Chapter 4

Positive Education

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Since this Chapter is aimed at education policy and decision makers at all levels, we begin with a "How To" Checklist that summarizes ideal steps to a sustained systemic shift towards Positive Education. In the rest of this chapter, we expand on each of these twelve chronological steps of Positive Education.

Positive Education "How To" Checklist

☐ 1. Contextual and cultural immersion and understanding

☐ 2. Multi-stakeholder engagement

☐ 3. Needs and goals assessment

☐ 4. Quantitative baseline measurement

☐ 5. Curricular development and adaptation

☐ 6. Training of educators

☐ 7. Curriculum implementation

☐ 8. Ongoing training and embedding

☐ 9. Post-intervention measurement and ongoing impact evaluation

☐ 10. Evidence-based policy design and legal institutional embeddedness

☐ 11. Large-scale policy implementation

☐ 12. Ongoing evidence-based evaluation, adaptation, and evolution

Last year we reported on the state of Positive Education (PosEd) around the world. There has indeed been progress in the last twelve months on several fronts and in several nations and we will update the progress. But this chapter will mostly be a "how to" guide. Positive Education is spreading and it seems to be a bottom-up movement. Students, teachers, and parents learn about it, believe in it, and then advocate for it. But this requires convincing the people who actually run schools and universities to adopt it. These executives have small budgets and many competing factions demanding their piece of the budget. PosEd is not inexpensive and PosEd requires training of teachers and re-tooling of curricula. Therefore, it is no simple matter to convince education decision-makers to adopt it. So, we start with four "how-to" case histories. The first comes from Geelong Grammar School's endeavors to build whole school Positive Education. The second comes from Adelaide, Australia and shows how The University of Adelaide imbedded Positive Education into teacher training on a state-wide basis. The third comes from Monterrey, Mexico and tells the story of the first entire Positive Education University. The fourth comes the wide experience of Alejandro Adler in convincing ministers of education of entire nations to adopt Positive Education.

We begin with our definition of our subject matter. Positive Education has three aspects: 1) The **goal** of PosEd is to produce both well-being as well as to forward the traditional outcomes of schooling.

2) PosEd **measures** the well-being outcomes before and after: measures of "happiness," which are decomposed into elements less vague than the highly ambiguous term, "happiness." In addition, PosEd measures the relief of ill-being or unhappiness, typically depression and anxiety. Third, PosEd measures academic success. The specific measures are detailed in our 2018 report.

3) PosEd uses reasonably well-validated interventions that increase well-being and decrease ill-being (for meta-analyses of positive interventions and their validation, see Sin & Lyubomirsky, 2009 and Boller, Haverman, Westerhof et al, 2013). The specific interventions are detailed in our 2018 report.

Given this definition we now turn to four case histories, four lessons in how to spread PosEd at scale.

Our first case study comes from Geelong Grammar School, where Positive Education began in 2008.

"How to" implement Positive Education: Whole School Approach

Over the past ten years GGS has committed both human and financial resources to its whole-school approach of nurturing both a love of learning and a love of life. While exciting progress and growth have been seen over the past decade, the school recognizes that Positive Education is an ongoing journey. Through harnessing the heart, hands, and minds of the school community, the school has been energized by the many specific activities, lessons and interventions that naturally ebb and flow. What remains strong and bold, however, is a continual commitment to placing well-being at the heart of education (Norrish, 2015).

How did Geelong Grammar School do it?

Step 1: Carry out extensive research and due diligence

For GGS, it didn't start in 2008 when Professor Martin Seligman and a team of colleagues from the University of Pennsylvania trained 100 of our staff on a nine-day Positive Psychology course. It started more than two years earlier as the School investigated ways to proactively nurture student well-being. What began as an initiative to build an integrated Wellbeing Centre Building, evolved into complementing this iconic building with a deep underlying philosophy and framework for nurturing staff and student well-being. This philosophy was coined as 'Positive Education'.

Step 2: Engage with experts in the field

The empirical evidence and rigor that comes with Positive Education is an important hook for many staff and parents within a school community. To leverage this science, GGS was able to engage with a large number of national and international experts in the fields of positive psychology, resilience, educational and developmental psychology and more. Each visitor's expertise added insights to our ever-evolving program and philosophy and contributed to the validation of this new field.

Step 3: Bring the community along on the journey

Providing clear and consistent messaging as to the aims and hopes of Positive Education is

essential. Articles in school publications, public addresses, opportunities for parents to ask questions and seek clarification were all part of the implementation plan. All stakeholders were kept regularly informed, using jargon-free language and were invited to ask any questions and raise any concerns. The key personnel leading the change welcomed questions and contributions from colleagues, understood and embraced *skepticism* but urged staff not to take a *cynical*, closed-minded approach to Positive Education. The hope was to both kindle curiosity and develop a sense of shared ownership for our staff, parents and students.

Step 4: Combine the decision-making authority of the School leaders with the knowledge and enthusiasm of the teachers who have daily contact with the students

With School leadership on board and fully committed to the implementation of Positive Education, it was then vital to empower teachers in the classroom, and non-teaching colleagues in their offices to trial, adapt, design and pilot ideas and activities to nurture well-being in their environments and circles of influence.

Step 5: Ensure sustainability through establishing an in-house training team

To ensure the long-term viability of Positive Education it became evident that the School needed to invest in building the capacity of a small number of colleagues to lead and drive the ongoing delivery of Positive Education training to new staff members, new parents and new students. This led to full-time Positive Education faculty. Of course, beyond the initial training course, ongoing professional learning sessions are vital to keep the concepts fresh and to ensure the community stays abreast of the latest developments in the relatively young and evolving science of well-being.

Step 6: Realize the commitment is an ongoing commitment

The School was advised from a very early stage that any investment in human resources and operational costs for Positive Education would not be a one-off payment, but would be an ongoing financial cost. The School continues to fund a Positive Education department which consists of a Head of Department, Positive Education Campus Coordinators, Activity Leaders and classroom teachers.

The second case study is how to radically change teacher education.

The Wellbeing Framework for Initial Teacher Education at the University of Adelaide

Teaching is a highly complex profession. Aspiring teachers start wanting to contribute positively to learning and engagement with school students, but are often overwhelmed with the complexity of their roles. They grapple with professional identity while confronted by poor school literacy and numeracy, and this results in widespread declines in student engagement in schools. Teachers' well-being itself has a significant role to play in the attraction, retention and sustainability of teachers for the profession. To consider the teachers' well-being is new across the world as most research to date has focused on the deficit model that contributes to an unwell teacher. Very little research identifies how to develop well teachers and sustain their health and well-being. We argue for an equitable and sustainable approach, one that integrates well-being as a part of pre-service teacher education from the very outset. We claim this will better prepare pre-service teachers for the complexities of the profession. It also is a pathway to show pre-service teachers how to teach well-being to their future students.

The University of Adelaide

The University of Adelaide's School of Education is one of the oldest, yet most innovative and influential, educational research-intensive schools in Australia. Over the past 18 months, the School of Education has reviewed all undergraduate and postgraduate initial teacher education programs to ensure graduates are job-ready and able to make a positive impact on student learning when they start teaching. While a growing number of Australian primary and secondary schools have adopted a scientific approach to well-being, and professional development programs are available around the world until now university pre-service teacher education has failed to prepare teachers adequately for the social, emotional, and physical aspects of the job (McCallum (2016, p115 – 116), (Kern & White, 2018; White, 2015, pp. 167-175; White, 2017).

Why initial teacher education?

Teachers are surely the most important in-school factor contributing to student achievement, belonging, satisfaction and flourishing (Hattie & Yates, 2014; Allen, Kern, Vella-Brodrick, Hattie, & Waters, 2018). However, up to 53 percent of beginning teachers leave teaching within the first five year--across the world. Over a decade ago Moon (2007) advised that teachers were leaving due mainly to 'burn-out', increasing demands of the role as the curriculum is crowded with more and more issues that society cannot deal with, coupled with the administrative burdens and teacher accountability connected for results with challenging student behaviors, and mounting stress on families and communities.

The impact of teachers leaving the profession is the loss of quality teaching graduates, which will, in turn, undermine the long-term development of an educated, healthy workforce. Integrating a Wellbeing Framework into initial education degrees establishes the importance of well-being early in a teaching candidate's journey.

A Wellbeing Framework

In 2018 under the leadership of Professor Faye McCallum, Associate Professor Mathew White and the team at the School of Education at the University of Adelaide created an evidence-based Wellbeing Framework for teacher education. To be implemented in 2019, the framework integrates foundational elements from character virtue philosophy and evidence-based approaches with well-being. This significant reform in the Bachelor of Teaching and Master of Teaching programs was achieved while addressing the requirements established by the Teachers Registration Board of South Australia, and it also explicitly addresses the Australian Institute for Teaching and School Leadership's (AITSL, 2016) Australian Professional Standards for Teachers and Leaders (APSTs)

Curriculum Design Participants

The Learning Enhancement and Innovation partnership teams for the Bachelor of Teaching and Master of Teaching programs included:
• Heads of School
• Program Directors
• Course Coordinators
• Current and future teaching teams
• Learning Designers and colleagues in Learning Enhancement and Innovation
• Students with existing degrees
• Graduates from all degrees who are practising teachers

The strengths of the process enabled the team to establish:
• curriculum alignment between the core courses within a program (linkage in course/ program/ graduate level outcomes, course objectives and assessment), and
• course learning activity and blended design models to support course outcomes.

Potential Impact of the Wellbeing Framework

Within the next five years over 750 University of Adelaide teaching graduates of language and literature, foreign languages, humanities, social sciences, mathematics, natural sciences and human sciences will graduate through our well-being framework. These graduates have the potential to teach over 93,750 middle and senior school aged students. The School of Education has an ambitious research and engagement strategy which aligns in a teaching-research nexus and will raise the significance of the Wellbeing Framework to over 1.6 million South Australians.

