



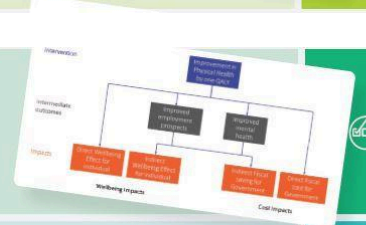


Wellbeing: Goals and Impact

<p>1</p>	<p>What is your goal?</p>	<p>Define wellbeing as the goal "How we are doing as people, communities and a nation, now and in the future" (Office for National Statistics, UK)</p> <p>Wellbeing is a way to understand what is needed - and how we can all work together - to improve our lives in a complex world. It brings together everything that is important to us and our communities including economic, social, environmental, democratic and personal outcomes and avoids focusing on specific areas at the expense of others.</p>																																														
<p>2</p>	<p>How do you contribute to improving wellbeing?</p>	<p>Understand what affects wellbeing The science of wellbeing is developing. We have a better understanding now about what affects wellbeing, thanks to research. The What Works Centre for Wellbeing presents headline summaries of the relationship between each of the main domains and wellbeing. These can inform decisions about the type of intervention you choose; where it happens; who it is for; and how it is run.</p> <p>Map your spheres of influence Map against the multiple dimensions of wellbeing and their determinants. There are many different ways to map the constituent parts of wellbeing and their determinants. These include, for example, the 17 Sustainable Development Goals or the 10 Office for National Statistics (UK) domains. To map the responsibilities and spheres of influence of your work against these different domains, we have organised these domains and determinants into a spreadsheet.</p>	<table border="1"> <thead> <tr> <th colspan="2">QUALITY OF OUR LIVES: EXPERIENCES AND ENVIRONMENT</th> <th>Responsibility/ sphere of influence: Direct/Indirect</th> </tr> </thead> <tbody> <tr> <td>Health</td> <td>Mental health Physical health</td> <td></td> </tr> <tr> <td>Income, wealth and economy</td> <td>Income, wealth GDP, growth, poverty ratios</td> <td></td> </tr> <tr> <td>Education</td> <td>Education level Skills level and learning</td> <td></td> </tr> <tr> <td>What we do</td> <td>Employment status Job quality Time use (outside of work) Spirituality/belief system</td> <td></td> </tr> <tr> <td>Natural environment</td> <td>Natural environment</td> <td></td> </tr> <tr> <td>Where we live</td> <td>Housing Transport/access Crime/safety Culture/heritage</td> <td></td> </tr> <tr> <td>Social relations</td> <td>Relationships and support Social integration</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">EXTENT TO WHICH OUR PSYCHOLOGICAL NEEDS ARE MET</th> <th>Responsibility/ sphere of influence: Direct/Indirect</th> </tr> </thead> <tbody> <tr> <td>Self direction and Autonomy</td> <td>Sense of control, autonomy</td> <td></td> </tr> <tr> <td>Achieving</td> <td>Competence/Engagement Environmental Mastery</td> <td></td> </tr> <tr> <td>Esteem</td> <td>Self attitude Reputation</td> <td></td> </tr> <tr> <td>Relatedness</td> <td>Belongingness Love and acceptance Trust</td> <td></td> </tr> <tr> <td>Purpose</td> <td>Worthwhile</td> <td></td> </tr> <tr> <td>Positive/ negative emotions</td> <td>Happiness Anxiety</td> <td></td> </tr> </tbody> </table>	QUALITY OF OUR LIVES: EXPERIENCES AND ENVIRONMENT		Responsibility/ sphere of influence: Direct/Indirect	Health	Mental health Physical health		Income, wealth and economy	Income, wealth GDP, growth, poverty ratios		Education	Education level Skills level and learning		What we do	Employment status Job quality Time use (outside of work) Spirituality/belief system		Natural environment	Natural environment		Where we live	Housing Transport/access Crime/safety Culture/heritage		Social relations	Relationships and support Social integration		EXTENT TO WHICH OUR PSYCHOLOGICAL NEEDS ARE MET		Responsibility/ sphere of influence: Direct/Indirect	Self direction and Autonomy	Sense of control, autonomy		Achieving	Competence/Engagement Environmental Mastery		Esteem	Self attitude Reputation		Relatedness	Belongingness Love and acceptance Trust		Purpose	Worthwhile		Positive/ negative emotions	Happiness Anxiety	
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<p>3</p>	<p>What are you <u>currently</u> doing with regards to wellbeing?</p>	<p>Understand what is currently being done Mapping existing policies, programmes or interventions in the areas that have been identified as of influence can help identify gaps. Revisiting existing policies and adjusting may make it possible to usefully include wellbeing. This is an effective way to further the 'happiness agenda'</p>																																														
<p>4</p>	<p>What <u>can</u> you do to improve wellbeing?</p>	<p>'Design in' wellbeing Consider not only the domains that you have direct influence over, but also the psychological needs of individuals. These can be enhanced through the design of any policy or intervention.</p>																																														
<p>5</p>	<p>What do you <u>want</u> to do to improve wellbeing?</p>	<p>Understand what to prioritise Evaluate how your current policies, programmes, or interventions are impacting wellbeing. But also look at national and international data on relevant wellbeing domains. You can then integrate this with priorities of your organisation or department. This will help you prioritise and understand where to act and how, whether it's about creating a new programme or improving a pre-existing one.</p>																																														
<p>6</p>	<p>How do you expect change to happen across multiple domains at the same time?</p>	<p>Model it ...taking into account the various different transmission mechanisms, with costs and benefits occurring in different places.</p>																																														
<p>7</p>	<p>Measure, review, learn and evaluate</p>	<p>Consider:</p> <ul style="list-style-type: none"> • Who will benefit? (consider equity) • How does this impact stakeholders and partners? • Time horizon (and sustainability) of benefits • Costs and opportunity costs • Spillover effects (indirect effects) 	