

Key Competence Happiness

a new horizontal theme in adult education

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GERMANY



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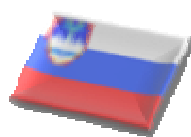
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Germany

elaborated by PS:Akademie

1. National perception and implementation of the happiness issue in Germany

1.1 What is the empirical base for happiness research in Germany?

In Germany DIW Berlin houses the Socio-Economic Panel (SOEP), a service unit of the Leibniz Gemeinschaft. Since 1984, SOEP has been conducting the most extensive tracking survey of private households and persons in Germany. The panel is responsible for the planning of this longitudinal study and ensures the processing and distribution of the gathered data. Representative surveys on various aspects of subjective well-being have been collected in Germany continuously since the late 1970s. The Data report – a major German social report (www.gesis.org/datenreport) regularly reports on subjective well-being since its second edition in 1985.¹

SOEP was founded in 1983 as a project of Special Research Area 3 (Sfb 3), "Microanalytical Basis of Social Politics", at the Universities of Frankfurt/Main and Mannheim. The director of SOEP up to 1988 was Prof. Dr. Hans-Jürgen Krupp, who as President of DIW Berlin and member of the Sfb3 gave home to SOEP at DIW Berlin. From 1990 to 2002, SOEP was funded through the German National Science Foundation (Deutsche Forschungsgemeinschaft, DFG), partly supported by the Federal Ministry of Education and Research. As a Service Unit of the Leibniz Association, SOEP now receives continued funding through the Joint Science Conference (GWK, former Bund-Länder Commission for Educational Planning and Research Promotion) by the Federal Government and the State of Berlin.

1.1.1 What is the SOEP database?

The German Socio-Economic Panel Study (SOEP) is a wide-ranging representative longitudinal study of private households, located at the German Institute for Economic Research, DIW Berlin. fieldwork organization TNS Infratest Sozialforschung.

Data report reports

on well-being

SOEP

wide-ranging
representative
longitudinal study

¹ Noll, H., Weick, S. Subjective Well-Being in Germany: Evolutions, Determinants and Policy Implications, in: Bent Greve (ed): Social Policy and Happiness in Europe, Edward Elgar Publishing Cheltenham, forthcoming.



**Table A1: Fallzahlen (ungewichtet*) für SOEP-Monitor (Analyseebene: Personen) /
Sample sizes (unweighted*) for SOEP-Monitor (Unit of Analysis: Individual)**

Aktuelle Stichprobenregion / Current sample region			
Jahr / Year	Westdeutschland West Germany	Ostdeutschland East Germany	Total
1984	16 099	-	16 099
1985	14 443	-	14 443
1986	13 742	-	13 742
1987	13 496	-	13 496
1988	12 817	-	12 817
1989	12 393	-	12 393
1990	12 151	6 014	18 165
1991	12 144	5 612	17 756
1992	12 019	5 331	17 350
1993	11 906	5 087	16 993
1994	12 406	4 952	17 358
1995	13 033	4 789	17 822
1996	12 707	4 712	17 419
1997	12 445	4 584	17 029
1998	13 822	4 826	18 648
1999	13 184	4 681	17 865
2000	23 897	7 171	31 068
2001	21 617	6 593	28 210
2002	23 299	6 594	29 893
2003	21 775	6 354	28 129
2004	21 008	6 160	27 168
2005	19 960	5 933	25 893
2006	21 379	6 279	27 658
2007	19 810	5 904	25 714
2008	18 387	5 601	23 988
Total (pooled data)	399 939	107 177	507 116

*: Nur Personen in Privat-Haushalten der je Welle verfügbaren Samples A-H /
All individuals in private households in subsamples A-H.

Source: SOEPmonitor 1984-2008, Time Series on selected Indicators about "Living in Germany", Unit of Analysis: Person, p. 10.

The data provide information on all household members, consisting of Germans living in the Old and New German States, Foreigners, and recent Immigrants to Germany. The Panel was started in 1984. Some of the many topics include household composition, occupational biographies, employment, earnings, health and satisfaction indicators.



A. Fallzahlen / Sample Size

Fallzahlen (ungewichtet) für SOEP-Monitor (Analyseebene: Haushalt) /
Sample sizes (unweighted) for SOEP-Monitor (Unit of Analysis: Household)

Aktuelle Stichprobenregion / Current sample region			
Jahr/Year	Westdeutschland / West Germany	Ostdeutschland / East Germany	Total
1984	5 863	-	5 863
1985	5 272	-	5 272
1986	5 039	-	5 039
1987	4 975	-	4 975
1988	4 770	-	4 770
1989	4 651	-	4 651
1990	4 592	2 158	6 750
1991	4 642	1 987	6 629
1992	4 657	1 946	6 603
1993	4 685	1 885	6 570
1994	4 871	1 860	6 731
1995	5 068	1 826	6 894
1996	4 983	1 841	6 824
1997	4 905	1 829	6 734
1998	5 626	1 967	7 593
1999	5 372	1 939	7 311
2000	10 042	3 084	13 126
2001	8 979	2 852	11 831
2002	9 702	2 881	12 583
2003	9 139	2 815	11 954
2004	8 921	2 772	11 693
2005	8 640	2 702	11 342
2006	9 464	2 937	12 401
2007	8 821	2 767	11 588
2008	8 296	2 661	10 957
Total	161 975	44 709	206 684

Hinweis: Nur Privat-Haushalte, alle jeweils verfügbaren Subsamples.

Source: SOEPmonitor 1984-2008, Time Series on housing related indicators in Germany, Unit of Analysis: Private households, p. 6.

1.1.2 What are the results from SOEP?

SOEP results
cognitive and
affective elements

Subjective well-being (SWB) has cognitive and affective elements. Traditionally cognitive SWB is measured by SOEP ("satisfaction with life") at 11-point scale from 0 (totally unsatisfied) to 10 (totally satisfied). The "cognitive component refers to the cognitive and evaluative component of assessing the individual`s objective living conditions, whereas the affective component predominantly express affective states such as emotions and moods."² Only a few years ago SOEP started to include measuring the

² Noll, H., Weick, S. Subjective Well-Being in Germany: Evolutions, Determinants and Policy Implications, in: Bent Greve (ed): Social Policy and Happiness in Europe, Edward Elgar



affective component step by step. Life satisfaction is measured in general and in some specific domains (health, work, social relations, housing conditions).

In West Germany we see a slight decrease across time from 7.3 (1991) to 7.0 (2008) in East Germany we see an increase from 6.0 (1991) to 6.5 (2008) in life satisfaction in general. The average in Germany was in 1991 7.1, in 2008 it was 6.9. As reason for difference in absolute levels between West and East Noll and Weick mention some unmet and sometimes unrealistic expectations concerning a fast improvement of living conditions in East-Germany to West-German levels and to some degree the problem of much higher unemployment in East Germany compared with West Germany.



VI. Subjektive Indikatoren zu Sozialer Exklusion/Inklusion / Subjective indicators on social exclusion/inclusion

Allgemeine Lebenszufriedenheit (Mittelwert auf einer Skala von 0 bis 10) ³⁴ / Life satisfaction in general (mean on a scale from 0 to 10) Population: Alle Befragungspersonen ab 17 Jahren / All persons (age 17 and older)			
	Westdeutschland / West Germany	Ostdeutschland / East Germany	
Jahr / Year			Total
1984 {AP6801}	7,42	-	7,42
1985 {BP9301}	7,23	-	7,23
1986 {CP9601}	7,31	-	7,31
1987 {DP9801}	7,10	-	7,10
1988 {EP89}	7,01	-	7,01
1989 {FP108}	7,06	-	7,06
1990 {GP109}	7,24	-	7,24
1991 {HP10901}	7,33	6,04	7,07
1992 {IP10901}	7,24	6,08	7,01
1993 {JP10901}	7,15	6,20	6,96
1994 {KP10401}	7,04	6,28	6,89
1995 {LP10401}	6,98	6,40	6,87
1996 {MP11001}	7,02	6,42	6,90
1997 {NP11701}	6,89	6,34	6,78
1998 {OP12301}	7,06	6,51	6,96
1999 {PP13501}	7,10	6,56	7,00
2000 {QP14301}	7,22	6,60	7,11
2001 {RP13501}	7,24	6,61	7,12
2002 {SP13501}	7,04	6,43	6,92
2003 {TP14201}	7,01	6,34	6,88
2004 {UP14501}	6,79	6,13	6,67
2005 {VP154}	6,96	6,35	6,84
2006 {WP142}	6,90	6,27	6,79
2007 {XP149}	6,96	6,39	6,85
2008 {YP15501}	6,96	6,54	6,88

Source: SOEPmonitor 1984-2008, Time Series on selected Indicators about "Living in Germany", Unit of Analysis: Person, p. 101

SOEP results
satisfaction with
work

SOEP not only report about the life satisfaction in general but also in specific life domains. In satisfaction with work we have seen a dramatic decline in West Germany from 7.7 in 1984 to 6.8 in 2008. The reason for it seems obvious: In 1984 and a lot of years before there was in principle the stakeholder value approach dominant in Germany. This means that the interests of employees as such were important in companies too. This employee-friendly approach was in the following years more and more driven out by the so called shareholder value. Here employees are more or less only a cost factor. Employees are seen as a factor of production but not as human



Germany

beings. Now we can observe a change again in management theory and in company practice. Coming from US top research institutions (for example Harvard) the insight (supported by empirical work) that happy worker are better worker gets more and momentum.³ In literature this new strategy in management is called "Positive Organizational Scholarship" or "Positive Management".

Bereichs-Zufriedenheit Arbeit / Satisfaction with work			
Population: Alle erwerbstätigen Befragungspersonen ab 17 Jahren / All employed persons (age 17 and older)			
	Westdeutschland / West Germany	Ostdeutschland / East Germany	
Jahr / Year			Total
1984 {AP0304}	7,70	-	7,70
1985 {BP0104}	7,52	-	7,52
1986 {CP0104}	7,41	-	7,41
1987 {DP0105}	7,41	-	7,41
1988 {EP0104}	7,26	-	7,26
1989 {FP0105}	7,27	-	7,27
1990 {GP0104}	7,24	-	7,24
1991 {HP1002}	7,20	6,33	7,02
1992 {IP9802}	7,41	6,76	7,29
1993 {JP0102}	7,13	6,83	7,07
1994 {KP0102}	7,01	6,74	6,96
1995 {LP0102}	6,91	6,64	6,86
1996 {MP0102}	6,88	6,61	6,83
1997 {NP0102}	6,87	6,63	6,82
1998 {OP0102}	6,97	6,50	6,88
1999 {PP0102}	6,92	6,55	6,85
2000 {QP0102}	7,14	6,74	7,07
2001 {RP0102}	7,13	6,74	7,06
2002 {SP0102}	6,96	6,62	6,90
2003 {TP0102}	6,95	6,48	6,87
2004 {UP0102}	6,84	6,38	6,76
2005 {VP0102}	6,78	6,36	6,71
2006 {WP0102}	6,80	6,57	6,76
2007 {XP0102}	6,82	6,50	6,76
2008 {YP0103}	6,81	6,66	6,78

Source: SOEPmonitor 1984-2008, Time Series on selected Indicators about "Living in Germany", Unit of Analysis: Person, p. 102

Other data are available in the life domains income, health and housing.

³ Diener, E., Biswas-Diener, R. Happiness – Unlocking the Mysteries of Psychological Wealth, Blackwell Publishing, Malden 2008, p. 68-88.



Bereichs-Zufriedenheit Einkommen / Satisfaction with income			
Population: Alle Befragungspersonen ab 17 Jahren / All persons (age 17 and older)			
	Westdeutschland / West Germany	Ostdeutschland / East Germany	
Jahr / Year			Total
1984 {AP0302}	6,48	-	6,48
1985 {BP0102}	6,49	-	6,49
1986 {CP0102}	6,57	-	6,57
1987 {DP0102}	6,57	-	6,57
1988 {EP0102}	6,57	-	6,57
1989 {FP0102}	6,61	-	6,61
1990 {GP0102}	6,69	-	6,69
1991 {HP1004}	6,89	4,74	6,45
1992 {IP9804}	6,72	4,89	6,35
1993 {JP0104}	6,58	5,33	6,33
1994 {KP0104}	6,42	5,45	6,22
1995 {LP0104}	6,46	5,59	6,29
1996 {MP0104}	6,49	5,66	6,33
1997 {NP0104}	6,29	5,40	6,12
1998 {OP0104}	6,41	5,53	6,24
1999 {PP0104}	6,47	5,62	6,31
2000 {QP0104}	6,65	5,79	6,49
2001 {RP0104}	6,72	5,86	6,56
2002 {SP0104}	6,46	5,58	6,29
2003 {TP0104}	6,37	5,45	6,20
2004 {UP0104}	6,20	5,24	6,02
2005 {VP0104}	6,20	5,37	6,04
2006 {WP0104}	6,17	5,31	6,01
2007 {XP0104}	6,19	5,41	6,04
2008 {YP0105}	6,22	5,42	6,07

Source: SOEPmonitor 1984-2008, Time Series on selected Indicators about "Living in Germany", Unit of Analysis: Person, p. 103.



IV. Gesundheit / Health

Zufriedenheit mit der Gesundheit (Mittelwert auf einer Skala von 0 bis 10)²² / Satisfaction with health (mean on a scale from 0 to 10)			
Population: Alle Befragungspersonen ab 17 Jahren / All persons (age 17 and older)			
Jahr / Year	Westdeutschland / West Germany	Ostdeutschland / East Germany	Total
1984 {AP0301}	6,81	-	6,81
1985 {BP0101}	6,75	-	6,75
1986 {CP0101}	6,71	-	6,71
1987 {DP0101}	6,66	-	6,66
1988 {EP0101}	6,56	-	6,56
1989 {FP0101}	6,53	-	6,53
1990 {GP0101}	6,57	-	6,57
1991 {HP1001}	6,56	6,53	6,55
1992 {IP9801}	6,66	6,50	6,63
1993 {JP0101}	6,52	6,40	6,50
1994 {KP0101}	6,44	6,23	6,40
1995 {LP0101}	6,49	6,28	6,45
1996 {MP0101}	6,47	6,28	6,43
1997 {NP0101}	6,48	6,18	6,43
1998 {OP0101}	6,61	6,27	6,54
1999 {PP0101}	6,56	6,22	6,50
2000 {QP0101}	6,76	6,37	6,69
2001 {RP0101}	6,77	6,36	6,70
2002 {SP0101}	6,66	6,29	6,59
2003 {TP0101}	6,66	6,27	6,59
2004 {UP0101}	6,52	6,07	6,44
2005 {VP0101}	6,56	6,23	6,49
2006 {WP0101}	6,57	6,21	6,50
2007 {XP0101}	6,53	6,25	6,48
2008 {YP0101}	6,50	6,27	6,46

Source: SOEPmonitor 1984-2008, Time Series on selected Indicators about "Living in Germany", Unit of Analysis: Person, p. 64.