Globally, the impact could be much wider if initial teacher education programs included a well-being curriculum in their programs and courses. Teacher well-being is an individual, collective, community and global responsibility. McCallum concluded that '... wellbeing as a concept has a place in initial teacher education to ensure that early career teachers are retained in the profession alongside seasoned teachers in all locations across the globe. There is a clear link between teachers' wellbeing, their role in the classroom and school community, and the success and satisfaction of children and young people' (2016, p. 128).

Table 1: Summary of the University of Adelaide Wellbeing Framework Program Enhancement Process

Activity	Goals	Outcome
Pre-PEP consultation	Engaged key stakeholders from Advisory Board on Wellbeing Framework Strategy	Engagement with the Chief Executive Officers of the Department for Education, Catholic Education South Australia, Association of Independent Schools of South Australia
Pre-PEP facilitator meeting	Program Coordinator held a series of planning meetings with Learning Designers to co-create workshop goals, success criterion and vision.	Clarity on the purpose of the Wellbeing Framework
Workshop 1	To co-design new program learning objectives, mapped against the University of Adelaide Graduate Attributes and current AITSL APSTs, to establish a point of difference.	Compliance with requirements for Teacher Registration Board, Australian Institute for Teaching and School Leadership
Mapping the program and course learning outcomes.	Integration of a Wellbeing Framework against the Graduate Attributes, current Australian Institute for Teaching and School Leadership Australian Professional Standards for Teachers and program learning outcomes	
Workshop 2	Map course learning outcomes for existing specialisations against new program objectives.	
Mapping the course learning outcomes for new specialisations against new program objectives.	Integration of a Wellbeing Framework against the course learning outcomes and professional teaching experience for students	
Workshop 3	Mapping the course learning outcomes for new specialisations against new program objectives.	
Complete Carpe Diem process for all specialisations.	Integration of a Wellbeing Framework against the course assessment and professional teaching experience for students	
Post Workshops	Integration of Wellbeing Framework into Bachelor of Teaching and Master of Teaching programs for accreditation with South Australian Teachers Board	Compliance with requirements for Teacher Registration Board, Australian Institute for Teaching and School Leadership

Our third case study is *how to* build an entire Positive Education University. It comes from Tecmilenio University in Mexico.

Tecmilenio University is recognized as the first Positive University in the world. It is comprised of 58,200 students from upper secondary school, college and masters programs distributed over 29 campus across Mexico. Its explicit vision is, "To prepare students with a life purpose and with competencies to achieve it". Students are empowered to customize their own college program, and a learning-by-doing approach is infused across all academic programs. We seek the highest return on education investment that translates into competent graduates in a global economic environment with high employment rates and with well-being and happiness.

They define a Positive University as a learning community that cultivates the best self in each person, allowing them to flourish, to discover their purpose in life, and to benefit society.

Everything at Tecmilenio is aligned with their "Wellbeing and Happiness Ecosystem," inspired by Martin Seligman's PERMA model of well-being *(positivity, engagement, positive relationships, meaning, and achievement)*, plus physical well-being, mindfulness, and character strengths. Facilities and services, student activities, training and development, and academic programs are all seek to develop well-being and happiness. Academic programs, faculty, staff, administrators, facilities, and service providers are aligned to generate a "Positive Culture" and learning environment in each of Tecmilenio's 29 campuses (Figure 1).

At the college level, every year, 100% of students (5,100 per year) take a course on well-being and happiness in the first semester, and then during the sixth semester 100% of students take a Positive Organizations course.

Tecmilenio University defines its "Positive Experience" across 5 stakeholder groups and domains: (1) students, (2) faculty and staff, (3) alumni, (4) partners and (5) sustainable management (Figure 2)

(1) For students: Discovering and developing their purpose in life, reaching high levels of well-being and happiness, living a memorable student experience, and developing skills to be competent in a global economy;

(2) For faculty and staff: Positive and empowered faculty, staff, and leaders managing

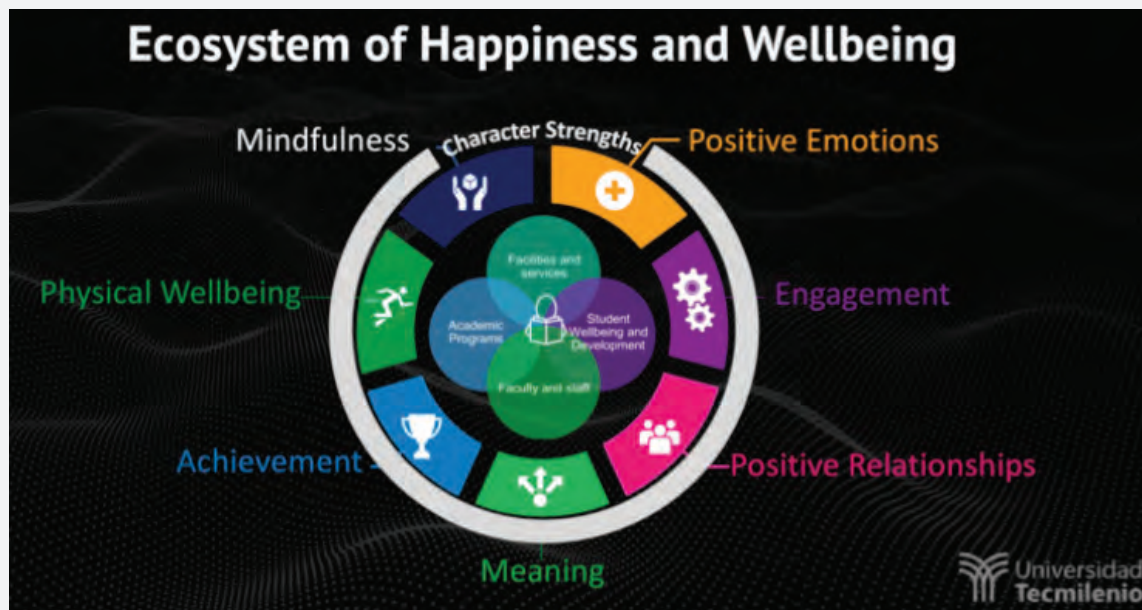**Figure 1: Ecosystem of Happiness and Wellbeing**

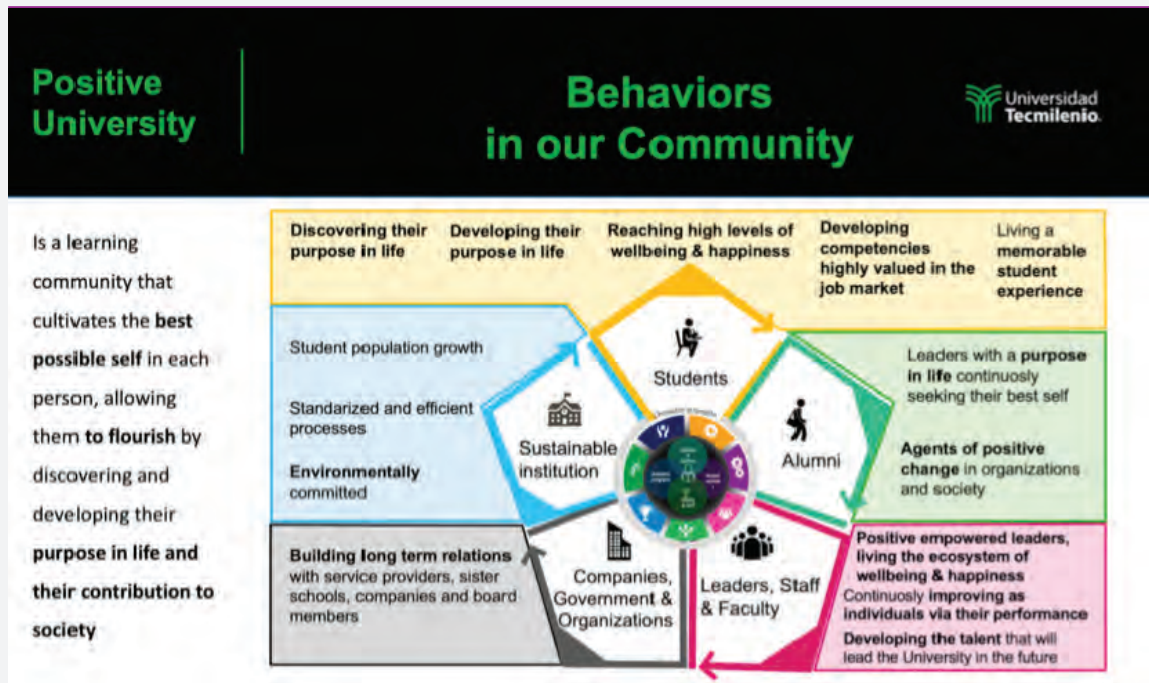**Figure 2. Tecmilenio's Vision: A Positive University Experience**

Table 2. Training in Positive Psychology and Positive Organizations

	Certified in Positive Psychology	Certified in Positive Organizations	Life Purpose
Employees (1,673)	84 %	10 %	83 %
University Leaders (225)	97 %	83 %	88 %
Faculty (4,052)	18 %	3.8 %	55 %

and living coherently in our well-being and happiness ecosystem, continually improving as individuals and developing co-workers that will lead the University into the future;

(3) For alumni: leaders with a purpose in life continually seeking to become their best possible selves as agents of positive business and as positive community change makers;

(4) For partners: Building long-term relationships with schools, industry-partners, advisory boards, and suppliers; and

(5) For sustainable management: protocols with efficient and equitable processes, committed to the social and natural environments

We created a well-being and happiness institute, *Instituto de Ciencias de la Felicidad*, to provide training and scientific support for the University's development and decisions (see: http://cienciasdelafelicidad.mx/).

