 2002).

**Confidence in Capabilities** defined as feeling able and motivated to learn, a willingness to experiment and try new things, resourceful and able to manage life's challenges, is another dimension of well-being addressed in *VOC 2*. For this domain, the team hypothesises that well-being is enhanced when schools can provide opportunities for students to: (1) select learning strategies to pursue and achieve their goals; (2) nurture and support their abilities to handle even difficult tasks; and (3) experiment, learn new things and take risks. If schools provide them with opportunities to select the most appropriate learning strategy for a given task, students are more likely to succeed academically (Zimmerman & Martinez-Pons, 1990; Brown *et al.*, 1983). Students' views about their competence and self-efficacy also influence their achievement and goal-setting.

**Pleasure in Learning** is a feeling of competence, curiosity, and that what one is learning is relevant. It is likely that well-being is affected positively when schools provide teaching and learning opportunities that enable students to: acquire skills to check what they have learned and remembered; know how to learn/study individually and in a group; adapt learning styles to the task at hand; experience external and internal motivation to learn. The ability of students to use a range of learning strategies conducive to their style of learning can result in pleasure in learning (Zimmerman & Martinez-Pons, 1990; Brown *et al.*, 1983) and in student motivation (O'Neil & Herl, 1998).

**Inner Vitality** means feeling alive, enthusiastic, full of zest, actively engaged in the present moment and at ease within oneself. The degree to which learning environments can foster these feelings in students will positively affect their sense of well-being. The team proposes that inner vitality affects well-being through several key characteristics. *Self-compassion* is significantly related to purpose in life, personal growth and happiness (Neff *et al.*, 2005). *Sense of flow* – the immersion in the here and now – enhances one's ability to cope flexibly and creatively with life's challenges (Csikszentmihalyi, 1990). A sense of *inner peace* has been found to contribute to overall well-being (WHO QOL SRPB Group, 2006) and *playfulness* has an indirect effect on well-being through its association with more positive attitudes towards school (Staempfli, (2005). Lastly, *zest* is robustly linked to greater life satisfaction, including strong associations with happiness and positive social relationships (Park *et al.*, 2004; Argyle, 2001; Diener & Seligman, 2002). The degree to which learning

environments can foster these feelings in students will positively affect their sense of well-being.

A **Sense of Interconnection with All of Life** includes a feeling of connection to the larger universe, inspiration, hope, gratitude and that life has meaning. Much literature supports the hypothesis that interconnection is a strong contributor to perceived well-being. Students' reports of feeling meaning and purpose in their lives correlate with positive feelings, happiness, and overall life satisfaction. Feelings of gratitude and inspiration are also positively correlated with overall life satisfaction (WHO QOL SRPB Group, 2006). Hope and optimism have been linked to competence, a sense of control, self-worth and higher scores on achievement tests (Snyder et al., 1997). In a meta-review of 101 studies observing the relationship between religion, depression and negative feelings, 65% reported a significant positive relationship between a measure of religious involvement and lower rates of depression (Koenig et al., 2001).

The ninth domain, **Overall Satisfaction with Life (Well-Being)** concerns a global feeling of well-being, health and happiness and the idea that one's life is congruent with how one wants it to be. As the literature cited above shows, the many components of well-being – all contributing to one's overall well-being – are affected by the school environment.

## Annex 6: UEF domains of well-being

The first box shows 16 domains with their sub-items. The second shows the resulting 9 domains used in the VoC2 questionnaire and the main hypotheses for each one.

### *Box 1: UEF Provisional Indicators for Well-Being (O'Toole, Ostroff, & Kropf, 2007)*

1. Physical Health & Vitality	pleasurable physical activity; pleasure in body and its sensations]
2. Physical Safety & Support	Feeling free from bullying or any form of physical abuse; experience of physical support, including material resources.
3. Emotional Self-Management	self-awareness; knowing how I feel, being able to help myself feel better or express feelings in ways that are effective; releasing emotional traumas and healing.
4. Satisfying Relationships	feeling good about one's relationships; pleasure in engaging with others in activities, play, learning and communication.
Self-Expression	feeling good about one's communication skills, pleasure in one's capacity to express; pleasure in one's creativity.
6. Support & Protection	actively encouraged and nurtured by others; absence of emotional abuse; <i>may</i> include one's support of one's spiritual beliefs.
7. Belonging	feeling part of community; caring and being cared for; contributing to one's community.
8. Confidence in Capabilities	confidence, feeling competent, resilience, resourcefulness, focuses, able to influence one's surroundings.
9. Joy of Learning	curiosity, inspiring learning experiences, sense of encouragement of one's ideas and learning processes, relevance of learning, motivation and capacity to learn, pleasure in learning.
10.Capacity for Choice	capacity for holistic choices; <i>may</i> include listening to inner guidance; <i>may</i> include optimism; sense of autonomy.
11.Inner Vitality and Flow	overall active engagement with life; being in the present moment; inspiration; humor; capacity to relax fully; sense of flow and engagement; adventure; satisfying play.
12.Gratitude & Wonder	an inner state connected to one's state of awareness of the interdependence of all living beings; joy; gratitude in relation to the mystery of life; one's own innate uniqueness as a living being; inspiration <i>may</i> belong here.
13.Learning to Heal Oneself	healing & releasing traumas – <b>all</b> aspects; awareness of energetic information.
14.Self-Knowledge	knowing self; awareness of unique ways of functioning.
15.Growth & Aspiration	capacity and possibilities for growth; aspiration to be the best one can be.
16.Self-Esteem	feeling good about oneself; may relate to overall satisfaction with life.