VI. Subjektive Bewertung der Wohnsituation /
Subjective evaluation of housing conditions

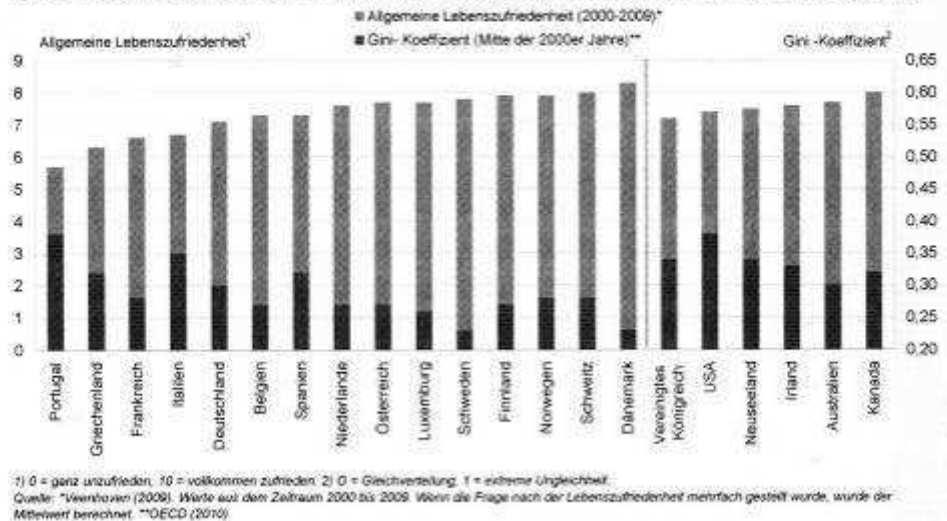
Wohnzufriedenheit ⁵³ (Mittelwert) / Satisfaction with housing conditions (mean)						
Jahr/Year	Westdeutschland / West Germany			Ostdeutschland / East Germany		
	Eigentümer / Owner	Hauptmieter / Main Tenant	Total ⁵⁴	Eigentümer / Owner	Hauptmieter / Main Tenant	Total ⁵⁵
1984 {AP0303}	8,7	7,4	7,9	-	-	-
1985 {BP0103}	8,6	7,3	7,8	-	-	-
1986 {CP0103}	8,5	7,3	7,8	-	-	-
1987 {DP0104}	8,6	7,4	7,9	-	-	-
1988 {EP0103}	8,4	7,3	7,7	-	-	-
1989 {FP0103}	8,4	7,3	7,7	-	-	-
1990 {GP0103} {ZP5506}	8,4	7,2	7,7	8,1	6,7	7,1
1991 {HP1006}	8,5	7,3	7,8	7,9	6,6	6,9
1992 {IP9806}	8,5	7,3	7,8	7,7	6,3	6,6
1993 {JP0106}	8,4	7,2	7,7	7,9	6,2	6,7
1994 {KP0106}	8,4	7,3	7,7	8,0	6,5	6,8
1995 {LP0105}	8,3	7,1	7,6	7,9	6,3	6,8
1996 {MP0105}	8,4	7,2	7,7	7,9	6,4	6,8
1997 {NP0105}	8,3	7,1	7,6	7,9	6,5	6,9
1998 {OP0105}	8,3	7,2	7,7	8,0	6,8	7,2
1999 {PP0105}	8,3	7,2	7,7	8,1	7,0	7,4
2000 {QP0105}	8,5	7,2	7,8	8,1	7,1	7,4
2001 {RP0105}	8,4	7,3	7,8	8,1	7,3	7,6
2002 {SP0105}	8,4	7,2	7,7	8,0	7,2	7,4
2003 {TP0105}	8,3	7,1	7,6	8,0	7,2	7,5
2004 {UP0107}	8,4	7,3	7,8	8,1	7,4	7,6
2005 {VP0106}	8,4	7,2	7,7	8,0	7,3	7,5
2006 {WP0106}	8,3	7,2	7,7	8,0	7,3	7,5
2007 {XP0106}	8,3	7,3	7,7	7,9	7,4	7,5
2008 {YP0108}	8,4	7,4	7,8	8,1	7,6	7,7

Source: SOEPmonitor 1984-2008, Time Series on housing related indicators in Germany, Unit of Analysis: Private households, p. 32.



1.1.3 Comparison with other OECD countries

Schaubild 7:
Lebenszufriedenheit und Einkommensungleichheit im internationalen Vergleich



Source: Mathias Binswanger, Michael von Brück, Jan Delhey, Friedrich Hinterberger,

Heiner Meulemann, Meinhard Miegel, Heinz Herbert Noll, Horst W. Opaschowski,

Karlheinz Ruckriegel, Erich H. Witte: Zufrieden trotz sinkenden materiellen Wohlstands, Memorandum der Arbeitsgruppe "Zufriedenheit" des Ameranger Disputs der Ernst Freiberger-Stiftung, Amerang, März 2010, p. 21.

SOEP results
comparison between
OECD countries
concerning
satisfaction with life

Looking at a comparison between OECD countries concerning satisfaction with life Germany is near the average but has no top position in this ranking. Here especially the Scandinavian countries are in leading position. What is the reason why these countries have a higher score in satisfaction with life? Normally three reasons are mentioned: There is a high level of trust in society, the income distribution is relatively equal and people pay more attention to positive than to negative events in daily life. Noll and Weick conclude "that people seem to prefer to live in less unequal and thus more cohesive societies".⁴

1.1.4 Some further results from working with SOEP and other data

SOEP results
no correspondence
between household
income and life
satisfaction

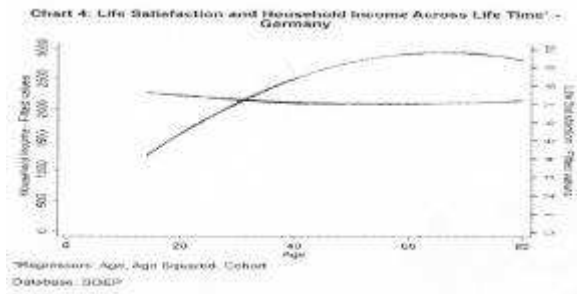
Taking SOEP data into consideration there is almost no correspondence between household income and life satisfaction across the life time of individuals from a longitudinal perspective. Although household income

⁴ Noll, H., Weick, S. Subjective Well-Being in Germany: Evolutions, Determinants and Policy Implications, in: Bent Greve (ed): Social Policy and Happiness in Europe, Edward Elgar Publishing Cheltenham, forthcoming.



Germany

changes a lot over the life cycle – raising in earlier and falling in later stages – life satisfaction changes surprisingly little.



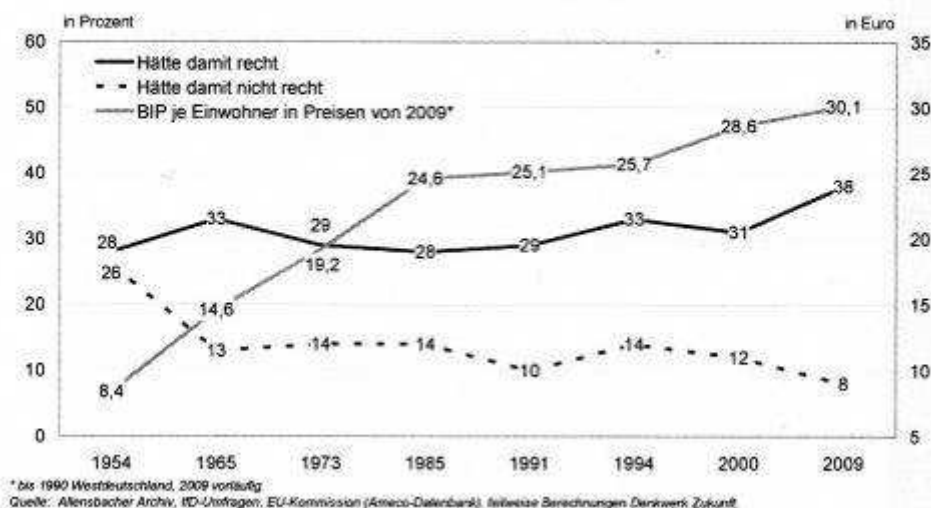
Source: Heinz-Herbert Noll, Life Satisfaction and Income – A Paradox Relationship? unpublished paper, Mannheim 2010.

SOEP results

no improvement since the 50ties in Germany

Looking at the “development” of happiness over time in Germany we find nearly no improvement since the 50ties despite a tremendous increase of the real GDP per capita (from 8.400 Euro to 30.100 Euro using the price level of 2009). Looking at the percentage of people answering that they are very happy with life this figure hasn't nearly change and stays around 30 % (it is not clear how to interpret the last figure for 2009. In 2009 there was a dramatic decline in GDP in Germany by 5%).

Schaubild 1: Subjektiv empfundenes Glück und materieller Wohlstand im Trend
Frage: "Wenn jemand von Ihnen sagen würde: 'Dieser Mensch ist sehr glücklich.' Hätte er damit recht?"



Source: Mathias Binswanger, Michael von Brück, Jan Delhey, Friedrich Hinterberger,

Heiner Meulemann, Meinhard Miegel, Heinz Herbert Noll, Horst W. Opaschowski,



Karlheinz Ruckriegel, Erich H. Witte: Zufrieden trotz sinkenden materiellen Wohlstands, Memorandum der Arbeitsgruppe "Zufriedenheit" des Ameranger Disputs der Ernst Freiberger-Stiftung, Amerang, März 2010, p. 8.

SOEP results
positive effects of
income changes on
subjective well-being
seem to be
temporary only

Why don't we get happier, when we have more? "The explanation rests in processes of adaptation and a mechanism of rising aspirations and expectations: the more we get the more we want! ... The positive effects of income changes on subjective well-being seem to be temporary only ... There is also evidence that it may not primarily be absolute income growth that matters, but improvements relative to others."⁵ If basic needs as food, housing and soon are satisfied there is nearly no further improvement in happiness if income or GDP per capita rises more. In international studies the level of income where basic needs are satisfied is around 10.000 US-\$.⁶

1.2 Present governmental strategies for implementation of positive psychology, wellness or personality development elements in the educational curricula in primary, secondary and life long learning education.

government
no strategy for
implementing
positive psychology

Although Germany looks back to a long tradition of measuring, monitoring and reporting subjective well-being, primarily as part of social indicators and quality of life research, issues of happiness and subjective well-being were not on the political debate in this country before the Stiglitz-commission published its report in September 2009. In January this year (2010) the France and German government instructed their councils of economic adviser to work out proposals on the basis of the results of the Stiglitz commission and present this results on a conference at the end of this year. This conference will be attended by President Sarkozy and Kanzlerin Merkel. But at the moment there is no strategy for implementing positive psychology and so on by the Federal government (Bundesregierung) or the regional governments (Landesregierungen). At universities there is only few support for positive psychology. Some weeks ago Ed Diener was honored with a doctoral degree from the faculty of psychology of the FU Berlin. But this was an exception.

1.3 Present activities of nongovernmental sector concerning the introduction of happiness issue into life long education

Heidelberg
happiness" as a
subject in a school

There are some initiatives to implement happiness into school and daily life. Based on a private initiative "happiness" as a subject in a school in Heidelberg (for more details see Fritz-Schubert`s book which is mentioned below). The initiative was started by Ernst Fritz-Schubert who is the director of this school. Together with others he now offers courses for teachers in order to implement

⁵ Noll, H., Life Satisfaction and Income – A Paradox Relationship? unpublished paper, Mannheim 2010.

⁶ Frey, B. S., Frey Marti, C., Glück – die Sicht der Ökonomie, Rüegger Verlag, Zürich 2010, S. 52.



this subject in other schools too (<http://www.fritz-schubert-institut.de>). On the other hand Schömburg a small city in the Schwarzwald-region is going to get the first Glücks-Gemeinde in Germany. Schömburg is a tourism centre. The purpose is not only to offer holiday but to offer special activities to make people more happy. The starting event is the Schömburger Glückswoche from 18. – 25. July this year in Schömburg (www.glueckswoche-schoemberg.de). There are a lot of discussions and presentations, interviews and articles in TV, radio and newspapers at the moment in Germany. Know in this filed are especially Eckhard von Hirschhausen (he has an own TV-program and wrote a very popular book about happiness) and to a lesser extent Karlheinz Ruckriegel. At the moment he introduces together with a teacher a happiness project seminar as a pilot project in a Gymnasium near Nürnberg which is based on the insights of positive psychology (using mainly Sonja Lyubomirsky`s book – see below) . The PS-Akademie in Nürnberg is working with happiness tools in its seminars too.

1.4 Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups

See for example <http://www.fritz-schubert-institut.de>

1.5 List of literature in national language concerning happiness and positive psychology

Bartens, W., Körperglück – Wie gute Gefühle gesund machen (sehr empfehlenswert – zeigt empirisch fundiert den Zusammenhang zwischen „Glücklichsein“ und Gesundheit auf).

Bauer, J., Prinzip Menschlichkeit – Warum wir von Natur aus kooperieren, Hamburg 2006 (sehr empfehlenswerte Einstiegsliteratur zu den Erkenntnissen der Neurobiologie).

Bauer, J., Die Entdeckung des „Social Brain“, in: Nida-Rümelin, J. et al. (Hrsg.), Was ist der Mensch, Berlin et al. 2008, S. 24 – 28.

Ben-Shahar, T., Glücklicher, München 2007 (sehr empfehlenswerte Einstiegsliteratur zur Glücksforschung, insbesondere aus psychologischer Sicht).

Bernanke, B., Chairman of the Board of Governors of the Federal Reserve System, Vortrag „The economics of happiness“, gehalten am 8. Mai 2010 vor Absolventen der University of South Carolina.

Berns, G., Satisfaction – Warum nur Neues uns glücklich macht, Frankfurt/New York 2006 (sehr empfehlenswerte Vertiefungsliteratur zu den Erkenntnissen der Neurobiologie).



Binswanger, M., Die Tretmühlen des Glücks – Wir haben immer mehr und werden nicht glücklicher. Was können wir tun?, Freiburg 2006 (sehr empfehlenswerte Einführung in die ökonomische Glücksforschung).

Braakmann, A./Zieschank, R./Diefenbacher, H./Brachinger, H.W./Wagner, G./Leggewie, C./Sommer, B. , Zeitgespräch "Wie lässt sich Wohlstand messen?", in: Wirtschaftsdienst 2009, 12, S. 783-804 (sehr guter Überblick über die aktuelle Diskussion zur Wohlstandsmessung nach Vorlage des Abschlussberichts der Stiglitz-Kommission im September 2009).

Clark, A., Frijters, P., Shields, M., Relative Income, Happiness, and Utility: An Explanation for the Easterlin Paradox and Other Puzzles, in: Journal of Economic Literature, Vol. 46/1, März 2008, S. 95-144 (Übersicht über den aktuellen Stand der ökonomischen Glücksforschung).

Creusen, Utho/Müller-Seitz, Gordon, Das Positive-Leadership-GRID - Eine Analyse aus Sicht des Positiven Managements, Wiesbaden 2010 (sehr guter Einstieg über die aktuelle Diskussion zur Umsetzung der Ergebnisse der Positiven Psychologie in die Managementtheorie/-lehre).

Csikszentmihalyi, M., Flow – Das Geheimnis des Glücks, 12. Auflage, Stuttgart 2005.