Extensive training and funds (USD $3.5 million) have been invested since 2012 in programs and certifications for faculty, staff, and University leaders in the following fields (i) Principles of Positive Psychology, (ii) Positive Organizations and (iii) Life Purpose (Table 2).

Positive Education "How To" Checklist and Policy Manual

Our final case study comes from the international experience of Dr. Alejandro Adler. His job for the last six years has been to convince minsters of education and other high government officials to buy into Positive Education. His advice turns on the most frequent questions and challenges that anyone trying to convince the people who run education at scale must know how to answer.

We use his case study of *Education for Gross National Happiness* in Bhutan, the country where the relationship between increased well-being and enhanced academic performance was first empirically established. We tested two questions in Bhutan: (1) Does the Gross National Happiness (GNH) Curriculum increase well-being? and, (2) Does increasing well-being improve academic performance? (Multiple international replications of this methodology can be found in the 2018 *Positive Education* chapter of the *Global Happiness Policy Report*).

1. Cultural immersion

"Gross National Happiness is more important than Gross National Product."
—Jigme Singye Wangchuck, the 4th King of Bhutan, 1986 Interview with Financial Times

Bhutan is a small Himalayan country with fewer than one million inhabitants, and it uses Gross National Happiness (GNH) rather than Gross Domestic Product (GDP) to assess national progress and to drive public policy. The GNH index includes nine domains of progress: health, time use, education, cultural resilience, living standards, ecological diversity, good governance, community vitality, and psychological well-being. In line with this, Bhutan has organized its education system around the principles of GNH; the Bhutanese Ministry of Education's explicit mission is to "Educate for Gross National Happiness."

Researchers from the University of Pennsylvania spent nine immersive months in Bhutan understanding and learning from local knowledge, skills, attitudes, and values before beginning any kind of program, project, study, or policy described later in this checklist. They interacted with and learned from the 10 stakeholder groups listed in Phase 2 below.

2. Multi-stakeholder engagement

"I will be very happy if we can increase our math, reading, and science scores. However, different people in our education system care about different outcomes. Politicians care about standardized exams and reelection; teachers care about job security and salaries; parents care about their children's well-being and about preventing bullying; and students just want to have fun. How can we please them all?"
—Minister of Education, country in Central America (2018)

To design education policies that deliver sustainable change at the education system level, it is essential to jointly design and deliver all components of Positive Education with as many local education stakeholders as possible. These include:
1. Policy makers at the local, regional, and national levels (ministries of education)
2. Teachers
3. Principals
4. Schools staff
5. Students
6. Parents and caretakers
7. Academic researchers
8. Private sector employers
9. University leaders
10. Non-profit and independent educational organizations

3. Needs and goals assessment

"I know you think you understand education with your numbers, statistics, and fancy university titles. But I have been teaching for over 40 years and I don't think you have any idea about what teachers like me know about teaching and learning, what we care about, what we need, and how we are actually treated in public schools."
—Secondary school teacher, Marikina City Secondary School, Philippines

Using an Appreciative Inquiry (Cooperrider and Whitney, 2008) approach, researchers from the University of Pennsylvania worked with members of the 10 stakeholder groups above to identify the existing strengths in the Bhutanese education ecosystem together with the needs, objectives, and incentives for the different stakeholders. The methodology for the needs and goals assessment phase of the project included unstructured

data collection (i.e., informal conversations), structured interviews and focus groups, and quantitative demographic and anthropological data compilation and collection.

4. Study design and quantitative baseline measurement

"How do you know that if we invest our limited financial and human resources in well-being that students' academic performance will *not* deteriorate?"
—Minister of Education, country in South Asia (2015)

The Bhutan study included 18 public secondary schools in three representative *dzongkhags* (districts) in Bhutan: Thimphu, Punakha, and Wangdue Phodrang. 95% of Bhutanese students attend public schools and the language of instruction in Bhutan is English.

The study used a nested cluster randomized design at the whole-school level in 18 Bhutanese secondary schools (8,385 students). We randomly assigned the schools to either the treatment group, which received the *GNH Curriculum* during 15 months, or to the control group, which received a placebo *GNH Curriculum* during the same 15 months. We included a placebo Curriculum for the control group to control for demand artifacts in our results, such as the Hawthorne Effect or the Pygmalion Effect, which have been reliably documented in the literature of longitudinal studies. 11 schools (n=5,247 students) were in the treatment group, and 7 schools (n=3,138) were in the control group. The mean student age was 15.1 years old (SD 2.2, min 10, max 24). 54% of students were female.

This was a single blind study – students, teachers, and school staff were unaware of whether they were part of the treatment or control group. Throughout the intervention, only two researchers from the University of Pennsylvania and nine staff members from Bhutan's Ministry of Education were aware of which school was in which group.

The student well-being survey used the validated EPOCH measure of adolescent well-being (Kern et al., 2015). The survey also included an overall measure of life satisfaction, the 5-item adolescent Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985). The survey also included questions about age, gender, hometown, and social media use.

We collected baseline well-being data from all students in the 18 secondary schools (n=8,385) during May 2012, the month before introducing the *GNH Curriculum*. In addition to self-reported well-being measures, we had participating students' performance on annual standardized exams (the National Education Assessment or NEA) from September 2011 (pre-intervention). The NEA assesses students on math, science, and reading and is administered annually in September by the Ministry of Education to all students in both primary and secondary public schools in Bhutan.

5. Curricular development and adaptation

"How do you find a healthy balance between what the science tells you works best and what teachers actually need in different contexts and cultures to be able to teach effectively in the classroom?"
—Under-Secretary of Education, country in Central Europe (2017)

The Bhutanese Ministry of Education invited us to *co-develop* a *GNH Curriculum* that targeted ten non-academic "life skills" for secondary school students (grades 7 through 12):
1. Mindfulness: calm awareness of thoughts, emotions, and surroundings
2. Empathy: identifying what other individuals are feeling or thinking
3. Self-awareness: understanding of personal talents, strengths, limitations, and goals
4. Coping with emotions: identifying, understanding, and managing emotions
5. Communication: being active and constructive in communication
6. Interpersonal relationships: fostering healthy interactions with friends and family
7. Creative thinking: developing ideas that are novel and useful
8. Critical thinking: conceptualizing, applying, analyzing, synthesizing, and/or evaluating information as a guide to beliefs and actions
9. Decision making: choosing the best beliefs or action plans from available options
10. Problem solving: accessing effective heuristics to solve theoretical and practical problems

The curriculum teaches these skills in a 15-month stand-alone course called Life Skills Training. The

curriculum also infuses these skills into existing academic subjects.

6. Training of educators

"If you want to train someone with these well-being skills that you speak of, teach them directly to the students. They are the intended beneficiaries of our schools. Why would you bother to train the teachers? And why would you train a principal like me? I pretty good at my job, which is much more about leadership and keeping everybody in line than about teaching."
—Head of School, public secondary school in South America (2014)

"All adults in the schools, from the principal to the teachers to the staff members, are the people who define the general culture and the behaviors in the school. They are the ones who should be trained to be able to have a real, sustained change."
—Same Head of School, public secondary school in South America (2018)

The principals and teachers from both groups of schools were told that they were being trained to teach the *GNH Curriculum* and that they would be delivering a 15-month Life Skills Course aimed at increasing student well-being. A "Director of GNH" with training in education was recruited and trained for each school; these Directors were also blind and did not know in which group their school was. The Director of GNH ensured that the curriculum was properly implemented throughout the 15-month intervention. The students in both groups of schools received the same number of classroom hours during the real 15-month Life Skills Course and the placebo 15-month Life Skills Course: two hours per week.

All principals and teachers from the 11 treatment schools received training during a 10-day *GNH Curriculum* retreat. The trainers were psychologists from the University of Pennsylvania and nine trained staff members from Bhutan's Ministry of Education; a training manual (*Educating for GNH*) was used. The trainers taught principals and teachers how to practice and how to teach the ten life skills. Teachers were also trained to infuse their academic subjects (e.g., math, science, reading) with the ten life skills.

The principals and teachers from the 7 schools in the control group received training during a

four-day placebo *GNH Curriculum* retreat during which they learned about how to teach nutrition, psychology, and human anatomy. The trainers in this retreat were the same as the trainers in the *GNH Curriculum* retreat for the treatment group.

7. Curriculum implementation

"I'm a mathematics teacher. What does well-being have to do with mathematics?"
—Teacher, public secondary school in the Middle East/North Africa (2017)

Educators were trained to infuse their own academic subjects (e.g., math, science, reading) with the ten life skills. Literature, for instance, was taught through a "GNH lens" by identifying strengths and virtues in characters from novels and by encouraging students to use these strengths in their daily lives. Further, all students in the intervention group participated in botany practices in organic gardens in every one of the 11 school campuses. They learned to plant, grow, and harvest vegetables and other foods. By studying the plants' physiology, genetics, ecology, classification, structure, and economic importance, students learned how to interactively apply what they were learning in their biology, chemistry, physics, and mathematics classes to their botanic practices. Furthermore, through the complex process of growing different plants with their fellow students and understanding the role of food in the larger local and national economic system, students learned to practice critical thinking, creative thinking, decision making, and problem-solving skills.

In the classroom, teachers learned how to give students feedback in a way that empowered and motivated them. Teachers learned the importance of identifying and noting what students were doing *right* in their classwork, instead of only highlighting what they were doing wrong.

8. Post-intervention measurement and ongoing impact evaluation

"How do you know whether this works? How do you know if you're actually increasing well-being? And how do you know if you're bettering learning outcomes?"
—Minister of Education, country in East Asia (2017)

We collected well-being data again at the end of

the intervention, in September 2013 (n=7,363, participation rate = 99%). We collected well-being data a third time in September 2014, 12 months after the end of the intervention (n=6,524, participation rate = 99%). Only data from students who completed all three rounds of data collection were included in this study (n=6,524).