## ***Box 2: Domains and Hypotheses Guiding VOC2***

<p><b>Domain 1: Physical Well-Being</b> is feeling comfortable with your body and physical ability, and being in a healthy physical state and a healthy physical environment. <b>Hypothesis:</b> Resources/conditions, services and practices in the school (including instruction) affect physical well-being.</p>
<p><b>Domain 2: Physical and Emotional Safety</b> is the absence of constant worry about what is going to come from outside of yourself, either physically or psychologically. <b>Hypothesis:</b> When schools provide a positive psychosocial and safe school environment, students report a more positive view of their emotional and physical safety and well-being</p>
<p><b>Domain 3: Emotional Well-Being</b> means knowing how you feel and how to express your feelings in effective ways. <b>Hypothesis:</b> When schools teach students how to recognize and manage their feelings and emotions and where adults provide positive role modeling, students' report a more positive view of their emotional well-being.</p>
<p><b>Domain 4: Relationships</b> mean feeling good about your relationships and involves having relationship and communication skills <b>Hypothesis:</b> When schools provide a caring community for learning and where there are positive relationships between teachers and students, among students, and among teachers, students report a more positive view of the social and emotional well-being.</p>
<p><b>Domain 5: Confidence in Capabilities</b> means feeling able and motivated to learn, willing to experiment, able to influence those around me, and to manage life's challenges. <b>Hypothesis:</b> When schools encourage and support student learning, provide extra help, make expectations for assignments clear, and give students a voice in shaping the learning environment, students a more positive view of their well-being.</p>
<p><b>Domain 6: Pleasure and Joy in Learning</b> means finding learning enjoyable and fun, feeling competent, curious, knowing how to learn and feeling that what you are learning is relevant and useful. <b>Hypothesis:</b> When schools provide a range of creative teaching and learning methods, clear and consistent student feedback, curricula that is relevant and engaging, students report, higher levels of joy and pleasure in learning and well-being.</p>
<p><b>Domain 7: Inner Strength and Spirit</b> means feeling means feeling playful, alive, inspired about life, at ease within yourself, and vigorous. <b>Hypothesis:</b> When schools provide students a range of activities for self-realization and a positive and enthusiastic environment for learning, students report higher levels of inner strength and positive spirit.</p>
<p><b>Domain 8: Sense of Interconnection with All of Life</b> means feeling connected to the larger universe, which includes experiencing life as having meaning. <b>Hypothesis:</b> When schools provide opportunities for students to lean about and engage with the global community, to interact with nature, and encourage students to see positive opportunities in their future, students report more positive feelings of meaning in life and well-being.</p>
<p><b>Domain 9: Overall Satisfaction with Life (Well-Being)</b> means feeling that life is congruent with how a person wants it to be and that there is an overall feeling of happiness, positive health and wellness. <b>Hypothesis:</b> Learning environments and several facets of schooling being (physical/psychosocial environment, curriculum relevance, learning processes and relations with teachers and peers) affect student well-being overall and its sub-components (physical, social, emotional, mental and spiritual).</p>

## Annex 7: EU Competence Frameworks for learners and teachers

### Framework of Key Competences for Lifelong Learning (2006)

Competence	Definition
<b>Communication in the mother tongue</b>	Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.
<b>Communication in foreign languages</b>	Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.
<b>Mathematical competence and basic competences in science and technology</b>	<p>A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).</p> <p>B. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.</p>
<b>Digital competence</b>	Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.
<b>Learning-to-learn</b>	'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.
<b>Social and civic competences</b>	These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence

	equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.
<b>Sense of initiative and entrepreneurship</b>	Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.
<b>Cultural awareness and expression</b>	Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts.

### **The Common European Principles for Teacher Competences and Qualifications (2005)**

Work with others	They work in a profession which should be based on the values of social inclusion and nurturing the potential of every learner. They need to have knowledge of human growth and development and demonstrate self-confidence when engaging with others. They need to be able to work with learners as individuals and support them to develop into fully participating and active members of society. They should also be able to work in ways which increase the collective intelligence of learners and cooperate and collaborate with colleagues to enhance their own learning and teaching.
Work with knowledge, technology and information	They need to be able to work with a variety of types of knowledge. Their education and professional development should equip them to access, analyse, validate, reflect on and transmit knowledge, making effective use of technology where this is appropriate. Their pedagogic skills should allow them to build and manage learning environments and retain the intellectual freedom to make choices over the delivery of education. Their confidence in the use of ICT should allow them to integrate it effectively into learning and teaching. They should be able to guide and support learners in the networks in which information can be found and built. They should have a good understanding of subject knowledge and view learning as a lifelong journey. Their practical and theoretical skills should always allow them to learn from their own experiences and match a wide range of teaching and learning strategies to the needs of learners.
Work with and in society	They contribute to preparing learners to be globally responsible in their role as EU citizens. Teachers should be able to promote mobility and cooperation in Europe and encourage intercultural respect and understanding. They should have an understanding of the balance between respecting and being aware of the diversity of learners' cultures and identifying common values. They should also need to understand the factors that create social cohesion and exclusion in society and be aware of the ethical dimensions of the knowledge society. They should be able to work effectively with the local community and with partners and stakeholders in education – parents, teachers, education institutions, and representative groups. Their experience and expertise should also enable them to contribute to systems of quality assurance.