Diener, E., Biswas-Diener, R., Happiness – Unlocking the Mysteries of Psychological Wealth, Malden (USA) et al. 2008 (sehr empfehlenswerte aktuelle Darlegung der wissenschaftlichen Ergebnisse der Glücksforschung aus psychologischer Sicht).

Diener, E., Glücksforschung – die Fakten und die Irrtümer, in: Psychologie heute, 37. Jg. (2010), Ausgabe Mai, S. 30-36.

Easterlin, R., Vom Glück, glücklich sein zu können, Interview mit der Frankfurter Rundschau vom 19.10.2009.

Ekman, P., Gefühle lesen – Wie Sie Emotionen erkennen und richtig interpretieren, 2. Auflage, München 2010 (sehr empfehlenswerte Einführung und Überblick in die wissenschaftlichen Erkenntnisse zur Gefühlsforschung).

Elger, C., Neuroleadership, Erkenntnisse der Hirnforschung für die Führung von Mitarbeitern, Planegg bei München 2009.

Emmons, R., Vom Glück, dankbar zu sein – eine Anleitung für den Alltag, Frankfurt 2008.

Epikur, Wege zum Glück, hrsg. und übersetzt von Rainer Nickel, Düsseldorf u.a., 2005.

Fredrickson, B., Positivity, New York 2009 (sehr empfehlenswerte Darstellung des Positivity-Konzepts mit konkreten Handlungsanweisungen).



Frey, B. S., Frey Marti, C., Glück – die Sicht der Ökonomie, Zürich 2010 (sehr guter Überblick über den Stand der ökonomischen Glücksforschung).

Fritz-Schubert, E., Schulfach Glück, Freiburg 2008.

Gehirn und Geist (2010), Resilienz – was die Psyche stark macht (Titelthema), Nr. 3/2010, S. 46-55.

Horx, M., Das Buch des Wandels – Wie Menschen die Zukunft gestalten, München 2009

Layard, R., Die glückliche Gesellschaft – Was wir aus der Glücksforschung lernen können, 2. Auflage Frankfurt/New York 2009 (sehr empfehlenswerte Einstiegsliteratur zu Glücksforschung, insbesondere aus ökonomischer Sicht).

Linley, A., Harrington, S., Garcea, N., Oxford Handbook of Positive Psychology and Work, Oxford u.a. 2010 (sehr guter Überblick über den aktuellen Forschungsstand iur Umsetzung der Ergebnisse der Positiven Psychologie in die Managementtheorie/-lehre).

Lyubomirsky, S., Glücklich sein – Warum Sie es in der Hand haben, zufrieden zu leben, Frankfurt 2008 (sehr empfehlenswerte wissenschaftlich unterlegte Anleitung zum Glücklichsein).

Marx, R. Das Kapital – Ein Plädoyer für den Menschen, München 2008 (sehr empfehlenswerte Analyse des kapitalistischen Wirtschaftssystems vor dem Hintergrund der Katholischen Soziallehre. Reinhard Marz ist Erzbischof von München und Freising.)

Memorandum „Zufrieden trotz sinkenden materiellen Wohlstands“ der Arbeitsgruppe "Zufriedenheit" (Vorsitz Meinhard Miegel) des Ameranger Disputs der Ernst Freiberg-Stiftung vom 3.5.2010.

Miegel, M., Exit – Wohlstand ohne Wachstum , Berlin 2010 (zum Nachdenken – sehr empfehlenswert).

Noll, H., Life Satisfaction and Income – A Paradox Relationship? unpublished paper, Mannheim 2010.

Noll, H., Weick, S. Subjective Well-Being in Germany: Evolutions, Determinants and Policy Implications, in: Bent Greve (ed): Social Policy and Happiness in Europe, Edward Elgar Publishing Cheltenham, forthcoming.

Psychologie Heute compact, Nr. 17, 2007, Glücksmomente – Was das Leben gelingen lässt (sehr empfehlenswerter Überblick über die einzelnen Facetten der Glücksforschung, allerdings ohne ökonomische Glücksforschung).

Ruckriegel, K., Glücksforschung, in: WiSt, 36. Jg. (2007), S. 515–521 (www.ruckriegel.org).



Ruckriegel, K., „Beyond GDP“ – vom Bruttoinlandsprodukt zu subjektiven Wohlfühlindikatoren, in: WiSt, 37. Jg. (2008), S. 309 – 316 (www.ruckriegel.org).

Ruckriegel, K., Quo vadis, Soziale Marktwirtschaft?, Stellungnahme im Rahmen des Kommentargottesdienstes zum Thema „Wer vertraut noch den Institutionen? Politik-Kirche-Wirtschaft im Abwind“ in der Lorenzkirche in Nürnberg vom 19.10.2008 (www.ruckriegel.org).

Ruckriegel, K., Erforschung von Glück und Mitmenschlichkeit, in: Orientierungen zur Wirtschafts- und Gesellschaftspolitik, hrsg. von der Ludwig-Erhard- Stiftung Bonn, Heft Nr. 113 (September 2007), S. 75-78 (www.ruckriegel.org).

Ruckriegel, K., Glücksforschung auf den Punkt gebracht, Sonderdruck der Georg-Simon-Ohm Hochschule Nürnberg Nr. 47, Mai 2010 (www.ruckriegel.org).

Schildhammer, G., Glück, Wien 2009 (sehr gute Darstellung der Geschichte des Glücks in der Philosophie, der Psychologie und der Theologie).

Schmidt, W., Glück, Frankfurt/Main 2007 (sehr empfehlenswert, beschäftigt sich mit dem Glück aus philosophischer Sicht).

Schneider, W., Glück! – Eine etwas andere Gebrauchsanweisung, Reinbeck bei Hamburg 2007.

Schmitz, M., Schmitz, M., Emotions-Management – Anleitung zum Glücklichsein, München 2009 (sehr empfehlenswerte Einstiegsliteratur in das Emotions-Management).

Segerstrom, S., Optimisten denken anders – Wie unsere Gedanken die Wirklichkeit erschaffen, Bern 2010.

Seligman, M., Der Glücks-Faktor – Warum Optimisten länger leben, Bergisch-Gladbach 2005.

Umweltbundesamt, Ergebnisbericht, Fachdialoge zur nationalen Nachhaltigkeitsstrategie 2007, Februar 2008,

von Hirschhausen, E. Glück kommt selten allein ..., Reinbeck beim Hamburg 2009.





Austria

1. National perception and implementation of the happiness issue in Austria

Happiness

In contrast to countries such as Bhutan, where a gross happiness product (GHP) is hoped to replace the GNP, the development of happiness research is in spite of the activity of some local pioneers (see below) mostly channeled through the international main stream and especially neighboring Germany. The historical "flag" in historical identity as a peaceful and – implicitly – therefore "happy" country ("tu felix Austria (nube)") is still frequently quoted but can hardly reflect a specific focus or hierarchy of values in everyday culture.

happines research
channeled through
the international
main stream

Linguistic considerations and definitions

While translation of the English term "happiness" requires a careful to be used equivalent (Glück", see in more detail later for the semantic field that in German also includes "chance" as node of meaning), the relevant research field is in Austria usually termed "Glücksforschung" (Lit. "happiness research"). The semantic field of related terms is already in English useage defined based on different concepts and the perception in specific fields. Veenhoven (1984⁷) describes it as "the degree to which an individual judges the overall quality of his or her life as a whole favorably". Diener, a key author in the development of the field, defined it as "the preponderance of positive affect over negative affect with a distinct focus on the affective evaluation of one's life situation" (⁸). At present, the field of research is best seen as a multidimensional concept focusing on a number of aspects such as personality traits. Strategies how happiness can be achieved, barriers, neurocognitive and cultural factors. This is also the understanding in the Austrian field (see for example Lazlo). The broader semantic area of terms related to, and partly overlapping in English (satisfaction, bliss, joy etc.) is paralleled by a set of German terms that is at the same time not an exact equivalent which makes a comparison of results in international research, especially

**broader semantic
area of terms**
makes a
comparisona
complex and rather
underestimated
issue

⁷ R. Veenhoven, *Conditions of Happiness*, 1. Aufl. (Springer-Verlag GmbH, 1984).

⁸ E. Diener, R. Biswas-Diener, *Happiness: Unlocking the Mysteries of Psychological Wealth* (Wiley-Blackwell, 2008).



with the majority of publications in English languages, a complex and rather underestimated issue.

As psychological and philosophical models of Happiness (“Glück”) have been in discussion before the present surge of interest in the context of “Positive Psychology” and Martin Seligman publications, it is also not easy or obvious, if and how the field should be narrowed to activities based on Positive Psychology alone, especially as not all authors (in Austria as in other countries) that have been influenced by positive psychology or such specific models limit or declare their concepts to this framework. Discussions of the meaning and “moral” aspects of happiness or strategies to achieve them have always been an important subject in philosophy, a field which has a far longer history than present philosophy (Cicero, Augustin) For the following summary, a flexible approach will be followed that therefore does not limit the field to the frame of positive psychology.

The life satisfaction figures in the main analysis are the average of scores from four surveys asking variations of the following question:

‘All things considered, how satisfied are you with your life as a whole these days?’

The most comprehensive dataset we have, also used in the original HPI report, is Ruut Veenhoven’s collation of national life satisfaction averages,¹ which in itself is an average of several waves of the World Values Survey carried out between 1995 and 2005.² To corroborate this, we used three surveys from around 2003/2004: the autumn 2004 Eurobarometer,³ the second round of the European Social Survey, also in 2004,⁴ and the first European Quality of Life Survey, carried out in 2003.⁵ Whilst the World Values Survey and the European Social Survey asked for responses on a scale of 0–10, the other two surveys did not and as such had to be recalibrated.⁶ Where countries were missing from a particular survey (for example, Italy was not covered by the European Social Survey), their scores were estimated linearly based on the only entirely comprehensive dataset – that from the World Values Survey. These estimates were then combined with real data to produce an average.⁷

Ruut Veenhoven’s collation
life satisfaction

range	Country	score
1	Denmark	8.4
2	Switzerland	8.2
3	Iceland	8.0
4	Finland	7.8
5	Sweden	7.8
6	Luxembourg	7.7

1 Veenhoven R (2005) op. cit.

2 For example, see Inglehart R, Basáñez M, Diez-Medrano J, Halman L and Luijkx R (2004) Human beliefs and values: a cross-cultural sourcebook based



Austria

7	Ireland	7.7
8	Netherlands	7.5
9	Austria	7.5
10	Norway	7.5
11	Malta	7.4
12	Belgium	7.4
13	Cyprus	7.2
14	Spain	7.2
15	United Kingdom	7.2
16	Germany	7.0
17	Slovenia	6.9
18	Italy	6.8
19	France	6.6
20	Czech Republic	6.4
21	Greece	6.3
22	Poland	6.1
23	Portugal	5.7
24	Estonia	5.6
25	Hungary	5.5
26	Slovakia	5.5
27	Romania	5.4
28	Latvia	5.1
29	Lithuania	5.1
30	Bulgaria	4.1

on the 1999–2002 surveys
(Mexico: Siglo XXI Editores).

3 Standard Eurobarometer 62 –
Autumn 2004.

4 European Social Survey (2004)
op. cit.

5 Böhnke (2005) op. cit.

6 Recalibration of data from the
European Quality of Life Survey,
which originally came on a scale of
1–10, was through a simple linear
equation. That for the
Eurobarometer, on a scale of 1–4,
required a more complex
procedure – please contact
Saamah Abdallah at nef for
details.

1.1 A summary of existing figures and results from surveys concerning the national perception of happiness or other relative terms

1.1.1 Satisfaction with Life in Austria 2008

http://www.statistik.at/web_de/static/kapitel_6_lebenszufriedenheit_043532.xls

Satisfaction with life by **socio-demographic criteria**

most satisfied are:

- Young women under 19 years - 5,4
- living in a region under 100.000 inhabitants - 5,1
- in a house in ownership - 5,2
- no austrian but EU or EFTA citizenship - 5,3



- they are academics - 5,3
- live as a family with two children - 5,3
- and male main earner 5,1

Satisfaction with life by activity status

Most satisfied are:

- economically active people (full-time as well as part-time) - 5,2
- both - man and woman are economically active - 5,2
- freelancers or employed - 5,2
- there is no economic shortage - 5,2
- their function is high or highly qualified - 5,4



The numbers after the text line out the arithmetic mean.

Satisfaction with life by activity status										
Activity status	total (=100%) in 1.000	Very dissatisfied		rather dissatisfied		Rather satisfied		Very satisfied		Arithmetic mean
		in 1.000	in %	in 1.000	in %	in 1.000	in %	in 1.000	in %	
Gesamtbevölkerung										
total	4.882	115	2	212	4	822	17	3.732	76	5,0
Main activity										
Activity status	2.545	33	1	75	3	327	13	2110	83	5,2
thereof fulltime	1.997	23	1	60	3	252	13	1662	83	5,2
Thereof parttime	548	(10)	(2)	15	3	75	14	448	82	5,2
retired	1.473	40	3	68	5	331	22	1034	70	4,9
Out of works	213	24	11	33	15	75	35	81	38	4,1
House keeping	486	(14)	(3)	28	6	69	14	375	77	5,1
In training	165	(4)	(3)	(8)	(5)	20	12	132	80	5,1
Active persons in the household										
No person	892	27	3	43	5	212	24	610	68	4,9
No economic activity	577	35	6	48	8	136	24	358	62	4,7
Partly economic activity	1.510	31	2	64	4	210	14	1206	80	5,1
Full economic activity	1.902	22	1	57	3	265	14	1558	82	5,2
Main source of income										
Activity as an employed person	2.725	33	1	93	3	373	14	2226	82	5,2
Self employed	312	(7)	(2)	(12)	(4)	43	14	251	80	5,2
Social benefits	390	37	10	47	12	103	26	203	52	4,4
Pension / alimony	1.387	34	2	58	4	292	21	1003	72	5,0
Private income	68	(4)	(5)	(2)	(4)	12	18	50	73	5,0
poverty	4.882	115	2	212	4	822	17	3.732	76	5,0
No shortage	3.529	39	1	85	2	455	13	2.950	84	5,2
Lack of incomel	344	(7)	(2)	(11)	(3)	88	26	238	69	4,9
Paritial shortage	688	37	5	71	10	177	26	403	59	4,6
Manifested poverty	321	32	10	46	14	102	32	141	44	4,1
Personen im Erwerbsalter (20-64 Jahre)										
total	3.644	84	2	160	4	549	15	2.851	78	5,1
Status of earnings										
active	2.827	59	2	112	4	414	15	2242	79	5,1
Whole year	2.286	28	1	60	3	301	13	1896	83	5,2
Thereof at least 6 months ...										
Full time	1.859	21	1	52	3	248	13	1537	83	5,2
Part time	427	(7)	(2)	(9)	(2)	53	12	359	84	5,2
Not the whole year	340	(6)	(2)	23	7	56	17	255	75	5,0
Thereof at least 6 months ...										
Full time	169	(5)	(3)	15	9	32	19	118	70	4,9
Part time	66	(0)	(1)	(7)	(10)	(9)	(14)	50	75	5,0
household	50	(1)	(1)	(2)	(3)	(4)	(8)	44	88	5,3
Other forms	54	(0)	(0)	(0)	(0)	(12)	(21)	42	79	5,2
redundant (at least 6 months)	201	25	12	29	14	58	29	91	45	4,2
Not active	816	25	3	48	6	134	16	610	75	5,0