The *GNH Curriculum* significantly increased student well-being longitudinal school-level analyses of survey data from May 2012 and September 2013 indicate that the *GNH Curriculum* significantly increased adolescent well-being (as measured by the EPOCH scale) in treatment schools, compared to control schools (*Cohen's d* = 0.59, *t*(16) = 3.54, *P*=0.002). The *GNH Curriculum* significantly increased adolescent well-being in treatment schools, compared to control schools.

The *GNH Curriculum* substantially and significantly increased academic performance. As illustrated in Figure 1, longitudinal school-level analyses of standardized test scores from September 2011 and September 2013 showed that the GNH Curriculum increased academic achievement significantly in treatment schools, compared to control schools (*Cohen's d* = 0.53, *t*(16) = 2.37, *P*=0.031).The difference between treatment schools and control schools remained

significant twelve months later (*d* = 0.48, *t*(16) = 2.24, *P*<0.040).

An upward shift of 0.53 standard deviations (SDs) in standardized exam performance means that, on average, students who were performing at the 50th percentile before the intervention performed at the level of students in the 60th percentile after the 15-month intervention. That is *roughly equivalent to a gain of a full academic year.*

The strongest predictors of increased performance on standardized test scores, controlling for academic performance at time t0 were: more engagement, more perseverance, and higher connectedness (all as measured by the EPOCH instrument).

9. Ongoing impact evaluation, adaptation, and scaling

"Does this work at scale and in the long run? —Minister of Education, country in East Asia (2018)

The "Education for Gross National Happiness" program in Bhutan, designed to enhance student well-being, not only increased well-being, but it also significantly increased students' performance on national standardized exams. Taken together, these data demonstrate that well-being and academic achievement are not antagonistic, as

Figure 3. Standardized Test Scores in Bhutan
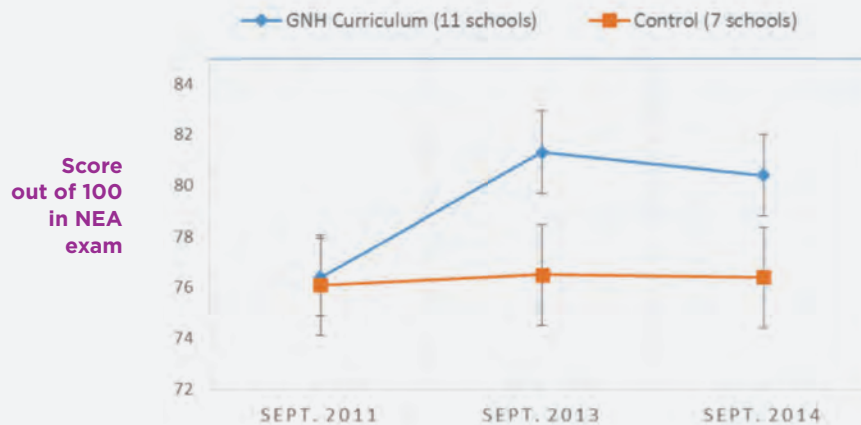
(Adler, Seligman, Tetlock, & Duckworth, 2016)

some have suggested (Mayer & Cobb, 2000); on the contrary, teaching life skills consistently increased well-being and academic achievement in different social, economic, and cultural contexts and at large scales. The Bhutanese Ministry of Education is currently on schedule to implement the GNH Curriculum in every public secondary school in the country by 2022.

Meta analyses have shown that the best interventions that directly target academic performance have, on average, "small" effect sizes of about 0.15 to 0.20 SDs (Durlak et al., 2011). These interventions are expensive and have been implemented at a relatively small scale (less than 1,000 students). Our interventions had effect sizes on students' performance on national standardized exams of 0.19 SDs with 694,153 students in Peru to 0.53 SDs with 6,524 students in Bhutan. Taken together these results suggest that targeting the skills for well-being might yield even more academic dividends than directly targeting academic performance. Teaching students these life skills may make them more receptive to learning academic material and may enable them to better deploy their academic skills when taking standardized exams.

Our results revealed a tradeoff between number of students in intervention and effect sizes, both for well-being and for academic performance.

There was a tradeoff between the number of students in our three interventions and the effect sizes on student academic performance. In Bhutan, we had 6,524 students in our RCT and found an effect size of 0.53 standard deviations on their academic performance, as measured by the NEA national standardized exam. In Mexico, we had 68,762 students in our RCT and found an effect size of 0.34 standard deviations on their academic performance, as measured by the ENLACE and PLANEA national standardized exams. In Peru, we had 694,153 students in our RCT, and we found an effect size of 0.19 standard deviations on their well-being, as measured by the ECE national standardized exam.

Our treatment fidelity results indicate that the larger the size of the intervention, the lower the treatment fidelity of well-being curricula. The treatment fidelities for our three well-being curricula interventions were 87% in Bhutan, 78% in Mexico, and 71% in Peru. The increased layers of trainers could have diluted the fidelity of the implementation of the well-being curricula. In Bhutan, there were no intermediary trainers, in Mexico there was one layer of intermediary trainers, and in Peru there were two layers of intermediary trainers.

The education literature has consistently identified teacher quality as the single most important

Figure 4. Cohen's d vs. Number of Students (Academic Performance)
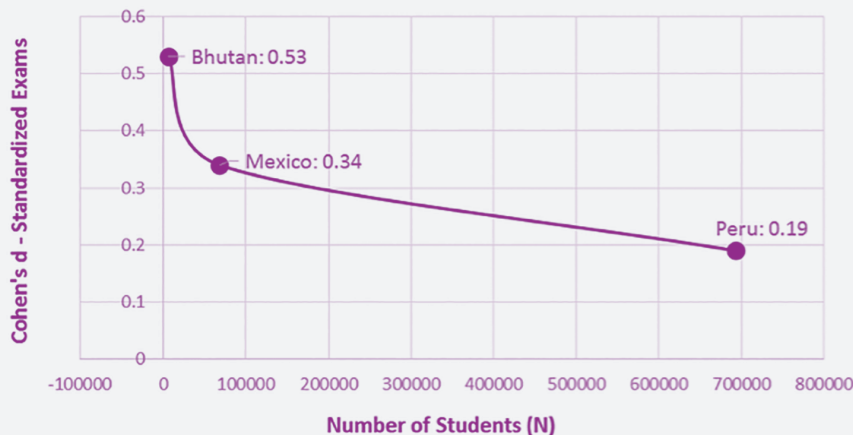
(Adler, Seligman, Tetlock, & Duckworth, 2016)

factor in students' education outcomes, during the schooling years and beyond (Rice, 2003). The well-being retreats, whether they were for principals and teachers in Bhutan or for trainers in Mexico and in Peru, were designed to be immersive transformative experiences. Only in such a context could adults learn to practice and embody the well-being life skills in a short period of time. The fact that students in each of the three studies were at different distances from the adults who had the immersive well-being retreats could also additionally account for the decrease in treatment fidelity and corresponding effect sizes. In Bhutan, for instance, the actual teachers who experienced the well-being retreat taught students the *GNH Curriculum*. In Peru, on the other hand, teachers who taught students the *Paso a Paso Curriculum* were trained by trainers who themselves were trained by trainers who had the immersive well-being retreat.

With the adequate financial, human, and infra-structural resources during future interventions, all teachers who teach a well-being curriculum should have immersive well-being retreat experiences. Thus, whether we can have the large effect sizes on both well-being and academic performance that we found in Bhutan at a larger scale like Peru is an empirical question that future well-being and education experiments will answer.

A New Educational Paradigm

Even though material standards have improved across most of the world during the last 50 years, well-being has remained roughly unchanged in most countries (Easterlin, 2013). During the same five decades, the prevalence of depression has increased at an alarming rate, and the median age of a first episode of depression has also moved from adulthood to early adolescence (Birmaher et al., 1996). Mental illness contributes to lower grades, higher absenteeism, lower self-control, and higher dropout rates (McLeod & Fettes, 2007). These findings suggest a need for an education that simultaneously raises adolescent psychological well-being *and* teaches academic skills. Such a "positive education" offers a new educational model that, in addition to academic learning, emphasizes well-being as a buildable life-long resource (Seligman, 2011).

Previous small-scale studies have suggested that youth well-being contributes to academic achievement, fewer risky behaviors, and better physical health in adulthood (Hoyt, Chase-Lansdale, McDade, & Adam, 2012). Other studies have also suggested that student well-being is likely a protective factor against youth depression and may promote creativity, social cohesion, and good citizenship (Waters, 2011). Moreover, 15 years later in life, adolescents with higher subjective well-being likely earn more money, are more successful, and have higher academic attainment than less happy teenagers (De Neve & Oswald, 2012).

So, a case can be made for an education that raises well-being in its own right and also as preventive of mental illness. In other words, well-being deserves to be seen as a universal pursuit with intrinsic value. But a common worry about such interventions is that they might interfere with traditional academic goals and divert scarce resources away from academics. In the three first large-scale, whole-school randomized studies on well-being and achieve-ment, we showed that teaching the skills for well-being at a large-scale is possible and that it lastingly improves academic performance. We conclude that positive education – building both well-being skills and academic skills hand-in-hand – is feasible and desirable. This new paradigm will sow the seeds for enhancing the human condition sustainably.

Positive Education Around the World 2018-2019

IPEN (http://ipen-network.com/)

Given the spreading of PE across the world, a central international organization is a big help. The International Positive Education Network (IPEN) is just such and it maintains a network of more than 28,000 educators across 165 countries on six continents, all of whom have an expressed interest in positive education. It does so through a web and social media presence, disseminating tools and resources and serving as a platform for connectivity through an open-access, member-ship community, the support of regional offices in the UK and Dubai, administering and sponsoring regional and global conferences, and the partici-pation of more than 40 global representatives in 50 countries around the world. Established in 2014, IPEN is committed to advancing positive education through three aims: changing education practice by equipping practitioners with the tools they need to start delivering positive education in the classroom; persuading policy-makers to change their frameworks so that practitioners are encouraged to educate for character and well-being alongside delivering rigorous and stretching academic study; and nurturing a collaborative community to develop a deeper understanding of the theory and practice of positive education.

