



Learning for
Well-being



Developing a Learning 4 Well-being Survey

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The Universal Education Foundation

Supports Research and Action and Convenes Partners for the purpose of transforming learning to be in service to well-being through:

- Learning for Well-being Consortium of Foundations in Europe
- European Youth Movement
- Elham Palestine
- Voices of Children Surveys (1 & 2)
- Development of the Voices of Children 3 or Learning for Well-being Survey in Partnership with Child Trends

Child Trends Mission

Child Trends seeks to improve the lives of children and youth

*by conducting high-quality research
and sharing it with the people and institutions whose
decisions and actions affect children*

We use a developmental, holistic, and ecological approach to child well-being in all of our work

Expansion of Conceptualization of Well-being Over Time

- From survival to flourishing
- From basic status of education, health, behavior and family characteristics
- ...To physical, social-emotional, cognitive, and spiritual dimensions of the individual
-as well as quality of all relationships
-as well as the quality of all contexts

See our UNICEF IRC paper on positive indicators:
www.unicefirc.org/publications/pdf/iwp_2009_21.pdf

UEF's Framework Adds Value to the Field

- Conceptualization and Measurement of Learning has been largely limited to schools
- 1968: A US Census Bureau Report critiques available education data for not recognizing the degree to which learning takes place out of school
- 2000-2009: PISA assesses everyday skills for the real world
- 2011: Child Trends develops the Flourishing Children pilot survey including Flourishing in school and work

Constructs for Flourishing Children Study

Flourishing in School and Work

- Diligence & Reliability
- Educational engagement
- Entrepreneurship
- Trustworthiness & Integrity
- Thrift

Flourishing in Relationships

- Positive friendships
- Parent-Adolescent relationship

Relationship Skills

- Empathy
- Social Competence

Personal Flourishing

- Gratitude
- Forgiveness
- Hope
- Goal Orientation
- Life satisfaction
- Purpose
- Spirituality

Helping Others to Flourish

- Altruism
- Generosity

Environmental Stewardship

2011: UEF Learning 4 Well-being Survey

Measuring:

- Awareness, skills/practices, behaviors, and environmental supports
- ...needed to realize one's unique potential
- ... through physical, mental, emotional, and spiritual development
- ...in relation to self, others, and the environment

What Does *that* Mean?



Specifying the UEF Learning for Well-Being Framework

- Through literature reviews and independent qualitative research in educational settings (see: *Learning for Well-being: Changing Paradigms*, O'Toole and Kropf, 2010).
- **Conditions for learning for well-being:**
 - Unique potential
 - Inner diversity
 - Relationships/Communication
 - Engagement/Participation
 - Living System Perspective

Core Capacities for L4WB Framework

Foundational Capacities Necessary for ...

Unfolding Unique Potential

- Awareness of one's life purpose
- Awareness of sacredness of life – mindfulness towards all beings
- Appreciation and gratitude for one's self
- Autonomy (to know oneself as independent & unique)
- Awareness of one's particular gifts & contributions
- Being at peace with one's way of being

Appreciating/Understanding Inner Diversity

- Being appreciated and respected
- Awareness of one's learning processes/needs
- Knowing about one's inner world
- Understanding the uniqueness of others

Relationships/Communication

- Self-esteem/self-worth
- Knowing one's communication needs/processes
- Knowing one's feelings/beliefs
- Empathy
- Curiosity
- Playfulness

Participation/Engagement

- Capacity to choose (sense of agency)
- Self-motivation
- Capacity to plan/organize
- Connecting to inner resources (creativity, intuition, somatic experiences)
- Knowing how to engage/disengage using your own limits and boundaries
- Knowing one's responsibility/duty
- Awareness of one's contribution/role in the current circumstances

Systems Perspective/Self-organization

- Understanding interdependence & interconnectedness
- Knowing oneself as a whole system: knowledge of mind-body connection
- Sensory awareness (inputs of all kinds)
- Seeing/recognizing patterns – macro/micro
- Universal sense of belonging and connectedness

Others:

- Consciousness (being awake/mindful)
- Knowing how to care for one's physicality
- Relaxation (all levels)
- Coping with stress, difficulties, and trauma
- Emotional self-regulation

UEF VOC-3 Survey Expands Measurement of Optimal Well-Being through measuring:

- Awareness of who you are uniquely
- Taking responsibility for who you are in your roles, relationships, and situations
- Connecting who you are to others, the environment, and the world

We Dare You to Try to Measure This!



For each of the core capacities, the survey explores three areas:

- Does the individual consider the capacity important?
- Does the individual have the competences and skills to express or be able to put this capacity into practice?
- Does the learning environment offer appropriate and effective support for this capacity?
- Thus aligning with Child Trends framework for generating positive indicators at the individual, relationship, and context levels.

Example: Knowing One's Communication Needs and Processes

Importance:

- How important is the following TO YOU...
...Knowing how I communicate with others
(extremely to not at all)

Capacity:

- It is easy for me to get into conversations with adults at school
(exactly like me to not at all like me)

Environmental Support :

- I have lots of chances to take part in discussions about what I am learning
(Strongly agree to Strongly disagree)

The Survey Items Came from the Following Sources:

- Validated instruments from various sources
- Child Trends Flourishing Children Study
- Children's World (a few items to enable cross-survey analyses)
- Child Trends developed new items where validated items were not available

Survey Refinement

- Survey is still being developed and refined
- Input from Youth Group identified items that were difficult to understand
- Youth Group identified additional constructs that will be considered
- Survey will be revised for 15 year-olds for similar reasons as PISA
- We will conduct cognitive interviews to ensure item comprehension and that constructs important to youth are captured

Survey Characteristics

- 20 minutes and 100 items long
- Currently administered in online format
- Contains background items
 - Language spoken
 - Country of origin and residence
 - Family structure
 - Income and employment
 - Education attainment of parents
- Educational status and plans
- Contains behavioral outcomes with which to test validity of the items and the core capacities

Plans for Piloting Survey

- Partners in Hungary, Portugal, Netherlands and Palestine are ready to pilot the survey next year
- Others interested?
- Psychometric and demographic analyses of pilot data will be performed
- Survey will be revised based upon the analyses

Future Plans

- Survey will be made available to countries interested in participating
- Population to be sampled and data reported at the country level to impact country level education policy as well as enable cross-national comparisons
- Survey results will provide Voice for Youth to transform their learning environments
- And data to guide adults in creating optimal learning environments that support well-being

How do respondents react?

Respondents report that simply taking the survey expanded their perceptions of themselves and the capacities needed for their optimal development

In the words of a youth who took the survey:

“People have labeled well-being (self-part) as abstract, subjective and immeasurable and finally a tool is being created to measure it”



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