Thereof at least 6 months ...										
pension	418	(13)	(3)	20	5	79	19	305	73	5,0
householdt	331	(12)	(4)	26	8	48	15	245	74	5,0
in training	68	(0)	(0)	(1)	(2)	(7)	(11)	59	87	5,4
Redundant)										
1-5 months	181	(5)	(3)	20	11	37	21	119	66	4,8
6-11 months	80	(9)	(11)	(8)	(9)	(14)	(17)	49	62	4,5
All-year	122	(16)	(13)	21	17	44	36	41	34	4,0
Occupational position (2008)										
Not employed	1.118	52	5	86	8	224	20	756	68	4,8
Unskilled labour	534	16	3	32	6	92	17	394	74	4,9
Skilled labour	500	(4)	(1)	(11)	(2)	61	12	423	85	5,2
Average activity, for example foreman	549	(5)	(1)	(10)	(2)	71	13	464	84	5,2
Higher activity	330	(2)	(0)	(2)	(1)	26	8	300	91	5,4
High-skilled activity	262	(2)	(1)	(6)	(2)	18	7	237	90	5,4
Self-employed	350	(3)	(1)	(13)	(4)	56	16	278	79	5,2
Precareous forms of employment										
Part time <12h	85	(4)	(5)	(3)	(3)	(11)	(13)	67	78	5,1
freelancer	54	(3)	(5)	(3)	(6)	(9)	(17)	39	72	4,9
Limited contract	130	(4)	(3)	(8)	(6)	18	14	100	77	5,0
Low-wage job	67	(4)	(6)	(8)	(11)	(11)	(17)	44	65	4,8
Therof more than 34h employed	42	(4)	(9)	(6)	(14)	(6)	(15)	26	61	4,6

Satisfaction with life by socio-demographic criteria										
Socio-demographic criteria	Gesamt (=100%) in 1.000	Very dissatisfied		Rather dissatisfied		Rather satisfied		Very satisfied		Arithmeti c mean
		in 1.000	in %	in 1.000	in %	in 1.000	in %	in 1.000	in %	
		total	4.882	115	2	212	4	822	17	
men										
all	2.260	63	3	101	4	379	17	1.718	76	5,0
Under 19 years	70	(2)	(3)	(2)	(3)	(9)	(12)	57	82	5,2
20 - 39 years	683	15	2	25	4	94	14	550	80	5,2
40 - 64 years	1.067	34	3	57	5	176	17	800	75	5,0
Over 65 years	440	(12)	(3)	17	4	100	23	310	71	4,9
women										
Zusammen	2.622	52	2	112	4	443	17	2.015	77	5,1
Under 19 years	72	(1)	(1)	(0)	(1)	(4)	(6)	67	93	5,4
20 - 39 years	725	(12)	(2)	29	4	87	12	597	82	5,2
40 - 64 years	1.168	24	2	50	4	191	16	904	77	5,1
Over 65 years	657	16	2	33	5	161	24	447	68	4,9
Inhabitants oft he region										
vienna	1.016	40	4	63	6	182	18	731	72	4,9
>100.000	451	14	3	29	6	73	16	335	74	5,0
>10.000	829	22	3	36	4	151	18	621	75	5,1
<=10.000	2.585	39	2	85	3	416	16	2.046	79	5,1
citizenship										
austria	4.444	96	2	173	4	736	17	3.439	77	5,1



thereof naturalised citizens (not EU/EFTA)	189	13	7	21	11	36	19	120	63	4,6
Not austria	438	19	4	39	9	86	20	294	67	4,8
thereof EU/EFTA	161	(3)	(2)	(6)	(4)	18	11	134	83	5,3
Thereof other countries	277	(17)	(6)	33	12	68	25	160	58	4,6
Highest level of education										
Max. compulsory school	1.107	37	3	77	7	283	26	710	64	4,7
apprenticeship/mid-level school	2.424	56	2	94	4	371	15	1.903	79	5,1
General qualification for university entrance	822	(13)	(2)	29	4	114	14	667	81	5,2
university	528	(9)	(2)	(12)	(2)	55	10	452	86	5,3
Households with pensions										
all	1.319	34	3	59	4	282	21	943	72	4,9
Single men	128	(8)	(7)	(8)	(6)	41	32	71	55	4,5
Single women	414	(10)	(3)	19	4	112	27	274	66	4,8
Multi-person household	776	15	2	32	4	129	17	599	77	5,1
Households without pensions										
all	3.563	81	2	153	4	540	15	2.789	78	5,1
Single men	412	(15)	(4)	27	6	89	22	281	68	4,8
Single women	305	(10)	(3)	18	6	55	18	223	73	5,0
Multi-person household without children	1.232	25	2	47	4	176	14	985	80	5,1
Households with children (without pensions)										
all	1.614	31	2	62	4	220	14	1.301	81	5,2
Lone-parent household	143	(8)	(5)	19	13	32	23	84	59	4,6
Multi-person household+ 1 child	658	(10)	(1)	20	3	97	15	532	81	5,2
Multi-person household+ 2 children	592	(7)	(1)	(12)	(2)	63	11	510	86	5,3
Multi-person household+ 3 children	220	(6)	(3)	(11)	(5)	28	13	175	79	5,1
Household with										
Male main earner	3.385	71	2	134	4	512	15	2.668	79	5,1
Female main earner	1.497	44	3	78	5	311	21	1.065	71	4,9
Legal relationship of residence										
House in ownership	2.170	24	1	50	2	313	14	1.782	82	5,2
Freehold flat	507	(17)	(3)	(11)	(2)	73	14	407	80	5,1
Council flat	365	19	5	32	9	88	24	227	62	4,6
Co-operative flat	638	(14)	(2)	31	5	118	18	475	74	5,0
Tenancy or subletting	868	33	4	75	9	171	20	589	68	4,8
Rentless flat or house	334	(8)	(2)	14	4	60	18	253	76	5,0

1.2 Present governmental strategies for implementation of positive psychology, wellness or personality development elements in the educational curricula in primary, secondary and life long learning education.

1.2.1 Happiness” as a school subject in Styria

Happiness as a school subject beginning of the autumn semester of 2009

With the beginning of the autumn semester of 2009 the new school subject “Happiness” started in 6 compulsory schools in Styria, the southern-east state of Austria. In this throughout Austria unique pilot project the children and teenagers learn how they can contribute by themselves to their personal happiness. One hour a week they find “Happiness” on their lesson plans. All school types of Austrian compulsory schools are represented in this pilot project.

You find more details at point 2: best practise examples

1.2.2 Forms (formulae) of happiness – ways to happiness

Happiness
improves the immune system

The initiative „Healthy Lower Austria” focuses besides three further topics 2010 on Positive Psychology and especially on mental well being. The initiative makes suggestions for mental well being and wants to show possibilities how to maintain or even increase one’s quality of life. One of the main slogans of this project is: “Because: being happy and content improves provably, so if we are really well, the immune system and with that our health. And has a positive effect on top of everything on one’s life time”.

1.2.3 Healthy communities

Happiness
as healthy lifestyle

In lower Austria’s there is also a governmental initiative the so called healthy communities. Every lower Austrian community can become a healthy community and can have access to several offers dealing with a healthy lifestyle. Parts of the offerings are also workshops for happiness. On the website of the healthy community programme there are also available newsletters, e-cards, a share market for happy moments and tips and hints for a happy life.

<http://www.gesundesnoe.at/content/projekte/gemeinde/gluecksformeln/uebersicht.php>

1.2.4 Self-esteem

Vocation and self-esteem as a new way

Is a project of the lower Austrian labour office for people older than 50 and without employment for more than 12 months.

The project claims to have a new method to increase one’s self esteem and in the following of one’s performance and effectiveness.



10 people work within three different modules on their personal mosaic consisting of their individual abilities, talents, desires, affinities and experiences of life and focus on the possibilities based on their personal mosaic.

<http://www.heartsopen.com/>

1.3 Present activities of nongovernmental sector concerning the introduction of happiness issue into life long education

1.3.1 IFEG – Institut für Europäische Glücksforschung

Scientific field
is reflected in projects

Still, the scientific field is reflected in projects especially over the last decade. The probably most specific project of an institute on European happiness research used in the following as an example (IFEG - Institut für europäische Glücksforschung) in Vienna, founded by Dr. Herbert Laszlo (unexpected death 2009). Continued by a staff of co-workers the institute (present chair, Professor Dkfm. Dr. Hannes Bauer), is editing a newsletter (journal) ("Happiness Observer"), an electronic newsletter, and is holding one research seminar per year, since 2007 in the Lower Austria region. The institute is conducting mainly analysis and summary of international data, but only limited research⁹. The institute collaborates with a private University (Donau University Krems),

IFEG
conducting analysis and summary of international data, only limited research

Subjects and location of these seminars were:

2003 Mailberg: and 2004 Brunn: Patient satisfaction- Happiness
2005 Vienna: Happiness and Wellness, 2006 Vienna: Happiness and Sport, since 2007 Spillern, 2007 Happiness and Work, 2008 Happiness and Business, 2009 Happiness and school, 2010 Happiness and education

Happiness
and seminars

Further seminars were conducted for example by the respected Carinthic Dialogs at Schloss Bach (July 23-4 2010¹⁰); presenting an interdisciplinary approach with international speakers (such as the Swiss researcher Mathias Binswanger, Universität St. Gallen) and mainly Austrian experts (including the head of the Philosophical Faculty of Vienna University (P. Kampits).

1.3.2 coaching and seminars

Happiness "coaching" and seminars also have become a constant offer in the public education and seminar field, and organizations especially in the education and economy/management training fields offer training in

⁹ Adler, IFEG, personal communication 12/2010

¹⁰ <http://www.carinthische-dialoge.at/programm>



different formats. We could, again though identify no published data on outcome or impact of such seminars.

<http://www.optimalchallenge.com/neu/index.htm>

1.4 List of possible stakeholders who are responsible for educational content within the educational structures

Bundesministerium für Unterricht, Kunst und Kultur

<http://www.bmukk.gv.at/>

Erwachsenenbildungsportal

<http://www.erwachsenenbildung.at/>

Bundesinstitut für Erwachsenenbildung

<http://www.bifeb.at/>

Arbeitsmarktservice

<http://www.ams.at>

Verband Österreichischer Volkshochschulen

<http://www.vhs.or.at>

1.5 List of literature in national language concerning happiness and positive psychology

1.5.1 Literature - academic and general public

International literature, especially in the original English version, is readily accepted at least by academics, and (probably as a consequence) not all standard academic books have been translated into German (see ¹¹and app. 1 for a selection) and it can be assumed that in this group, dissemination is through original academic books and peer reviewed publications. They are complemented by a number of mainly German, to a lesser degree of Austrian books. Local pioneers such as Herbert Laszlo ¹²and a publication series (Schriften zur Humanitäts- und Glücksforschung, Lang Publishers, Frankfurt and Vienna, since 2001¹³) have given limited, but significant input to this development.

¹¹ Martin E.P. Seligman, Der Glücks-Faktor: Warum Optimisten länger leben, 7. Aufl. (Bastei Lübbe GmbH & Co.KG (Bastei Verlag), 2010, Richard Layard, Die glückliche Gesellschaft: Kurswechsel für Politik und Wirtschaft, 1. Aufl. (Campus Verlag, 2005).

¹² Laszlo, Herbert. Glück und Wirtschaft, - Wien : Infothek, c 2008

¹³ <http://www.peterlang.net/index.cfm?cid=165>



local pineers

have given limited,
but significant input

Articles in edited books especially in those focusing on education sciences also have started to include articles on the subject¹⁴.

international scientific journals

Austrian authors are
nearly not present

In international scientific journals, Austrian authors are nearly not present, at least as reflected in standard databases. Using a comprehensive search strategy (see ap. 2), only 2 papers attributable to Austrian institutes using the most narrow definition, can be identified (with the exception of dissertations and thesis), though this might be due to the noted difficulties in defining standard search terms . Examples for major publications are Voracek and Brandstatter (1;2). Research strategies again do not necessarily reflect Positive Psychology based approaches, and are frequently linked to clinical issues such as suicide research, which is a key field of interest in Austria ((1)).

In the translation of scientific results to the general public, several authors have published general market books, summarizing research and giving manuals to improve happiness in everyday live (see for example Manfred Stelzig (Salzburg) ("Was die Seele glücklich macht"¹⁵, "Keine Angst vor dem Glück").

The major academic library database catalogues that can be used as indicators of presence of a research field in Germany (German National Library, comparable to the library of congress, listing 45 publications on the keyword "Glücksforschung") and the OPAC catalogue of the Austrian Universities (25 quotes) list both original German publications and Translations, but overall numbers are rather small, possibly reflecting an either limited penetration of the field or at least of the term to identify related publications.



Vopel Klaus W., Praxis der Positiven Psychologie:
Übungen, Experimente, Rituale



Auhagen Ann Elisabeth, Positive Psychologie:
Anleitung zum "besseren" Leben

¹⁴ Gehmacher, Ernst : Glück als Ziel – Eine Zusammenschau von Glücksforschung und Sozialkapitaltheorie in: Bildung zwischen Luxus und Notwendigkeit, LIT, Wien, 2006

¹⁵ 2., überarb. Neuaufl., Ecowin, 2009

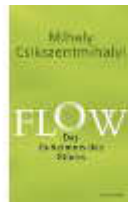




Shahar Tal Ben, Glücklicher: Lebensfreude, Vergnügen und Sinn finden mit dem populärsten Dozenten der Harvard University



Schubert Ernst Fritz, „Schulfach Glück“, Autor: Direktor der Willy-Hellpach-Schule in Heidelberg



Csikszentmihalyi Mihaly, Flow: Das Geheimnis des Glücks



Seligman, Martin E. P., Der Glücks-Faktor: Warum Optimisten länger leben



Smolka Heide-Marie, Mein Glücks-Trainings-Buch: Aktiv auf dem Weg zum Glück

Film: Das Glück der Anderen / The happiness of the others

Glücklich zu sein - und das in jeder Sekunde ihres Lebens – ist das erklärte Ziel der menschlichen Existenz. Welch verschiedenartige Wege dabei beschritten werden, um dieses "Gefühl der unbeschreibbaren Freude" für einige kurze Momente lang einzufangen und es spüren zu können, zeigt der Film. Anhand zahlreicher Portraits und Interviews nimmt er das Phänomen "Glücklichsein" kritisch unter die Lupe. Erfolgreich ist der, der an einem seiner Ziele angekommen ist. Dabei macht es keinen Unterschied, ob sich jemand ein ansehnliches Vermögen geschaffen oder zur stillen Meditation in ein Zen-Kloster zurückgezogen hat.



This film shows different strategies to achieve happiness. It is a compilation of portraits and interviews of people who reached "the feeling of ineffable happiness".

Titel: Das Glück der Anderen

Regie: Götz Spielmann

Produktionsland: Österreich

Produktionsjahr: 2008

Länge: 88 (Min.)