Following from the successes of IPEN's first Festival of Positive Education in 2016, IPEN and the David L. Cooperrider Center for Appreciative Inquiry at Champlain College partnered to host the World Positive Education Accelerator (WPEA) incorporating the second Festival of Positive Education and Appreciative Inquiry Summit in Fort Worth, Texas, in June 2018. The WPEA included a three-day appreciative inquiry summit, led by David Cooperrider and his team, that focused on the question: How might we accelerate a union between the best in 21st century learning, with the best in the science of human flourishing, and the positive psychology of human strengths? This collaborative accelerator was the largest of its kind ever held to advance positive education. The event brought together 800+ teachers, school leaders, policy makers, psychologists, practitioners, and students from more than 30 countries to work on designing
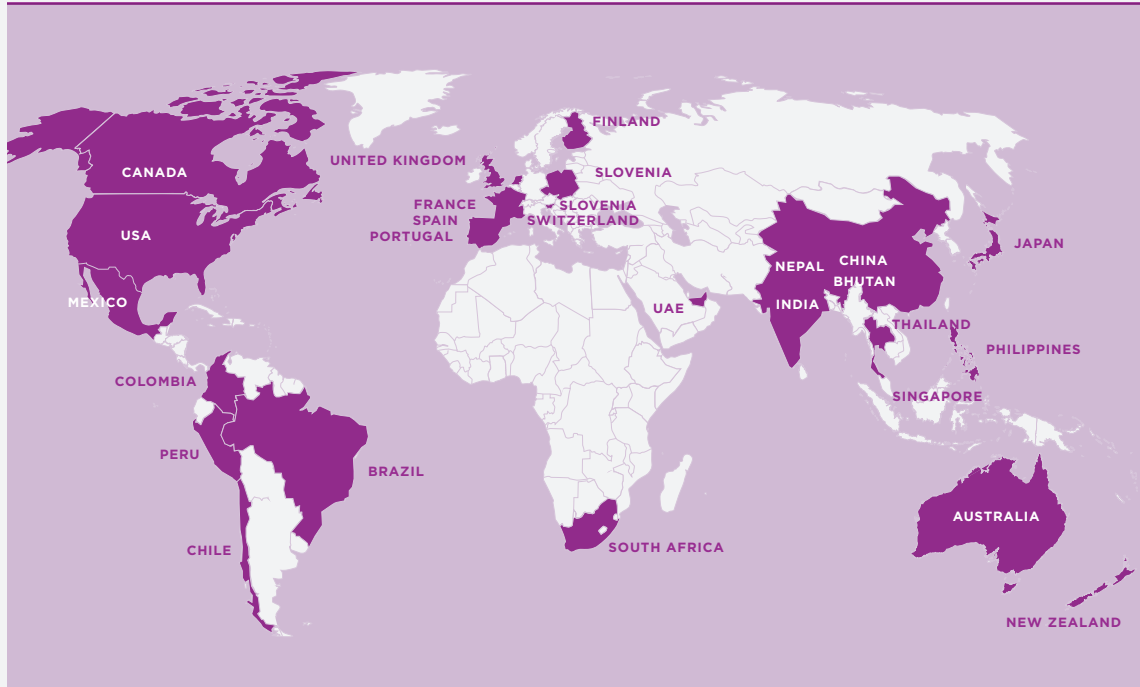
specific initiatives to accelerate the implementation of positive education around the globe.

These initiatives covered the breadth of the education context from kindergarten to university as well as geographical contexts and other domains such as policy, assessment, research, and government. The opportunity areas for collaboration and initiative development included the role of artificial intelligence and digital technologies to accelerate positive education; youth-led initiatives to advance positive education; the role of business as a force for positive education; establishing standards and best practices for positive education; creating resources for teacher preparation, school leaders and administrators, as well as parents, and families; and the development of national summits to accelerate positive education in China, Netherlands/Belgium, Latin America, Singapore, and the United States; among many other areas. The proceedings from the WPEA have been jointly published by IPEN and the Cooperrider Center in a report entitled, "Powering Up Positive Education: Turning Inspiration into Action" (2018). The community created by the WPEA will be jointly supported by IPEN and the Cooperrider Center through facilitating initiative development and maintaining network connec-tivity over the next two years. The outcomes from the WPEA and the initiatives developed through the process are being disseminated via the IPEN and Cooperrider Center websites and connections (https://www.champlain.edu/ai-home/positive-education-summit-2018).

Due to the substantial growth of the network and global traction gained for positive education in its first years of existence, IPEN is in the process of innovating both programmatically and structurally. Programmatically, IPEN has been working to develop a framework for school certification to create a gold standard for administering and teaching positive education. The framework would be based upon taking a whole school approach so that it is not isolated within specific classes, student welfare depart-ments, or with student counselors. IPEN is in the exploratory phase of determining the market for positive education certification and developing partnerships with respected regional and global school authorities within specific regions where the certification model and process can be piloted.

Structurally, IPEN's Board is developing an organizational strategy to grow beyond its original London base in order to ensure it has a truly worldwide reach. IPEN is in the early stages of restructuring through the establishment of regional bases, prospectively to be located in Australia, Dubai, Mexico/Latin America, United Kingdom, and the United States, that would advance positive education within their regions and work in collaboration with each other and a global headquarters. IPEN's goal in embarking on this restructuring is to help build an organization that is strong and well-positioned for growth and evolution over the long-term that captures the energy at the regional level for positive education and makes the value proposition for our global network clear to educators and policymakers at national and international levels.

Regional and national Positive Education programs' websites

USA

https://www.champlain.edu/ai-home/positive-education-summit-2018

https://casel.org/

https://www.characterlab.org/

https://static1.squarespace.com/static/5980a22e9de4b-b9ca8bce449/t/5b61a08b758d4614bd
bf3855/1533124747483/2018_annualletter.pdf

https://www.shipleyschool.org/page/about/positive-education

drandolph@riverdale.edu

dlevin@kippny.org

sanderson@gatewaycc.edu

laurie.santos@yale.edu

CANADA

https://education.alberta.ca/media/3069624/so-cial-emotional-learning-conversation-guide-002.pdf

https://greatergood.berkeley.edu/article/item/how_to_close_the_social_emotional_gap_in_teacher_training

smmckinney@ucc.on.ca

jedwardkidd@ridleycollege.com

MEXICO

http://www.tecmilenio.mx/es/instituto-de-la-felicidad

https://smpp.org.mx/

COLOMBIA

http://avivaeducation.com/about/

BRAZIL

http://www.ayrtonsenna.com.br/en/idolo/ayrton-pa-ra-sempre-legado/instituto-ayrton-senna/

https://www.iepbr.com.br/

CHILE

http://impresa.lasegunda.com/2016/01/18/A/TS2RTQB6/DT2RVP9U

cis@enhancingpeople.com

PERU

https://steinhardt.nyu.edu/site/ihdscblog/2018/03/13
social-emotional-learning-across-the-american-continents/

CHINA

http://usa.chinadaily.com.cn/a/201804/27/
WS5ae33475a3105cdcf651b003.html

https://www.tsinghua.edu.cn/publish/psy/2345/2017/201
70515131200553611595/20170515131200553611595_.html

zhaoyukun@gmail.com

JAPAN

https://measuringsel.casel.org/social-emotional-learn-
ing-competency-assessment-east-asia-part-1/

kawaguchi@giveness-i.com

yuji@giveness-i.com

drkaori@hotmail.com

INDIA

https://corstone.org/international/

NEPAL

http://livingnepal.org/en/fondos-proyectos/

BHUTAN

http://www.grossnationalhappiness.com/9-domains/
education/

www.education.gov.bt/

UAE

https://www.khda.gov.ae/en/dswc

https://www.khda.gov.ae/en/100daysofpositivity

https://wsn.hw.gov.ae/en

SINGAPORE

https://www.moe.gov.sg/education/secondary/val-
ues-in-action

http://www.suss.edu.sg/microsites/SASS/WB2018/index.
html

THAILAND

http://www.uwcthailand.net/learning/social-emotion-
al-learning-and-mindfulness/

https://www.unicef.org/eap/

PHILIPPINES

https://www.philippinesbasiceducation.us/2013/06/
social-and-emotional-learning.html

SOUTH AFRICA

https://www.isasa.org/workshop-on-positive-psychology/

AUSTRALIA

https://www.pesa.edu.au/

https://www.weeklytimesnow.com.au/country-living/
education/secondary/geelong-grammar-school-birth-
place-of-australian-positive-education/news-sto-
ry/1ff4eff19fb1a18364498f63aa3558f1

NEW ZEALAND

http://www.ipen-network.com/blog/penz-2018-posi-
tive-education-new-zealand/

https://www.positivepsychology.org.nz/

positiveeducation.nz/

UNITED KINGDOM

http://www.actionforhappiness.org/toolkit-for-schools

http://www.howtothrive.org/

Lucy Bailey lucy@howtothrive.org

FRANCE

https://www.faacademy.org/academics/social-emotion-
al-learning/

FINLAND

https://bigthink.com/mike-colagrossi/no-standardized-
tests-no-private-schools-no-stress-10-reasons-why-fin-
lands-education-system-in-the-best-in-the-world

PORTUGAL

https://positivepsychologyprogram.com/executive-mas-
ter-of-applied-positive-psychology/

SLOVENIA

https://www.newstatesman.com/world/europe/2017/12/
slovenia-happy-country-should-be-even-happier

SWITZERLAND

https://www.swippa.ch/de/veranstaltungen/swip-
pa-fachtagung-2018/informationen.html

SPAIN

http://www.congresosepp2018.com/17363/detail/
iv-congreso-espanol-de-psicologia-positiva.html

Please refer to the electronic version of the Report at
http://www.happinesscouncil.org/ for links to the
regional and national Positive Education programs'
websites and for an appendix with details about the
significant national programs.