Verleih: Ascot Elite Home Entertainment

ISBN: 7613059801066

2. Best practice example of implementation of positive psychology into existing educational schemes.

2.1 "Happiness" as a school subject in Styria

With the beginning of the autumn semester of 2009 the new school subject "Happiness" started in 6 compulsory schools in Styria, the southern-east state of Austria. In this throughout Austria unique pilot project the children and teenagers learn how they can contribute by themselves to their personal happiness. One hour a week they find "Happiness" on their lesson plans. All school types of Austrian compulsory schools are represented in this pilot project.

„Happiness as a life skill“

Wolfgang Erlitz, schools inspector sees happiness as a life skill, that one is able to develop him- or herself. Not only pupils can benefit from being trained in happiness, also the teachers increase their competences by preparing the lessons.

Happiness portioned in modules

The austrians have learned from the german people. In Germany there exists a school subject "Happiness" in Heidelberg. The pupils make role plays, or go climbing and so they make experiences, like confidence and awareness. The youngsters don't have to pass examinations in this subject, as it is in Germany.

The overall 36 lessons are differentiated into 4 themes:

- 12 hours psychosocial health: self-esteem empathy, communication and how to deal with conflicts.
- 10 hours: Motion

happiness training
for pupils and
teachers



Austria

- 6 hours Highlight the connection between nutrition, health and happiness.
- 8 hours thematize the body as a means of expression. The teachers use elements of drama and guide the pupils to culture and education as ways to spend their free time.

The „Happy“ schools

- VS Peter Rosegger Graz,
- Praxis-VS der Pädagogischen Hochschule Steiermark,
- Praxis-HS der Pädagogischen Hochschule Steiermark,
- NMS Voitsberg,
- BG/BRG Pestalozzi Graz,
- HTL Graz-Bulme

pupils

15 – 18 years of age

Schools in Vienna, carinthia and burgenland join the project

Here the pupils are in the ages of 15 – 18 years. In these interdisciplinary projects about „factor happiness“ the youngsters reflect their own behavior patterns by performing role plays, and making Happiness-tests. The focus is on the implementation of the strategies they have learned into their daily life.

The project has been so successful, that the school inspector agreed to an additional hour for the next semester.

3. Adult education system - Short overview of the fields and levels of the national adult education system on which the results and outcomes of the project could be implemented

3.1 Vocational schools

impart in addition to a profound general knowledge a professional first vocational education. With the exception of the vocational schools there are different stages and standards up from the 9th school-level.

Berufsschule

2 to 4 years, theoretical part of the dual system

Berufsbildende mittlere Schule (BMS)

3 or 4 years, whole time school up from the 9th school stage; graduated professional first education



1 or 2 years, whole time school up from the 9th school stage;
professional first education

Berufsbildende höhere Schule (BHS)

5 years, full time school up from the 9th school stage, graduated
vocational education

Aufbaulehrgang

2-3 years, full time school up from the 9th school stage, after
graduation in a BMS

Kolleg

2 years, full time school after matriculation, educational goal like BHS

Schule für Berufstätige

4 years, School for working persons in form of a night school

The vocational schools are including

- Berufsschulen
- Technical, commercial and arts-and-crafts schools
- Commercial schools
- Schools for commercial professions
- Tourism schools
- Schools for fashion and garment engineering and artistic composition
- Schools for social professions
- Higher schools for agriculture and forestry
- Academies for pre-school education
- Academies for social pedagogy

3.2 Berufslehrgang (AMS)

2 – 4 years: qualification intrade school and internships in enterprises respectively in own educational institutions, additional trainings offered by the labour market. The education is financed by the Austrian labour market and focuses on two aims: a dualistic education and transfer to an apprenticeship

3.3 University

University regular curricula also by now tend to offer lecture series on the subject (see for example Jana Salat, Institut für Kultur- und



Sozialanthropologie der Universität Wien (Title: „Die Notwendigkeit des Überflüssigen“, and „Lebensstrategien: Wege zum Glücklich Sein“)¹⁶.

3.3.1 Dissertations

dissertations

usually not based on research data

Dissertations and other academic thesis are by now appearing in Austrian Universities on the subject, if the definition is taken in the widest sense, though usually not based on research data (see for example P. Langkammer (2009)¹⁷, and Schwarz (2008)¹⁸) and are most commonly present in the educational sciences faculties.

In one of the most comprehensive published thesis (Erich Roth KULTURELLE UND KOGNITIVE ZUGÄNGE ZUM GLÜCK), Fakultät für Sozialwissenschaften der Universität Wien, 2006), the author presents a literature overview and discussion of the interactions of cultures and the achievement, identification and evaluation of happiness (“Glück”) through cultures and in the development of philosophical models, underlining the general tendency in the Austrian happiness research field (“Glücksforschung”) to review Seligmans model, but not to limit reviews or conceptualizations to Positive Psychology.

research

standard self-rating instruments are still rare in translated versions

In research, due to the abovementioned linguistic challenges, standard self-rating instruments are still rare in translated versions and a linguistically and culturally sensitive approach is especially difficult in emotions research, if similar concepts frequently associated with happiness, like Quality of Life Research, are excluded as reflecting significantly different concepts. In a preliminary exploration we did not find a validated translated version of the most common scientific instrument, the Oxford Happiness Inventory (OHI). (Note: This must be considered even in case of the increasingly common radio imaging studies (using fMRI, PET and EEG methods, as they would also require subjective identification of the state of happiness by the subject. Still, this problem is common in many neurological studies of emotions also in other centers, who tend to use terms such as joy, satisfaction or happiness interchangeably and without clear demarcations).

Medical University of Vienna

research on the biological basis of emotions

Especially in the Medical University of Vienna, research on the biological basis of emotions and clinical disorders has been an active field(3;4), with a number of substantial international publications on the neurobiology and neuropsychology of emotions (see final report), but studies usually do not, at least, explicitly, focus on happiness.

¹⁶ Note: for a more comprehensive analysis on this and similar aspects of existing structures, see final project report.

¹⁷ P. Langkammer (2009) Eklektik - Verantwortung – Glück, Universität Wien. Fakultät für Philosophie und Bildungswissenschaft

¹⁸ Schwarz, Doris , Erfolgsfaktor Glück? Hochschulschrift Wien, Wirtschaftsuniv., Dipl.-Arb., 2008



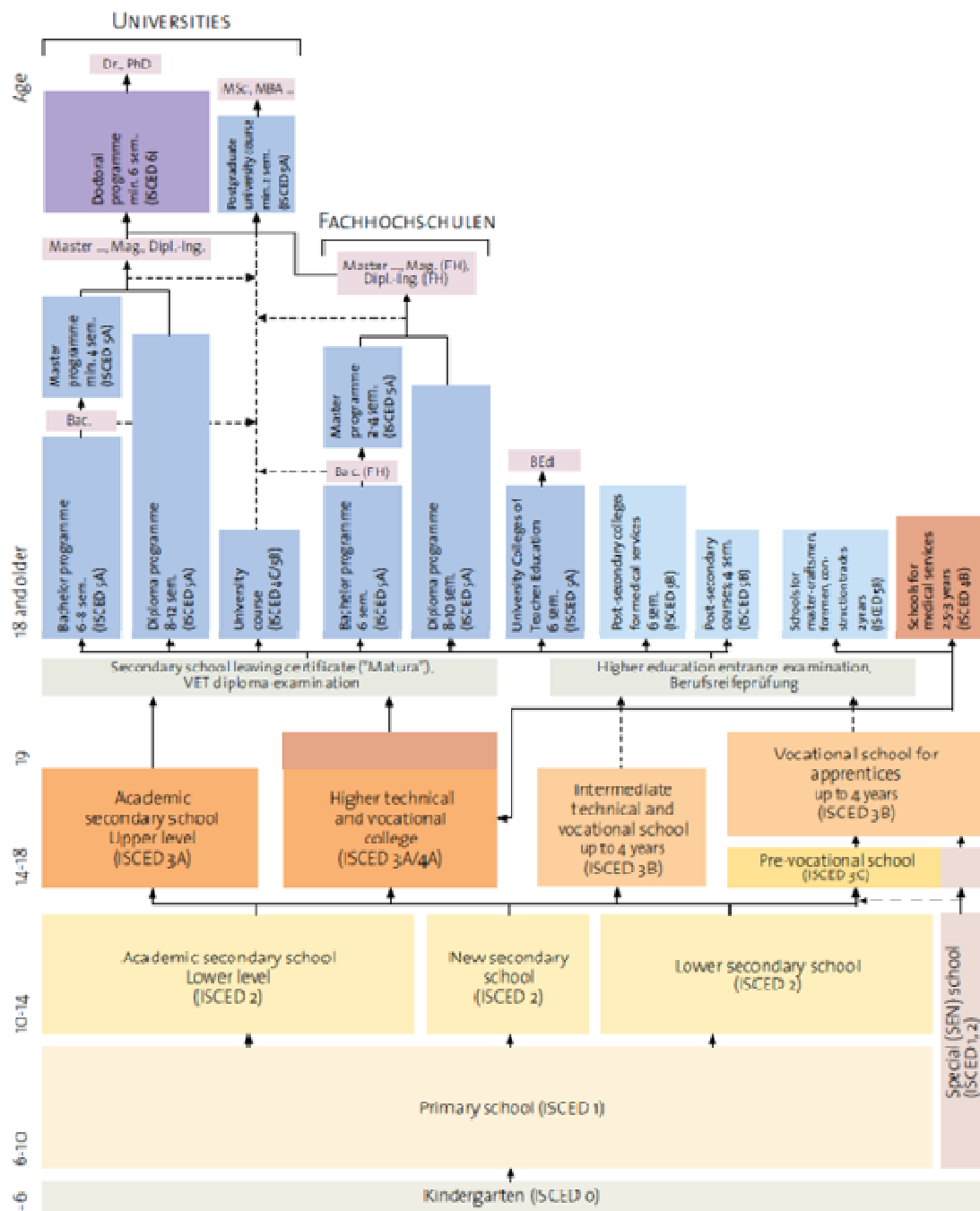
Positive Psychology
standard in
University teaching

3.3.2 Positive Psychology

Positive Psychology in general has become a standard in University teaching, especially in philosophical faculties. Private Universities, especially Sigmund Freud University, Vienna (SFU), have also demonstrated special interest in positive Psychology, as demonstrated for example by special seminars with the author in Vienna. SFU has also established the first chair in Austria on "Vergleichende Vermögenskultur" (Comparative Oeconomic Cultures, Chair Univ.-Prof. Dr. Thomas Druyen <http://sfu.ac.at/vermoegenskultur>), indicating a possible influence of the concept as linked to altruism, and has organized seminars on the subject with speakers like Martin Seligman (June 24, 2010). The broad impact in society is underlined by the numerous academic and general public publications (not reviewed here), and the number of stakeholders out of the narrower field of academic institutions (such as for example the Multiple Sclerosis Association) who have hosted symposia on Positive Psychology.



Austrian Educational System



ISCED: International Standard Classification of Education (UNESCO)

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bm:uk Federal Ministry for
Education, the Arts and Culture





Belgium

elaborated by ISW Limits

1. Perception and implementation of the happiness issue in Belgium

1.1 A summary of existing figures and results from surveys concerning the national perception of happiness or other relative terms

database of happiness
Belgium in top range

The happiness survey of Ruut Veenhoven (see the Dutch report) shows that Belgian citizens are in general quite happy. The results of the Belgian population can be situated in top range together with the Netherlands (leading) and Austria.

Belgium
high rates of suicides

One important observation is that despite the fact that the happiness results in Belgium are not really different from, for example The Netherlands, Belgium has a high rate of suicides. In Western Europe only Finland shows a higher prevalence. In 2004, 19,1 out of 100.000 habitants committed suicide.

More detailed figures about happiness will be available from september 2010 on as the largest health insurance company in Flanders (Christelijke mutualiteiten, CM) will start with a campaign on happiness. They will gather data from several questionnaires and make an online program available based on psyfit.nl (a program developed by Trimbos institute in the Netherlands).

1.2 Present governmental strategies for implementation of positive psychology, wellness or personality development elements in the educational curricula in primary, secondary and lifelong learning education.

Against the general background of very elaborated and highly subsidized curative interventions for medical problems and psychological disorders, prevention gains in attention over the last years:

governmental actions
promote public health

starting with several actions taken by the Flemish government to promote public health and a more healthy life-style (see for more information www.vigez.be) and subsequently also focusing on mental health via larger campaigns and a website with a self assessment tool (developed bij ISW Limits) that gives feedback about your individual mental fitness (www.fitinjehoofd.be).



preventive policy

promote employees'
well-being

Within the framework of the law for "health and safety at the workplace" only more recently well-being was adopted as an important focus for prevention and action in organizations. As stated in the Belgian Law of August 4th 1996 on the well-being of employees at work and the Belgian Royal Decree of May 17th 2007 on the prevention of psychosocial pressure at work, including violence, mobbing and undesirable sexual behaviour at work, employers are obligated to pursue a preventive policy and to promote employees' well-being. The basic components of such a preventive policy against stress at work are outlined in the collective agreement number 72 of March 30th 1999 on the policy to prevent stress at work²: The employer is obligated to investigate, evaluate and prevent the potential risk factors of stress. However, this legislation does not prescribe the specific way in which psychosocial risk analyses of the work situation should be organized. The government provides information about possible measurements, intervention methods and good practises at [www. beswic.be](http://www.beswic.be). The recent national strategy for well-being at work can be found at <http://www.werk.fgov.be/>

It is important however to add that still most of the actions that are taken at the workplace are called psychosocial risk analyses and start from a perspective of curation and prevention of stress and demotivation rather than from the perspective of promoting well-being or even happiness at work.

1.3 Present activities of non governmental sector concerning the introduction of happiness issue (in wide meaning of the word) into life long education. (associations, foundations, campaigns, projects, etc.)

In contrast with the situation in the Netherlands, in Belgium positive psychology and the introduction of happiness into education is still at its infancy. The topic is not systematically investigated at universities. Only a few researchers are starting up small projects at the moment (a mastersthesis and an internship-project at the University of Leuven in collaboration with ISW Limits about happiness at work). Of course well-being receives an important place in the broader educational system and trainings to reduce and prevent stress are given by external services for safety at work and consultancy companies.

Positive Psychology

only small projects



1.4 Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups (both commercial and non profit)

Remark: Here a selection was made of those initiatives that specifically address happiness and are not only focused on well-being and reduction of mental illness/stress.

Online coach for happiness available on the internet through Christelijke Mutualiteiten CM the largest health insurance service in Belgium. It is an online intervention on mental fitness based on psyfit.nl and will be available from March 2011. Target group: general/wide public

Educational network

focused on new developments

An educational network exists, focused on new developments within organizations as well as personal development starting from the talent and engagement available (Lerend Netwerk Ontwikkelen vanuit talent en bezieling, talent-bezieling.be). It is a large network with more than 100 participants that started with the idea of Appreciative Inquiry (Cooperrider) to develop new courses, books and a discussion platform to disseminate these techniques within organizations in Flanders. The network was sponsored by the European Social fund.

Target group: employees and members of companies and organizations.

A project sponsored by the European Social Fund (sterk aan het werk/stronger@work) aiming at getting a better integration of lower-educated and persons from minority groups in to the regular labour market. It addresses specifically psychosocial skills about improving self-esteem, thinking more positive and building up positive relationships. The goal is to develop computer modules and courses that address this topic.

Target group: Lower-educated and minority groups

Vigez.be developed and gives small group training sessions about mental fitness for lower educated groups called "de goed gevoel stoel" (the feel-good chair). Target groups: lower education

1.5 List of possible stakeholders who are responsible for educational content within the educational structures.

- Adult education, universities and highschools
- Basic adult education schools with programs for labour market (re)integration focused on lower-educated and minority groups CBE
- Social economy projects
- Subsidized mental health organizations (CGG's)
- Vigez.be Expert centre for the promotion of health and



prevention of sickness

- Schools and CLB's (Centres for the assistance of pupils)
- Ministry of Education
- Flemish agency for care and health (Flemish government)
- Agency for occupational health and safety at work (Federal government)
- Commercial training and consultancy bureau's
- External services for safety and well-being at work
- Independent socio-cultural adult education organizations:
www.vormingplus.be, www.wisper.be, www.fov.be ,
www.socius.be

1.6 List of literature in national language concerning happiness, positive psychology and all other definitions from Huub's list. (including scientific articles and popular psychology)

There is not a lot available, except for some translations of English books.

Further, I would like to refer to the list in the Dutch report. One very recent book is the book of Griet Bouwen.

Bouwen, G. (2010) Leiden naar talent en bezieling. Energie van mensen verbinden tot teamkracht. LannooCampus, Leuven.

2. Best practice example of implementation of positive psychology into existing educational schemes.

Expect for coaching and training initiatives within organizations or education for specific target groups (allochtonen, lower-educated see above), I am not aware of initiatives within the more traditional existing educational schemes.

3. Adult education system - Short overview of the fields and levels of the national adult education system on which the results and outcomes of the project could be implemented.

With sufficient creativity, I think ideas coming from the positive psychology point of view, can be implemented at all levels of education. Individual schools and organisations might be interested to collaborate or implement some of the material made available. Structural changes



in the educational system will be much more difficult to target and usually take several years.

Compulsory education

Schooling is compulsory from the age of 6 to that of 18. Nursery schools can be attended

from the age of two and a half. Primary education lasts 6 years and is followed by another 6-

year cycle of secondary education. Secondary education includes three grades and starts at the

age of 12. Each grade lasts 2 academic years.(i)

Education Providers

The 3 Belgian Communities (the Dutch-speaking Community, the Francophone Community and German-speaking Community) are responsible for Education. As a consequence, although the above-mentioned structure is implemented in the whole country, there are regional differences in the school system.

school system

regional differences

education providers

private and public

There are two education providers: the private sector and the public sector. The latter includes councils, local authorities at province level and at Community level. There are three education networks: Community schools (attended by 14.9% of the primary and secondary school population in 2004-2005), subsidized private schools (mainly catholic schools with a 68.5%) and subsidized official schools (organized by councils and local authorities at province level with a 16.6%). The distribution of pupils over the three networks seems to have remained constant over the past few years.(ii)

level of education

one of the highest in Europe

Primary and secondary education is free and there is an extensive system of social allowances and grants. The level of education in Belgium today is one of the highest in Europe. The following paragraphs will concentrate on the situation in Flanders, the Dutch-speaking part of Belgium.

Adult education system

adult education

three types

In Flanders there are three types of recognised adult education: "education for social promotion", "guided autonomous learning" (BIS) and "basic adult education". The first type, education for social promotion, leads to an official certificate or diploma. Students can learn a job, gain a basis for further study or learn a language. Schools for social promotion should be able to answer the needs of employers in their region. Blended learning (a combination of face-to-face teaching

adult education

education for social promotion



with distance learning) is being introduced in the education for social promotion and is expected to become more popular in the future.

adult education
self-study distance
learning

BIS is a type of self-study distance learning. Participants can study at their own pace in a very flexible way. They get individual feedback from a tutor who corrects homework and gives individual comments. The courses cover a wide variety of subjects. Part of the BIS courses, including some language courses, are offered online.

adult education
basic adult
education

The main aim of the third type of adult education, called "Basiseducatie" (basic adult education), is social integration. It addresses people who do not possess basic linguistic skills or basic mathematical skills.





Netherlands

elaborated by TRIMBOS-Instituut

1. National perception and implementation of the happiness issue in the Netherlands

1.1 A summary of existing figures and results from surveys concerning the national perception of happiness or other relative terms.

http://worlddatabaseofhappiness.eur.nl/hap_nat/nat_fp.php

http://worlddatabaseofhappiness.eur.nl/hap_nat/desc_na.php?cntry=24



Here is a general result about the average happiness from all countries.



Question-Type: 112D
11-step numeral Happiness
 Generally speaking, how happy do you feel?
 10 extremely happy
 .
 .
 0 extremely unhappy


Belgium




Details	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	Q- HL/u/sq/n/11/a	2003	0 - 10	7.76	1.63	7.76	1.63
	Q- HL/u/sq/n/11/a	2004	0 - 10	7.74	1.52	7.74	1.52
	Q- HL/u/sq/n/11/a	2006	0 - 10	7.67	1.57	7.67	1.57
	Q- HL/u/sq/n/11/a	2007	0 - 10	7.65	1.6	7.65	1.6
Average				7.71	1.58	7.71	1.58






Austria							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O- HL/u/sq/n/11/a	2003	0 - 10	7.69	1.91	7.69	1.91
	O- HL/u/sq/n/11/a	2004	0 - 10	7.59	1.87	7.59	1.87
Average				7.64	1.89	7.64	1.89



















Czech republic							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O- HL/u/sq/n/11/a	2003	0 - 10	6.96	1.98	6.96	1.98
	O- HL/u/sq/n/11/a	2004	0 - 10	6.96	1.9	6.96	1.9
Average				6.96	1.94	6.96	1.94





Italy							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2003	0 - 10	6.5	2.09	6.5	2.09
Average				6.5	2.09	6.5	2.09

The Netherlands							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2002	0 - 10	7.86	1.36	7.86	1.36
	O-HL/u/sq/n/11/a	2004	0 - 10	7.79	1.32	7.79	1.32
	O-HL/u/sq/n/11/a	2008	0 - 10	7.82	1.27	7.82	1.27
Average				7.82	1.31	7.82	1.31

Slovenia							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2002	0 - 10	6.93	2.07	6.93	2.07
	O-HL/u/sq/n/11/a	2004	0 - 10	7.18	1.94	7.18	1.94
	O-HL/u/sq/n/11/a	2006	0 - 10	7.24	1.99	7.24	1.99



	O-HL/u/sq/n/11/a	2007	0 - 10	7.23	1.91	7.23	1.91
Average				7.15	1.98	7.15	1.98
Germany							
	O-SLW/c/sq/n/11/d	1990	0 - 10	7.13	0	0	0
	O-SLW/c/sq/n/11/d	1991	0 - 10	7.09	0	0	0
	O-SLW/c/sq/n/11/d	1993	0 - 10	7.5	1.77	7.5	1.77
	O-SLW/c/sq/n/11/d	1998	0 - 10	7.6	0	7.6	0
	O-SLW/c/sq/n/11/g	1999	0 - 10	7.61	1.72	7.61	1.72
	O-SLW/c/sq/n/11/ba	2002	0 - 10	7.31	1.79	7.31	1.79
	O-SLW/c/sq/n/11/d	2002	0 - 10	6.61	1.82	6.61	1.82
	O-SLW/c/sq/n/11/cd	2003	0 - 10	6.96	2.24	6.96	2.24
	O-SLW/c/sq/n/11/cd	2004	0 - 10	6.79	2.27	6.79	2.27
	O-SLW/u/sq/n/11/g	2005	0 - 10	7.94	1.65	7.94	1.65
	O-SLW/u/sq/n/11/g	2006	0 - 10	7.99	1.78	7.99	1.78
	O-SLW/c/sq/n/11/cd	2006	0 - 10	6.83	2.18	6.83	2.18
	O-SLW/c/sq/n/11/cd	2007	0 - 10	6.95	2.22	6.95	2.22
	O-SLW/c/sq/n/11/a	2008	0 - 10	7.11	1.97	7.11	1.97
	O-SLW/c/sq/n/11/a	2008	0 - 10	7.01	1.78	7.01	1.78
	O-SLW/c/sq/n/11/a	2008	0 - 10	7.18	1.86	7.18	1.86
	O-SLW/c/sq/n/11/a	2009	0 - 10	7.28	1.73	7.28	1.73
Average				7.23	1.91	7.24	1.91

France							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2003	0 - 10	7.46	1.89	7.46	1.89
	O-HL/u/sq/n/11/a	2004	0 - 10	7.32	1.83	7.32	1.83
	O-HL/u/sq/n/11/a	2006	0 - 10	7.26	1.71	7.26	1.71
	O-HL/u/sq/n/11/a	2007	0 - 10	7.22	1.72	7.22	1.72
Average				7.31	1.79	7.31	1.79

Portugal							
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2002	0 - 10	6.97	1.87	6.97	1.87
	O-HL/u/sq/n/11/a	2004	0 - 10	6.55	1.73	6.55	1.73
	O-HL/u/sq/n/11/a	2006	0 - 10	6.55	1.8	6.55	1.8
	O-HL/u/sq/n/11/a	2007	0 - 10	6.62	2.02	6.62	2.02
Average				6.67	1.86	6.67	1.86



happiness
important ingredient
of health

1.1.1 Health & happiness

In the Netherlands we consider happiness as an important ingredient of health. It shows that people who report high rates in well-being are:

- Physically more healthy
- Mentally more healthy
- More productive
- Make less use of healthcare

well-being
try to strengthen the
'mental capacity'

Therefore it is crucial to promote well-being for the whole population. In order to promote well-being we try to strengthen the 'mental capacity' of people. Just as people have a physical condition which enables them to perform their tasks better and engage in sports at a higher level, they also possess mental capacity. Mental capacity refers to emotional, cognitive and social skills. It enables people to develop their own talent and potential, to be productive and creative and to build up personal relationships.

1.1.2 Mental capacity is made up of four components:

- Cognitive: learning ability, through which people can develop into curious, learning and sensible beings.
- Emotional: resilience, through which people can face up to problems without becoming distressed, and can solve those problems, thereby becoming emotionally empowered.
- Social: social skills, through which people can initiate and engage in relationships, grow in these relationships and maintain them.
- Behavioural: "agency", through which people can live their lives independently and shape their lives actively.

Mental capacity can be regarded as the counterpart of a good physical condition. It feels good, it can be improved and it is a major pre-requisite for personal development.

1.2 Present governmental strategies for implementation of positive psychology, wellness or personality development elements in the educational curricula in primary, secondary and life long learning education.

well-being
several initiatives

There is no explicit policy of Dutch government in positive psychology or in the promotion of wellbeing. But there are several initiatives which can be mentioned under this denominator:

- Several politicians raise the happiness issue in the political and social debate. For example Femke Halsema, the chairwoman of the Green party wrote the book Happiness!! Done with hyperconsumption, hastiness and assholeishness'. There is a need & trend in the Netherlands for new societal values like sustainability, integrity and quality of life instead of focusing only on increased prosperity and economic growth. Of course this has



also to do with the causes of the economic crisis.

- At schools the government promotes the concepts of 'citizenship' and 'social integration'. Schools are free to choose their own interpretation of the concepts. Some schools integrate the concepts in their curricula, other schools choose to send students at societal teaching practices.
- Several curricula exist at high schools on happiness, well-being and life skills. The (local) governments have financed some effectiveness research of these curricula (for example the Verwey Jonker institute conducts the RCT on 'Lessons in happiness').
- A large online program and national campaign 'Mental Vitality' is organized by Trimbos Institute in cooperation with several agencies and is financed by the Ministry of health, welfare and sports. Part of the program is a course on mental fitness (www.psyfit.nl) in order to promote well-being and which will be disseminated nation-wide in 2010-2012.

1.3 Present activities of non governmental sector concerning the introduction of happiness issue (in wide meaning of the word) into life long education. (associations, foundations, campaigns, projects, etc.)

well-being

many
nongovernmental
organizations

In the Netherlands many initiatives exist by nongovernmental organizations which focus on happiness in life-long educating. We will mention a few:

- www.gelukkigwerken.nl (happy at work) by happiness coach Onno Hamburger. He is one of the leading happiness coaches at the workplace in the Netherlands.
- On the internet site www.hartenziel.nl (heart & soul) an e-coach training in sustainable happiness is available,
- The site <http://www.happyfamilylife.com/> brings happiness in the family by tips, coaching and an internet community.
- The Haring Institute of Happiness (<http://www.thoughtsonhappiness.com/>) conducted by Arjan Haring organizes (international) conferences and symposia on positive psychology, happiness and meaning of life.
- www.gelukswijzer.nl (happiness diary for insight in happiness activities and lifestyle) initiated by Erasmus university and financed by several health insurance companies.
- The website <http://www.sochicken.nl/> gives practical and everyday tips on a happier and fulfilling life.
- Much more is to be found by <http://geluk.startpagina.nl/>



1.4 Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups (both commercial and non profit)

Product	educational level	class	length	intervention	where	information
Lessen in geluk (Lessons in Happiness)	Low SES technical and vocational training for 12-16 year-olds (VMBO)	2	6 classes	schoollessons (workbook and teacher's manual)	Amongst other places on 'Het Groen van Prinsterer'	www.lesseningeluk.nl
Gelukskunde				schoollessons	Limburg	Gelukskunde: http://marketing.malMBERG.nl/index.aspx?SiteID=50
Happyles	Low SES technical and vocational training for 16-18 year-olds (MBO)		5 classes	3 e-learning lessons, 2 classroom lessons	Now at implementation at 4 schools, after this widespread dissemination when proved to be effective	http://www.trimbos.nl/nieuws/trimbos-nieuws/happyles-geeft-jongeren-lessen-in-geluk
De vreedzame school	primary education					
Strengthsquest	highschool		4 classes	lessons	Leeuwarden	
Positive Psychology	highschool		course	course in PP	Leeuwarden	
Zippys vrienden	primary education	2/3	6 classes	schoollessons		http://www.partnershipforchildren.org.uk/uploads/File/Gids%20voor%20ouders.pdf
Psyfit – online mental fitness	General public		4 weeks	6 modules	At the internet	www.psyfit.nl

Er zijn er nog veel meer via:

<http://geluk.startpagina.nl/>

Ook zijn er in het buitenland nog wel andere interessante initiatieven:

- Wellington College, Engeland.
- Lesprogramma in Italië, geëvalueerd/beschreven door Chiari Ruini.
- Cambridge well-being
- Positive education: positive psychology and classroom interventions Martin E. P. Seligman a; Randal M. Ernst b; Jane Gillham c; Karen Reivich a; Mark Linkins da University of



Pennsylvania, b Lincoln (Nebraska) Public Schools, c Swarthmore College and University of Pennsylvania, d Wallingford-Swarthmore (Pennsylvania) Public Schools, USA