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Chapter 4 **Appendix**

We now turn to an update for 2018 country-by-country. We emphasize that this is a sample rather than an exhaustive update.

United Kingdom

The United Kingdom has started to emphasize positive education as a mechanism to prevent mental health problems by concentrating on improving well-being rather than risk reduction. A single theme that is mentioned in positive education literature is the importance of whole school approach that supports in well-being development (MAPPCP, 2018). Additionally, coaching psychology is now gaining popularity within educational institutions in the UK as it provides opportunities to improve mental health well-being by including coaching in application of positive psychology interventions (Nieuwerburgh & Barr, 2017).

Universities UK (UUK), the representative organization for UK universities, have introduced a new program of work on mental health in higher education in December 2016. The aim of the program is to ensure that well-being and mental health are a strategic priority for universities. Two principles that guide this work are:
• We all have mental health, well or unwell.
• A whole university approach to well-being is needed.

UUK has since introduced a Step Change framework that was published in September 2017 to support higher education institutions to take on the whole university approach and improve students and staff well-being. The publication sets out
• a case for a strategic approach
• a vision
• a whole-institution approach
• an eight-step framework for achieving the vision (Metcalfe, Wilson, & Levecque, 2018)

Table A1. Synthesis of PosEd landscape in the UK (MAPPCP, 2018)

Need	1. Crisis affecting children and young people's mental health in UK
	2. Negative impact on health and education outcomes
	3. Prevention of illness
	4. Promote mental health and protect against mental illness
Solution	1. Improve accessibility to a range of clinical or specialist interventions, e.g., Counselling and Children's Mental Health Services.
	2. Significantly ease pressures on clinical mental health services by developing school-based interventions.
	3. Develop a whole school culture within schools that values and promotes mental health and protects against mental illness.
	4. Improve teacher's confidence and ability to identify issues and provide preventative strategies.
	5. Academic resilience programmes for children and young people, targeted at those who are vulnerable and at risk.
	6. Identify evidence-based prevention programmes
Synthesis	Nuanced and integrated approach to PosEd that provides prevention through
	• A whole school approach that includes a range of targeted interventions for more at-risk children and young people.
	• PosEd programmes for the whole school community that improve well-being, skills for achievement and create a sustainable culture of mental health and well-being.
	• Support for teachers and staff to develop skills for well-being that protect against mental health problems, promote well-being, develop resilience and contribute to sustainable mental health and well-being culture.
	• Access to a range of clinical or specialist interventions for those that need it.
	• Coaching schools through the long-term change and system transformation to ensure well-being becomes fabric of the school.

Figure A1. Eight-step framework for achieving the vision
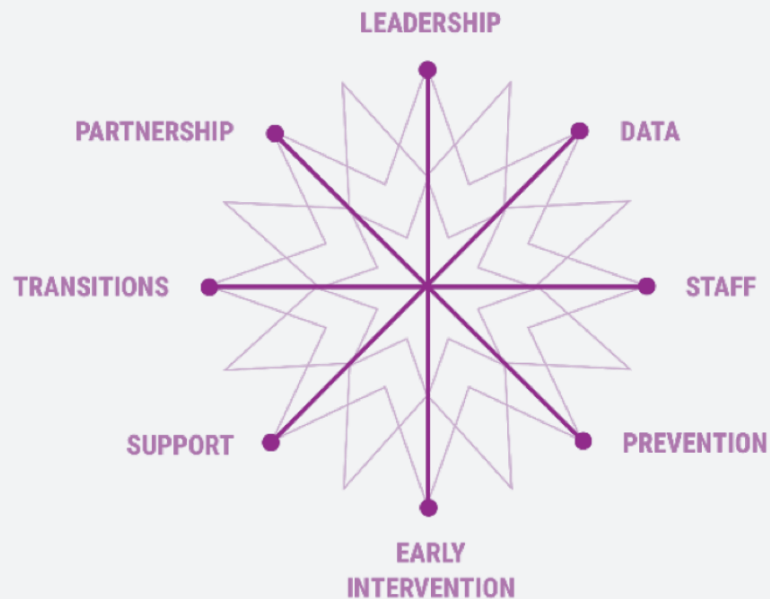
(Metcalfe, Wilson, & Levecque, 2018)

UUK framework for Higher Education

Student Minds

Student Minds, a UK based student mental health charity, works in conjunction with students, professionals, service users and academics to improve student mental health. They have announced plans to develop a University Mental Health Charter which will recognize and reward institutions that deliver improved student mental health and well-being while keeping student and staff mental health a priority. This charter is created in partnership with various charities and Higher Education organizations and with an initial support of £100,000 grant from the University Partnerships Programme (UPP) foundation.

Future in Mind

Has introduced cross-agency services for mental health among children and young adults so that the local areas could collaborate with commissioners and other providers across education, health, social care, youth justice and the voluntary sector. This system would help everyone plan strategically while reflecting the needs of the

local communities (Department of Health & Department for Education, 2017).

Time to Change Campaign

The Government has invested up to £31 million in this campaign for reducing the stigma towards mental health. Time to Change claims it has already helped four million people bring positive changes in their lives.

Schools

After the Department for Education's survey on mental health support in schools and colleges in 2017, a government Green paper proposed three ways to improve support for children and young people's mental health in the UK.

1. All schools will be incentivized to identify and train a Designated Senior Lead for Mental Health to help other staff members deliver the whole school approach in promoting mental health.

2. Funding for new Mental Health Support Teams will be provided to persons who would work jointly between schools and the NHS to help improve support for vulnerable groups.

3. Steps to reduce NHS services waiting time will be taken for children and young people needing specialist help (Department of Health & Department for Education, 2017).

However, these steps will need additional funding which is uncertain given the UK's transition to leaving the EU in 2019.

How to Thrive

How to Thrive (Lucy Bailey lucy@howtothrive. org) has trained teachers in 400 schools (110 primary. schools) to teach the Penn Resilience Program. Some of these teachers have now been teaching the PRP for 9 years. They (conservatively) estimate the Penn Resilience Program to have reached 150,000 students in the UK.

China

Positive education is rapidly taking off in China. Numerous practical models of positive education which are tailored for Chinese culture have emerged and been widely applied. Positive education may be the right antidote for the existing effective yet psychologically expensive educational system in China.

Beijing

From 2014 to 2018, the Positive Psychology Research Center (PPRC) of Tsinghua University has provided rigorous training courses, positive education curricula, and scientific measures for 19 schools, with over 17,500 students and 900 teachers from Guangdong, Sichuan, Hunan and other provinces in China. From 2016 to 2017, compared to control group, the scores of experimental group has increased in psychological resilience, growth mindset and hope in Yuncheng Vocational School. In Taohuajiang primary school, scores rose in 2017 compared to 2016 in students' hope (4.54%), resilience (5.87%), and optimism (6.31%).

To further disseminate PE, PPRC also launched a non-profit program called "Happy Gardener" (Gardener is the common metaphor of teacher in China) that trains school principals and head teachers for free, funded by the Beijing Happiness Foundation. From 2013 to 2018, this 16-session program, trained 1,678 principals and head teachers, who went to Tsinghua University for a

five-day training in PE. Partnered with GuiXin Foundation, the Happy Gardener program has provided PE training for 1,500 teachers in rural regions in Hunan, Sichuan, Qsinghai, Guizhou and Heibei Provinces in China through 2018.

In 2018, the Bureau of Education of Beijing decided to implement a positive education program for all primary schools, junior high schools, and senior high schools in Chaoyang district. This was done under the supervision of the Institute of Psychology of the Chinese Academy of Sciences, and involved 15,000 students and 1,000 educators. This positive education program emphasized cultivating positive character strengths, growth mindset, grit and the pursuit of academic achievement as well as well-being. It also established a psychological wellness profiler for each student, aiming to track their long-run psychological development.

Starting in 2014, Beijing local government partnered with Tsinghua University China Positive Psychology Research Foundation, to fund the research and application of positive education in the amount of US $285,000 per year.

Zengcheng

In 2014, the city of Zengcheng (now part of Guangzhou), Guangdong province, launched the largest program to date in China. Under the supervision of Ms. Ye Hong, member of the standing committee, more than 600 school principals and head teachers completed an intensive training program of positive education provided by the Positive Psychology Research Center of Tsinghua University (PPRC). Martin Seligman lectured to the educators of Zengcheng in 2015.

As of September 2018, Ye Hong reports that 20 primary schools, junior high schools, and senior high school have consistently launched Positive Education for four years in Zengcheng under the supervision of positive education experts of PPRC, influencing over 30,000 students and their families. In 2018, the Education Bureau of Zengcheng provided 50 or more positive education workshops as a public service for parents, impacting 9000 families.

Mayor Ye Hong reports that from teachers' point of view, measured career devotion is now higher

and teaching methods have improved – they are more flexible and more effective. From the students: academic performance is higher on University Entrance Exams (gaokao) compared to 2017: in 2017 the rate at which students were admitted to key universities was 41.2%, while in 2018 it had gone up to 56.2%.