- Gage park High School (usa)

1.5 List of possible stakeholders who are responsible for educational content within the educational structures.

- Adult education, BVE (practical education), University (Open University, Highschools)
- Publishers
- Organisations for mental health (GGD's etc.)
- Organisations that help school (Schoolbegeleidingsdienst)
- Ministries of Education, Culture and Sciences
- Commercial training bureau's (NTI, LOI)

1.6 List of literature in national language concerning happiness, positive psychology and all other definitions (including scientific articles and popular psychology)

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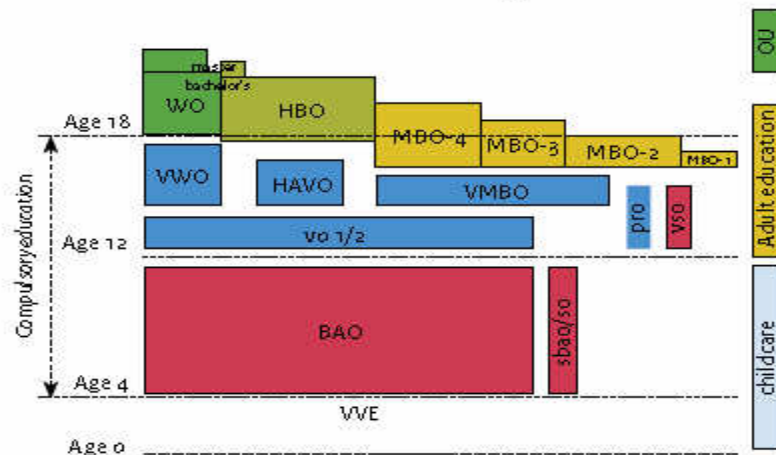
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2. Adult education system - Short overview of the fields and levels of the national adult education system on which the results and outcomes of the project could be implemented

The Dutch education system



- BAO** Mainstream primary education
- BBL** Block or day release in vocational education
- BOL** Full-time vocational training
- HAVO** General secondary education
- HBO** Higher professional education
- MBO** Vocational education
- OU** Open University
- PRO** Practical training
- SBAO** Special primary education
- SO** Special education
- VMBO** Pre-vocational secondary education
- VO** Secondary education
- VSO** Secondary special education
- VVE** Early childhood education
- VWO** Pre-university education

<http://www.nlirp.nl/>



Adult education in the Netherlands (google vertaling van:
[http://www.rijksoverheid.nl/onderwerpen/volwassenenonderwijs/aanbo
d-volwassenenonderwijs](http://www.rijksoverheid.nl/onderwerpen/volwassenenonderwijs/aanbod-volwassenenonderwijs))

There are several reasons why adults follow trainings or education. For example, they have never completed their training. They have difficulty reading and writing. They want skills to their position in the labor market, such as working with computers. Or skills to save themselves better in Dutch society. Adult education (adult education) is adjusted accordingly.

adult education
general secondary
education

Adult general secondary education

VAVO for 16 and 17-year-olds

Adult education for social work

Adult education for low-literate

Previously acquired competencies (EVC)

Professionally adult education

Municipalities are responsible for adult education

Adult general secondary education

By attending adult general education (VAVO) it is possible to obtain a diploma or certificate part of the theoretical program of vocational school or high school to get the VWO. Adults older than 22 years often return back to school for a diploma rather not still be achieved. Adults younger than 22 years have different reasons for choosing VAVO. For example, because they failed in mainstream secondary schools and more than ever count in adult education. 2 years or because they want to do in 1 year.

adult education
originally intended
for 18 years and
older

for social work VAVO for 16 and 17-year-olds

VAVO It was originally intended for adults (18 years and older). Since 2006, a high school 16 and 17 year olds having at least the theoretical program in vocational track, delegate to the NATO. The pupils often have difficulty with mainstream secondary education. Eg autism who have difficulty with the bustle of a school. To avoid failure, it offers them an alternative learning VAVO route. The students remain enrolled at their high school, but actually follow their training VAVO. The school remains responsible for the learning of pupils. The VAVO and secondary schools close together an agreement on the funding of training. For parents will change in this respect nothing.

adult education
for social work

Adult education for social work

Some adults have difficulty to function independently in everyday situations such as shopping or can live on their salary or benefits. They can follow a course of social life. During this training do they include digital skills, social skills or skills in literacy and numeracy on.



low literate

1.5 million people have difficulty reading and writing

Adult education for low-literate

In the Netherlands, 1.5 million people have difficulty reading and writing. 66% of them are born and raised in the Netherlands, the remaining 33% is a non-Dutch background. Illiteracy is their function in society in the road. For them, for example, difficult to monitor the television and newspapers to read. For these adults, there is training in Dutch as a 1st language (NT1).

More information can be found at [illiteracy](#).

Previously acquired competencies (EVC)

Adults who volunteer or family care, skills and knowledge to do so. It is possible to have this recognition. By participating in an APL route will receive a diploma for adults the skills they already have.

In the EVC-register for all professions contained the necessary competencies. There are also the authorized providers of APEL routes.

Professionally adult education

For adults who want a professional trainees themselves or pay for schools, there are many possibilities. Example, a junior college or training, but also various courses and training. The adults decide, in consultation with the community and benefit agency UWV or with their employer in what training they want to study. Example, the ROC or a college. The financing of vocational training depends on the situation of the adult. In some cases, municipalities pay the training, in other cases, employers pay (part of) cost. When adults have a job on their own initiative a professional training, they run themselves for the costs. They can study it against income tax.

About vocational education

Municipalities are responsible for adult education

Municipalities are responsible for the supply of adult education (adult education) within the municipality. To properly align supply on demand adult communities decide for themselves which groups they prioritize. Often these specific groups, such as the unemployed, low-literate, immigrants and the elderly.

On current educational policies put communities accountable to the Ministry of Education.

vocational training

financing depends on the situation of the adult



Nederlandse kinderen voelen zich het gelukkigst

14 februari 2007, Den Haag - **Veel rijke landen zijn het aan hun stand verplicht zich actiever in te zetten voor het welzijn van hun kinderen. Van de 21 rijkste landen in de wereld scoort Nederland gemiddeld het best op het gebied van het welzijn van kinderen. Als het gaat om armoede van kinderen, doet Nederland het echter minder goed. De Verenigde Staten en Groot-Brittannië staan onderaan de lijst. Dat staat in het vandaag gepubliceerde Unicef-rapport 'Een overzicht van het welzijn van kinderen in rijke landen'.**

Het rapport vergelijkt het welzijn van kinderen in 21 OESO-landen aan de hand van zes indicatoren: armoede, gezondheid en veiligheid, onderwijs, familie- en vriendenrelaties, (risicovol) gedrag en het eigen gevoel van welbevinden van jongeren. Nederland staat bij vier van deze zes indicatoren in de top drie, maar scoort aanzienlijk slechter als het om armoede gaat. Nederlandse kinderen zijn over het algemeen gelukkig, maar toch leeft een deel van hen in relatieve armoede.

De top van de lijst wordt gedomineerd door de kleinere Noord-Europese landen, respectievelijk Nederland, Zweden, Denemarken en Finland. Er blijkt geen relatie te zijn tussen het Bruto Nationaal Product en het welzijn van kinderen. De Tsjechische Republiek bijvoorbeeld, neemt een hogere plaats in op de ranglijst dan een aantal rijkere landen.

Het onderzoek is gebaseerd op cijfers afkomstig van internationale bronnen, waaronder het WHO's Health Behaviour of School Age Children en het OESO Programme for International Student Assessment. Voor dit onderzoek zijn gegevens uit deze en andere bronnen bijeengebracht, zodat er voor het eerst een multi-dimensionaal overzicht kan worden gegeven.

Minister van Jeugd

Het VN-Verdrag voor de Rechten van het Kind bepaalt dat alle landen maximaal moeten investeren in hun kinderen. Het rapport heeft tot doel regeringen en jeugdinstanties aan te sporen het welzijn van kinderen daadwerkelijk te verbeteren. Dit onderzoek maakt duidelijk dat een land niet langer kan zeggen dat het haar uiterste best doet voor kinderen, als andere landen met eenzelfde economische status veel beter presteren.

De uitkomsten bevestigen het beeld dat het met het overgrote deel van de kinderen en jongeren in Nederland goed gaat. Dat is een mooie uitgangspositie voor de nieuwe minister van Jeugd en Gezin. Tegelijkertijd is het een stevige uitdaging voor deze minister om deze plaats in de top te behouden en het aantal kinderen en jongeren dat nog wel in armoede leeft, terug te dringen.



Kinderen in Tel

Het onderzoek is een eerste aanzet om de stand van zaken op het gebied van het welzijn van kinderen in de rijke landen aan te geven. Op 3 maart 2007 komt het onderzoek Kinderen in Tel, waarvan Unicef mede-initiator is, uit. Kinderen in Tel geeft een overzicht van het welzijn van kinderen op provinciaal en gemeentelijk niveau in Nederland.

(bron:

<http://www.unicef.nl/unicef/show/id=53926/contentid=2868#top>)





Slovenia

elaborated by INTEGRA, Inštitut za razvoj človeških virov

1. Perception and implementation of the happiness issue in Slovenia

1.1 A summary of existing figures and results from surveys concerning the national perception of happiness or other relative terms (satisfaction, well being, etc.) with focus on the country specific cultural, political, economical or educational context and structure

Overview of findings on happiness in Slovenia are available and presented in the latest "Nation Report" – Home page World Database of Happiness

http://worlddatabaseofhappiness.eur.nl/hap_nat/desc_na.php?cntry=56 which is ordered by type of happiness questions and within these types by year.

Nation: **Slovenia (SI)**

Measure type: 111C 4-step verbal Happiness


Taking all things together, would you say you are?:

- very happy
- quite happy
- not very happy
- not at all happy

very = 4not at all = 1

De-tails	Measure Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/c/sq/v/4/f	1991	1 - 4	2.58	0.73	5.34	2.04
	O-HL/u/sq/v/4/a	1992	1 - 4	2.62	0.71	5.79	2.18
	O-HL/u/sq/v/4/a	1995	1 - 4	2.85	0.67	6.51	2
	O-HL/c/sq/v/4/g	1999	1 - 4	2.81	0.62	6.04	2.08
	O-HL/c/sq/v/4/g	1999	1 - 4	2.82	0.62	6.05	2.06
	O-HL/u/sq/v/4/a	1999	1 - 4	2.91	0.67	6.69	1.94
	O-HL/u/sq/v/4/a	2005	1 - 4	2.97	0.67	6.85	1.91



	O-HL/u/sq/v/4/a	2006	1 - 4	3.14	0.62	7.33	1.65
Average				2.84	0.66	6.33	1.98


Nation: **Slovenia (SI)**

Measure type: 111F 7-step verbal Happiness

Considering your life as a whole, would you describe it as

- very unhappy
- unhappy
- mixed
- happy
- very happy

very happy = 7 very unhappy = 1

De-tails	Measure Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/g/sq/v/7/a	2003	1 - 7	5.18	0.94	7.06	1.77
Average				5.18	0.94	7.06	1.77

Nation: **Slovenia (SI)**

Measure type: 112C 10-step numeral Happiness



Taking all things together on a scale of one to 10, Taking all things together on a scale of one to ten, how happy would you say you are?

1 very unhappy

.

.

10 very happy

De-tails	Measure Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/10/b	2003	1 - 10	7.35	1.8	7.06	2
	O-HL/u/sq/n/10/b	2007	1 - 10	7.68	1.63	7.42	1.81
Average				7.52	1.72	7.24	1.91



Nation: Slovenia (SI)

Measure type: 112D 11-step numeral Happiness





Generally speaking, how happy do you feel?

10 extremely happy

.

.

0 extremely unhappy


De-tails	Measure Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2002	0 - 10	6.93	2.07	6.93	2.07
	O-HL/u/sq/n/11/a	2004	0 - 10	7.18	1.94	7.18	1.94
	O-HL/u/sq/n/11/a	2006	0 - 10	7.24	1.99	7.24	1.99
	O-HL/u/sq/n/11/a	2007	0 - 10	7.23	1.91	7.23	1.91
Average				7.15	1.98	7.15	1.98

Nation: Slovenia (SI)

Measure type: 33D 5-step verbal Life fits Wants

On the whole my life is close to how I would like it to be

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

De-tails	Measure Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	C-RA/u/sq/v/5/a	2007	1 - 5	3.45	0.96	0	0
Average				3.45	0.96		

Cite as: R. Veenhoven, World Database of Happiness, collection Happiness in Nations, Nation Report Slovenia at <http://worlddatabaseofhappiness.eur.nl> .

Human Development Report 2010 (Table 9) present »Perceptions of individual well-being and happiness« data, collected in the period between 2006- 2009 and summarized as average under the different sections. For Slovenia some of these data are:

Satisfaction with Personal dimension of Well-being

Job - % of employed 88



Slovenia

respondends who are satisfied	
Personal Health - % of all respondents who are satisfied	78
Standard of Living - % of all respondents who are satisfied	70

Elements of Happiness	
Purposelful Life	63
Treated with Repsect	91
Social Support Network	91

Overall Life Satisfaction	
Scale 0 - least satisfied -10 – most satisfied	7,1

The European member states of the World Health organisation (WHO) are the signatories of the umbrella health programme - the "Health Agenda for the 21st century". The main goal of the document is to achieve the highest possible level of health of each individual and to enhance as well as protect the health of the entire population. The document acknowledges the importance of multisector responsibility for health.

Healt in Slovenia
plays an important
role

In Slovenia health plays an important role in ensuring a high quality of life and is one of the basic conditions for the development of our society. There is no area of social life that is not influenced by health. Health is primarily every individual's own responsibility while the state, in cooperation with various professional organisations and sciences, has the power and responsibility to create the conditions that allow people to maintain a healthy lifestyle.

In accordance with this we understand that the strategy of public health is not merely the absence of disease but it can be defined as overall well-being, which includes a sense of fulfillment and utilization of all the individual potentials. Thus, the mental health as an important part of public health, covers everything from appearance, behavior, thinking, speech, the emotions and moods.

**Institute for
Public Health**
promotion of mental
health

Therefore, dealing with mental health emergency and requires a complex interdisciplinary and holistic approach. In the last three years the Slovenian Institute of Public Health tried to strengthen activities in the promotion of mental health, which includes the promotion of positive



mental health factors such as the prevention of negative mental health factors with following starting-points:

- Mental and physical health are inextricably linked
- Mental health is essential to the well-being and functioning of people.
- Mental health is an essential component of public health
- Mental health is a broad concept that includes both positive mental health (feeling of well being, optimism, positive self-esteem, sense of power and capacity to cope with difficulties) and negative mental health, for example mental disorders.

The important parts of Population Mental Health are based on the prevention activities as:

1. Information, awareness raising, dissemination of knowledge

2. Responding to health problems

3. Guidance on the determinants of health:

- positive self-esteem, optimism, a sense of power and connectivity
- exploring opportunities for action to improve the already existing sources of research indicators of positive mental health
- participation in policy making, which focuses on promote and enhance positive mental health
- integration and inclusion of relevant stakeholders and the public in collaborative projects to increase and promote mental health.