USA

The Shipley School

The Shipley School (Bryn Mawr, Pennsylvania) is to our knowledge the only school in the USA that has adopted full whole-school Positive Education. It works towards the integration of Positive Education throughout the entire school community. Baseline data of Shipley students prior to the launch of Positive Education showed that perseverance, connectedness, and happiness were significantly higher than national averages. Engagement and optimism, on the other hand, were significantly lower, and also lower than the national average. Anxiety and depression among students were relatively high. Since the start of formal training of all teachers and staff in Positive Education in August 2017, most domains of student well-being (engagement, perseverance, optimism, happiness, and overall well-being) showed moderate improvements. Additionally, depression and anxiety declined modestly during the same time period (2016 to 2017). Shipley continues to monitor and evaluate the impact of the Positive Education whole-school initiative on academic performance, as measured by admissions testing data, in-school reading testing, and SAT/ACT scores.

Early evidence of Shipley teachers and staff found that baseline well-being was significantly higher than national averages. Three months after the 2017 all-colleague Positive Education retreat, the area of quality of relationships showed a significant improvement.

Here is the timeline for the next steps to continue the integration of Positive Education at Shipley:

- August 2018 – Summer Symposium for Curriculum Integration of Positive Education
- August 2018 – Training of New Colleagues
- August 2018 – Training of Student Leaders
- September 2018 – Launch of an elective course in Positive Psychology (to complement the Social, Emotional and Ethical Development course taught to all PK-12 students)
- September 2018 – May 2019 – Pilot Parent Training (4th grade parents)
- November and December 2018 – Student and Colleague well-being surveys
- Summer 2019 – Host training for local/national educators in Positive Education at Shipley.

Gateway Community College

GateWay Community College in Phoenix, AZ, launched an initiative in 2018 to become the first Well-Being Community College in the world. GateWay's comprehensive effort will create a whole-school system that promotes well-being in an integrated program targeted to staff, faculty, students, employers and community members. The core components (Five Cs highlighted below) will bring GateWay's current efforts together under one overarching commitment to positively impact the college and its broader community.

Character: Creating a strengths-based culture through college-wide use of the VIA Character Strengths Assessment.

Connection: Creating and supporting deeper, more meaningful connections among all community members to support employee engagement, students' sense of belonging, and students' efforts to persist and complete their degrees.

Care: Taking care of psychological, physical and financial well-being, including mindfulness, physical exercise, financial stability and other supportive programs.

Career: For both current employees and students pursuing new careers, providing an integrated experience focused on making decisions that contribute not just to career success, but life success by exploring alignment with strengths and values, understanding how to find meaningful work, and increasing energy and engagement.

Contribution: Building connections to the greater community so that students and employees can elevate their personal contribution to the greater good and make an impact that is socially and personally significant. The goal is for all to "feel

valued and add value" and to become educated, compassionate, active citizens.

Anticipated outcomes of GateWay's increased well-being include improving student achievement, increasing retention and graduation rates, elevated levels of effort and engagement for both students and employees, and a culture where all community members feel they matter.

United Arab Emirates

The vision of the government of the United Arab Emirates (UAE) is to become one of the happiest nations in the world by the 50th anniversary of its nationhood in 2021. Including all public and private sector industries in the UAE and Dubai, and delivered through targeted policies, programs and partnerships at the local and international levels, the UAE has made much progress on its well-being journey in 2018.

Within this context, the awareness and application of positive education has begun to take hold across the UAE's public and private schools. With the guidance of the Minister of State for Happiness and Wellbeing, the National Program for Happiness and Wellbeing has undertaken a pilot project to train public school teachers in positive education practices. In partnership with the Institute of Positive Education at Geelong Grammar School in Australia, 80 teachers and 40 school leaders across 10 public schools took part in initial training, with follow-up training conducted six months later. Preliminary qualitative findings – evaluated by collaborative teams from United Arab Emirates University and the University of Melbourne - indicate an improvement in student well-being and an increase in community engagement. Final results will be released in February 2019.

The UAE's commitment to happiness and well-being in education has also seen support from the higher education sector. Zayed University[1], a federal institution educating UAE nationals, has recently introduced 'The Quest for Happiness' – a mandatory course for all new students. This interdisciplinary course takes students through a journey of connecting with self, others, and community as they explore concepts of positive psychology and apply tools to find their purpose and improve their well-being. Topics will include meaning, purpose, resilience, motivation, emotional intelligence, gratitude, mindfulness, altruism, empathy, and happiness around the world. This course uses an experiential approach in guiding students to understand and apply core concepts, analyze foundational texts and exercise self-reflection. Students will be exposed to the discourse on how to live a purposeful life and will gain insights and practical strategies to engage in a search for fulfillment.

The Knowledge and Human Development Authority (KHDA) in Dubai, working in partnership with the Department for Education in South Australia, recently completed the first year of a 5-year project to measure the well-being of middle school students across Dubai's private schools. Involving nearly 65,000 students across 168 schools, first year results of the Dubai Student Wellbeing Census[2] have revealed that 84% of Dubai's students consider themselves to be happy most of the time.[3] The second year of the Census will be expanded to include students up to Grade 12. Results will be released in February 2019.

KHDA will survey principals, teachers, administrators, governors and school owners about their own well-being in order to gain a more complete picture of well-being in education and to enact policies to benefit the whole community. The Adults@School Wellbeing Survey, run with the support of Michelle McQuaid, was launched in late 2018, and is based on the PERMA model pioneered by Dr. Martin Seligman.[4] Schools will receive summary reports of responses from their student and adults that they can use as evidence and reference points for developing initiatives to improve well-being across their school community.

The Well Schools Network

The Well Schools Network is a national network offering optional membership for the UAE public and private schools seeking to foster positive education and well-being culture for their students and teachers. The network provides a flexible mechanism that allows member schools to implement positive education and well-being principles in line with a set of pillars that would yield positive benefits for the school community.

Registration

Schools willing to promote positivity and well-being can register in the network

Implementation

Member schools implement activities and initiatives aiming to boost positive education and well-being within the school community, in line with the network's key pillars.

Optional Consultation

Member schools can access consultation and advice on their proposed initiatives from the network's pool of experts in positive education and well-being. These optional consultations aim to maximize the impact of the initiatives.

Grants

The network offers a range of grants to support the activities and initiatives undertaken by its member schools. Schools wishing to benefit from these grants can submit a detailed list of their proposed activities and initiatives, and the network will select the initiatives eligible for the grants.

Well Schools Mark

The Well Schools Network supports member public and private schools to adopt the principles of positive education and well-being by providing financial and advisory support to related activities and initiatives. Given the flexible nature of the network's pillars and related elements, member schools can focus on the pillars and elements they deem more important to them. Distinguished schools will be granted the 'Well Schools Mark', which highlights the school's outstanding efforts in promoting positive education and well-being. Obtaining such mark will serve as a proof of the school's excellence in promoting positivity and well-being among parents and the whole community."

https://wsn.hw.gov.ae/en

India

CorStone works with some of the world's most marginalized populations to empower them to "bounce back" and thrive despite significant adversity. CorStone is an internationally recognized nonprofit organization with the mission to provide evidence-based resilience programs to improve mental and physical health, increase academic achievement, and reduce poverty among marginalized youth and women. Since 2009, CorStone has reached over 65,000 beneficiaries in India and Kenya. Its largest program, *Youth First,* is an evidence-based integrated emotional resilience and health program that has been rigorously tested through a randomized controlled trial among 3,600 schoolgirls in a rural setting.

In India, CorStone works through three modalities: providing *Youth First* to students in government middle schools; providing *Girls First* to students in Kasturba Gandhi Balika Vidyalaya (KGBV) schools, which are government-run residential middle schools for vulnerable girls; and providing the *Self Help Group Resilience Project* to rural women in self-help groups.

Youth First and Girls First in Middle Schools

CorStone has trained nearly 500 government middle school teachers to conduct a 25-session resilience and health curriculum among 6th, 7th and 8th standard students in 250 schools. As of the end of the 2017/18 academic year, *Youth First* and *Girls First* had reached over 65,000 students. Teachers report better rapport with students and improved student focus in the classroom. Students report improved goal-setting and problem-solving skills, and describe using their character strengths to help them work towards goals and solve problems. Quantitative pre- and post-assessments among student participants also show improved resilience skills as well as improved psychological well-being. For example, in a recent pre- to post-test uncontrolled evaluation of *Girls First* conducted in KGBV schools, resilience, self-efficacy, social-emotional assets, psychological well-being and social well-being improved significantly ($p's$ < 0.001; see Figure 1).

In 2018, CorStone launched a longitudinal randomized controlled study of *Youth First* in government middle schools in Bihar. This evaluation will provide some of the first evidence in the region about the longer-term impact of emotional resilience training on students' enrollment into high school, mental health, substance use and reproductive outcomes.

In addition, CorStone has entered into an understanding with the Bihar Education Department to plan for scale-up of its *Youth First* program in government schools and *Girls First-KGBV* program in KGBV schools throughout Bihar. There are over 70,000 middle schools and 500 KGBV schools in Bihar, serving over 6,000,000 primarily low-income students.

Self-Help Group Resilience Project

In 2018 CorStone completed piloting a new program aimed at rural, low-literacy women, delivered through the self-help group platform. Six hundred women in 50 self-help groups participated in the pilot. An observational study of this program showed that the intervention had significant impact on women's assets and well-being (see Figure 2). Resilience measures increased by 25%, from 25.1 to 31.3 (maximum possible score of 40 points). Similarly, statistically significant increases were found for General Self-Efficacy scale (+18%). Increases were also
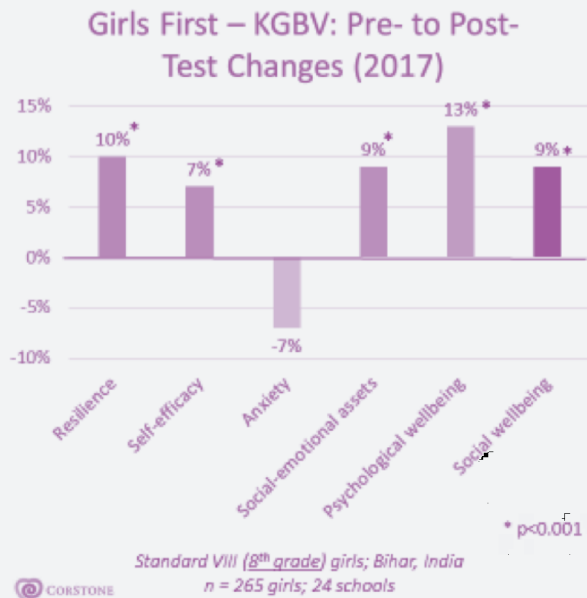
found on the State Hope Scale (+12.8%), which encompasses aspects of both agency (goal-directed energy) and pathways (planning to meet goals). Significant impacts on mental well-being were also found, measured. Scores decreased by 21.6%, representing a clinically meaningful change.

Kenya

Youth First Kenya

In the past year CorStone expanded Youth First to Kenya, where it successfully piloted its emotional resilience and health program among 9 schools in low income rural and nomadic communities, training 16 teachers and 200 students. CorStone is now working closely with county- and national-level policy makers in the Ministry of Education to approve the curriculum and plan for a longer-term scale up strategy.
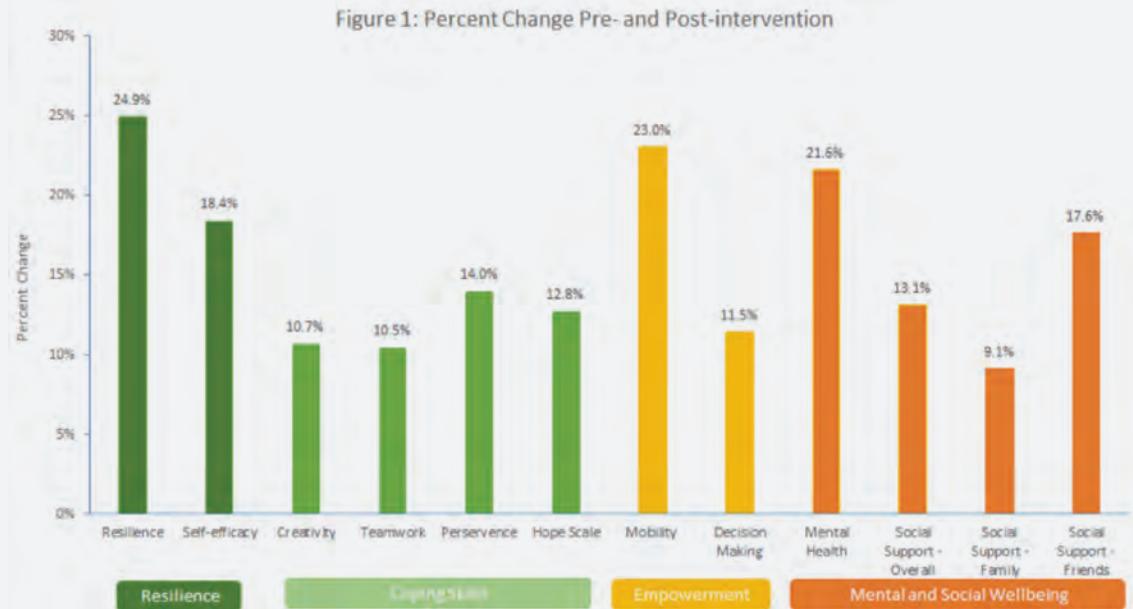
Figure A2. Girls First – KGBV: Pre- to Post-Test Changes

Figure A3. Self-help Group Resilience Project: Percent Change Pre- and Post-intervention

Figure 1: Percent Change Pre- and Post-intervention

Notes for Figure A3: All items significant at $p<0.001$. Resilience and coping skills together represent the assets that are hypothesized to improve as a result of the SRP. Mental health is shown as improving in this figure, as indicated through a reduction in the SRQ-20 scores.

Australia

In 2018, **Geelong Grammar School (GGS)** celebrated the tenth year of its successful implementation and embedding of Positive Education, and the fifth year of operation of its I**nstitute of Positive Education**. To help mark the first decade of Positive Education, GGS hosted the 4th annual Positive Education Schools Association (PESA) conference. The conference was attended by more than 800 delegates representing each state and territory in Australia and ten different countries.

https://vimeo.com/284659310/677af18854

Professor Martin Seligman returned to GGS and delivered the opening and closing keynotes. With 20 addresses, 18 masterclasses, 60 teacher-led workshops it was a true festival of learning, living, teaching and embedding Positive Education. The **Institute of Positive Education (IPE)** continues to grow its impact in inspiring and supporting schools to discover and implement Positive Education. In 2018, the IPE

delivered 124 training courses comprising 208 training days, which were attended by over 6000 participants. To meet the increasing demand, the Institute team has doubled in size in the past year to 24 members across five teams: Training, Research, Communications, Business Development and Administration. Whilst continuing to deliver a range of open-entry courses and workshops, the IPE is increasingly working directly with individual schools to provide whole-school training and in-depth, long-term consultancy to facilitate customized whole-school Positive Education implementation strategies. The Institute's training team has a combined total of more than 150 years of classroom and school leadership experience and over 50 years of practice implementing Positive Education.

Significant progress has been made by the IPE's dedicated curriculum writers in developing a Positive Education Enhanced Curriculum (PEEC). This is a research-based explicit curriculum, developmentally sequenced from Kindergarten to Year 12, and draws on ten years of experience

teaching Positive Education at GGS. Already trialed across the four GGS campuses, PEEC is now being piloted at schools both nationally and internationally, ready for its public launch in 2019. PEEC is not a replacement for the implicit Positive Education that takes place every day through pastoral care, coaching, teaching and every interaction that a teacher has with a student. It is an explicit curriculum that is implemented in a strategic way during timetabled lessons.

In 2018, GGS produced a detailed 40-page booklet titled 'Positive Education Research at Geelong Grammar School: Our contributions and discoveries to date.' Findings from a recent key collaborative venture with the Centre for Social and Early Emotional Development (SEED) at Deakin University were shared following the third year of our 'Giving for a Better World' project. The project explored the link between student eudaimonic well-being and voluntary prosocial action. The eudaimonic model posits that well-being is not so much a goal of behavior as a consequence of living virtuously – or living in a "caring and personally meaningful" way. One of the successful aims of the project was to trial new measures for kindness and eudaimonic well-being and to develop a new student interview methodology to assess student motivation for participation in the project. An important finding was that students developed a more mature understanding that caring for others can be a difficult, challenging and yet rewarding undertaking.

National and international conference keynote presentations addressed two distinct but related concepts: 'Ten Lessons Learnt' from a decade of implementing Positive Education and 'Ten Hopeful Thoughts' for the future directions of Positive Education. Blogs on both topics are published on the Institute's website.

As a School, and through the Institute's training and research, GGS remains committed to its dual foci of nurturing the well-being of its school community and furthering the field of Positive Education: the science of education at its best.

In 2018, Positive Education has continued to grow in Australia as evidenced by growth in membership of the Positive Education Schools Association (PESA) (450% growth since 2016), growth in the number of attendees at the Annual Positive Education (PESA) Conference

(2017 n = 350. 2018 n = 800), growth in the number of people formally enrolling in university qualifications in Positive Education and Positive Psychology, together with an Australian first of the science of positive psychology being formally included into the Bachelor of Teaching and Master of Teaching programs at The University of Adelaide who, from 2019, will graduate teachers formally trained in the science of positive education.

2018 has seen the formation of a four 'Positive Education Cluster Models' in Australia where groups of schools are banding together to share training resources. The largest of these clusters involves 21 schools across the State Sector, Independent Sector and Catholic Sector in the Upper Hunter Region of New South Wales. This has been made possible through a three-way partnership among PESA, the Where There's a Will Charity, and Visible Wellbeing. The two-year project in Upper Hunter brings together all teachers and school leaders to receive 8 days of training in positive education together with ongoing coaching, measurement, parent education and student resources across the two years. https://www.muswellbrookchronicle.com.au/story/5196692/a-significant-milestone/?cs=1865

The Victorian State Government is investing in positive education for its state schools and has injected $6.39 million into a positive education cluster by forming a partnership between the University of Melbourne's Centre for Positive Psychology, Maroondah City Council, Maroondah Principals Network and Geelong Grammar's Institute of Positive to provide training for 20 Victorian school. http://www.maroondahyouth.com.au/Maroondah-Plus-10-Schools

Another Victorian State Schools Education cluster is the Langwarrin Positive Education Network, a cluster of 4 government secondary and primary schools, which have banded together to jointly appoint a Positive Education Coordinator, whose role is to embed Positive education across all 4 schools using a shared language and philosophy.

A similar State Schools Education Cluster was formed in Tasmania, with 50% of the funding coming from the Tasmanian State Education System towards a cluster of 4 State primary school who undertook the Visible Wellbeing Training. For more information about these 4 schools: http://www.visiblewellbeing.org/media/

The Centre for Positive Psychology at The University of Melbourne continues to be the pre-eminent place of positive psychology training for university level certificates and degrees over 3,000 undergraduate and postgraduate students graduating from the Centre's courses since 2013. The Centre for Positive Psychology has also taken its Professional Certificate in Positive Education to China and Japan.

https://education.unimelb.edu.au/__data/assets/pdf_file/0011/2851841/2018-Annual-Review-Centre-for-Positive-Psychology.pdf

Endnotes

1   https://www.zu.ac.ae/main/en/index.aspx

2   https://www.khda.gov.ae/en/dswc

3   https://www.khda.gov.ae/Areas/Administration/Content/ FileUploads/Publication/Documents/En- glish/20180218150520_WellbeingCensus_2017Results.pdf

4   https://permahsurvey.com/