1.2 Present governmental strategies for implementation of positive psychology, wellness or personality development elements in the educational curricula in primary, secondary and life long learning education

Apart from ensuring health care, the state looks after health by developing, adopting and implementing health promotion policies, strategies and programmes.

The strategy of protection and promotion of health by physical activity, sport and recreation falls within these responsibilities as also concern for mental health, although in this moment there is still not explicit correlation and emphasis with/on positive psychology, especially not as an educational curricula.

1.2.1 Health promotion policy at the national level

a) The implementation of public health and health promotion policies



The bodies responsible for public health and health promotion implementation are:

- The Ministry of Health - responsible for strategic planning, policymaking, setting priorities for annually financed activities, cooperating with other sectors and NGOs in the health sector.
- The Institute of Public Health of the Republic of Slovenia - responsible for the monitoring of data, preparation of the proposals for priorities, development of health promotion activities, training of educators, project implementation, evaluation, networking, advocacy.
- The regional institutes of public health - responsible for monitoring, the development of health promotion activities, project implementation, evaluation, expertise, publicity, advocacy.
- CINDI - responsible for monitoring, development of health promotion activities
- project implementation, evaluation, publicity, networking, advocacy.
- The Clinical Institute for Occupational Medicine - responsible for monitoring, the development of health promotion activities, project implementation, evaluation, publicity, advocacy.
- NGOs - responsible for networking, advocacy, project implementation, publicity

b) Financial resources

Data on the national budget for health promotion is not available.

The national funds dedicated to health promotion have been increasing until 2006 and have been decreasing since then.

c) Workforce

Health promotion studies are integrated in the public health course that is solely available to medical students.

Health promotion specialist is not a certified profession. However the public health speciality is certified and includes elements of health promotion.

There is no professional association for health promotion but public health specialists have a professional association that is part of the Slovenian Medical Association.

1.2.2 The institute of public health of the Republic of Slovenia

The institute is a governmental body, which is part of the Ministry of Health portfolio and implements health promotion at the national level.

a) Health promotion activities

The main focus/activities of the health promotion department include:



- Substance abuse
- Family – child health
- Diet and nutrition
- Physical activity
- Mental health
- Alcohol
- HIA
- Gender and health
- Sexual health
- Health inequalities/ socially disadvantaged groups

b) Financial resources

The institute budget available for health promotion corresponds to 12.48 percent of the total budget. The funds allocated to health promotion have been increasing over the past five years. Apart from the statutory funding, the institute gets additional funding for health promotion through national and international study grants.

c) Collaboration and partnerships

The institute collaborates with other organization in the implementation of health promotion activities including:

- The Ministry of Health
- The Ministry of Social Affairs
- The Ministry of Education
- The Ministry of Agriculture
- Other specialist health institutes
- Regional Institutes of Public Health
- Parliamentarians
- Schools
- NGOs

1.2.3 Health enhancing activity programme

National promotion of health based much more on physical activity strategies

We must emphasized that National promotion of health is based much more on physical activity strategies and healthy nutrition than on personal development strategies.

The ministry responsible for health is the coordinating body in the implementation of the

national programme and is responsible for preparing proposals for action plans, their coordination with the line ministries, and finally, for ensuring coordinated implementation of measures, tasks and activities.



In order to develop effective strategies for the promotion and enhancement of a healthy lifestyle and physical activity, it is necessary to establish coordinated operation of various government ministries.

The ministry responsible for health has a key role in health education and awareness building, in the preparation of recommendations for a healthy lifestyle of various population groups in different environments; it is also responsible for the development of programmes and adequate implementation of health services with an organised approach to the prevention of diseases, screening, and appropriate prevention as well as health treatment and education of individuals and groups at risk. It is especially important that the primary health sector implements the necessary preventive programmes and ensures their coordinated interfacing with the programmes developed and implemented by the secondary and tertiary health service sectors. A general promotion of health enhancing physical activity and healthy nutrition is a joint task of all responsible ministries.

The ministry responsible for education and sports provides the relevant educational and

training process on the topic of healthy lifestyles and health enhancing physical activities

including the necessary conditions to ensure the above in kindergartens, elementary, technical and secondary schools.

The ministries responsible for labour and health both play an important role, together with the representatives of employers, employees, trade unions and other interest groupings, in providing relevant legislation and programmes for a safe and healthy work environment and for promoting a healthy lifestyle and health enhancing activity both at work and in the wider living environment.

1.2.4 Health Promotion Centre

Health Promotion Centre (HPC) at the Institute of Public Health of the Republic of Slovenia (NIPH) was established in the 2002. It was developed from the health education unit which was established in the late fifties of the twentieth century at the predecessor institution of the National Institute of public health. As an organizational unit of the nowadays National Institute of Public Health (NIPH) implements health promotion at the national level.

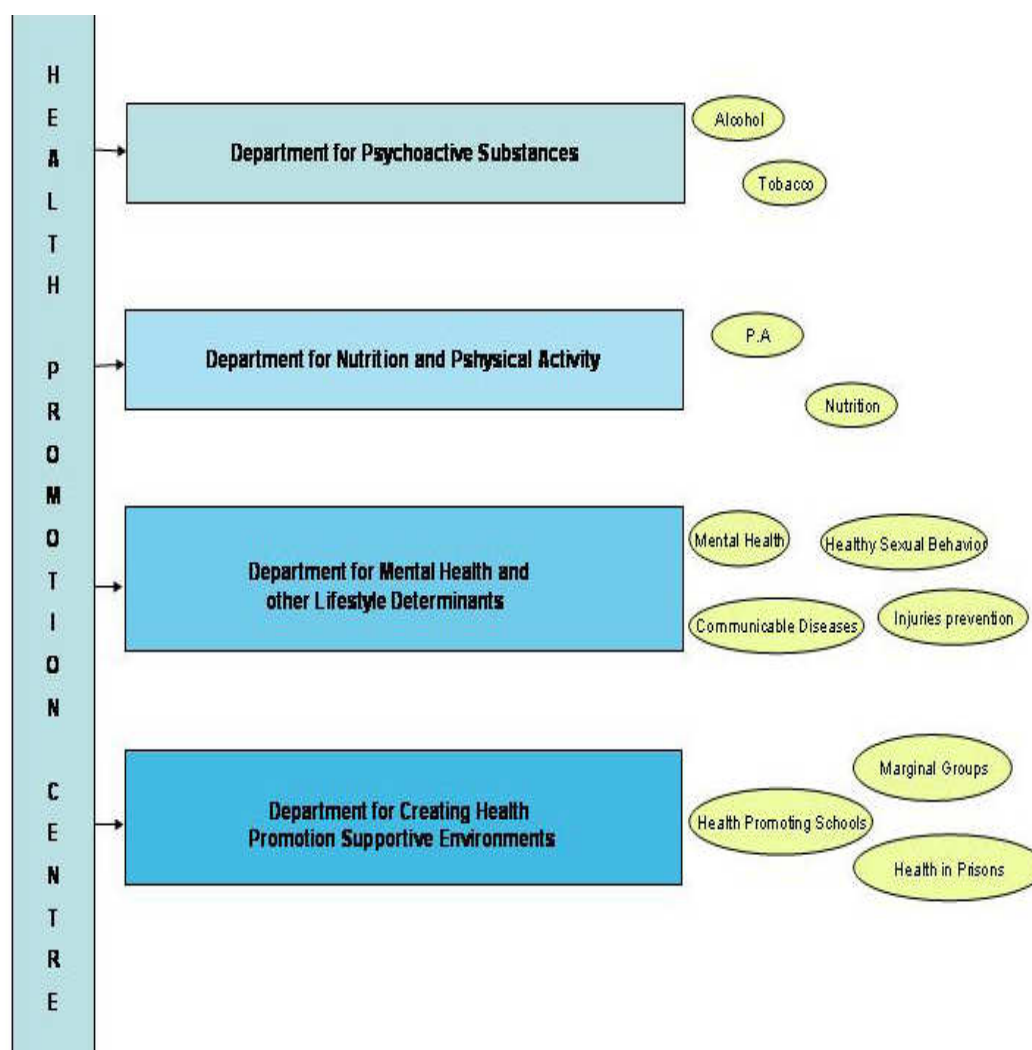
Health promotion is one of the five key working areas at the NIPH, which provides the best possible information and expertise on health and its determinants in the Slovenian population and contributes to



planning and implementation of population-based interventions for better health of the whole nation.



Organisational structure of Health Promotion Centre:



Health Promotion Centre is currently working in the following areas: family and child health, mental health, diet and nutrition, physical activity, substance abuse, gender and health, sexual health and health inequalities/socially disadvantaged groups. Different methods are used, including health in all policies approach with health impact assessment.

Health Promotion no specific law

There is no specific law on Health Promotion (Health Promotion is included in other Public Health policies: Health Care and Health Insurance Act OJ RS n.20/24, Health Services Act OJ RS n.36/04, National Programme of Health Care in Republic of Slovenia OJ RS n.49/00).

Health Promotion Officer/Specialist is not a certified profession and despite many different actors in the field of Health Promotion there is no professional association which would incorporate different actors/profiles on the national level.



1.2.5 The National Educational Institute

Positive Psychology
no publicly
recognized curricula

Although in Slovenia in this moment we do not have publicly recognized curricula in the field of positive psychology, there are running many parallel activities within certain public institutions. In the field of education, the National Educational Institute as a representative governmental body, enhances models for innovative projects in **Slovenian schools.**

a) Innovation projects as an element of practice modernization

»Scientific literature often get us to think, does a teacher really know how to create: an atmosphere for successful learning, a convenient “learning ecology” where we could create an amiable group climate and trust, gratifying relationships as well as encouraging assignments? Here we can also include suitable changes in social structures with which the education process is carried out (pair work, small groups, etc.)« On this basis The National Educational Institute started its campaign about Innovation projects and teacher's creativity.

The national Education Institute prepares a public call for projects each year in which the Institution defines thematic areas. Among these selected project themes, schools, as responsible organisations for the project implementation, select the themes of interest and prepare the projects completely on their own. These projects can last for as long as one year or even longer. School teachers and external experts work alongside one another in the selected and accepted Innovative Projects, which also happen to be financially supported. The National Education Institute provides advisors, who act as consultants to kindergartens and schools and who offer their expert assistance in the preparation and implementation of projects; at the same time these advisors evaluate the novelties.

b) Personal Development of an Expert Worker and/or pupil

The personal development level of an expert worker or pupil depends on the capacity of selecting and realising selected objectives. Those objectives have to be in accordance with interests, capabilities, values, and prior knowledge of the individual involved. If pupils are not able to learn the empirically selected objectives and balance them with the attained objectives, they will not be capable of optimizing personal talents or knowledge at higher difficulty levels. In the education and training process, it is important to teach pupils not only to acquire the pre-selected obligatory objectives of a particular education programme, but it is also necessary to teach them to independently determine their own objectives in developing their future careers all for the process of life long learning.



Education in Boarding Schools

The National Educational Institute organizes trainings and seminars for professionals (educators and heads) also in the field of positive psychology. Currently there are running two two of them:

1. Positive psychology

Objectives: To acquaint participants with the importance of the psychology of everyday life, to present the importance of optimism, laughter and humor in everyday and professional life, identifying meaning the integration of individuals in a group, reflect a sense of optimism and positive vision for the integration of the individual in social relationships.

2. Positive psychology and social skills in educational process

Objectives: To acquaint participants with the importance of psychology of everyday life, to present the importance of optimism, laughter and humor in everyday and professional life, identifying meaning the integration of individuals in a group, reflect a sense of optimism and positive vision for the integration of the individual in social relationships, to understand the problems of social exclusion and the importance of social skills to establish good interpersonal relationships, acquire the basic outlines steps to acquire skills and mediation.

Source: <http://www.zrss.si> (Modernization of the programmes)

a) Compulsory Elective Subjects

For our project there is also important information/part within the primary and secondary education system. However, there is a possibility of school practice implementation - short educational content as a course or seminar - which can be implemented under the auspices of the "Compulsory elective subjects", but unfortunately for now only for 15-hours.

Compulsory Elective Subjects are designed for pupils and students. Every school year they can choose among educational content offerings one or two practical subjects, as a part of their study obligation.

1.2.6 Other governmental strategies and programmes

- On the national level there is ongoing campaign "Slovenija gre v šolo 2010 - Zdrave spremembe" (Slovenia goes in School 2010 - Healthy changes) which enhances healthy style of life for youth (<http://www.ivz.si>).
- In some colleagues and high schools there is a part of the curriculum also Positive psychology module (e.g. International business - Master study program) http://www.fakulteta.doba.si/studij_na_fakulteti/vsezivljenjsko_ucenje



- Institute of Public Health Celje offers in their annual programme booklet many of healthy life style programmes and mental health programmes. Under the Mental health programme there is available "To sem jaz – This is me – Self-image and personal development for youth", as trainings and educational workshops for teachers and counsellors. Primary and Upper secondary school youth can use project's website www.tosemjaz.net as supportive social-educational tool. Programme is financially supported by the Ministry of Health and Ministry of Education and Sports.
- Research: University of Ljubljana, Faculty of Philosophy, Department of Psychology (doc.dr. Andreja Avsec):

Spending time and well-being Research

<http://www.pouzek.si/Sreca/Demograf.aspx>

/Online questionnaire/

International well-being research/online questionnaire/

1.3 Present activities of non governmental sector concerning the introduction of happiness issue (in wide meaning of the word) into life long education (associations, foundations, campaigns, projects, etc.)

Under the non-governmental sector there are few organizations and NGO institutions which enhancing healthy life style, personal development and happiness in life long education:

- IPSA Institute for Integrative Psychotherapy and Counseling <http://www.institut-ipsa.si>
- They are offering coaching for personal development and enhancing positive resources
- Doc.dr. Beno Arnejčič is the doctor of psychology and university lecturer at the Faculty of Education, worked at Ministry of Education and Sports. He is an expert in the field of positive psychology, motivation, psychology, recreational race. <http://www.tek.si>
- School of Emotional Intelligence <http://www.custvena-inteligenca.org>
- Program is aimed at managing stress, developing emotional and social skills, knowledge and understanding of emotions, increase confidence, improve communication, interpersonal relationships, self-esteem, increasing well-being and happiness. Participants are trained to be more relaxed, creative and happy.
- Positive psychology at the workplace <http://www.mojedelo.com>
- Franka Bertonec, Master of psychological science. She is involved with coaching staff and individual psychological counseling for individuals. Working principally on transactional analysis methods and cognitive behavioral approach, it builds your knowledge with the new principles of positive psychology.



- We can find practical, everyday piece of advice on a positive, fulfilling and happier life at www.pozitivke.net website.

1.4 Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups (both commercial and non profit)

Title	Product	Lenght	Target group	Information
Positive Psychology	Seminar /Workshop	8 hours	Heads of boarding Schools	http://www.zrss.si
Positive psychology and Social Skills	Seminar & workshop	24 hours	Educators of boarding Schools	http://www.zrss.si
Coaching for personal development and enhancing positive resources (Mindfulness)	Course	20 hours/10 sessions	General public	http://institut-ipsa.si
"To sem jaz – This is me"	Workshop	16 hours	Teachers Educational Counselors (Primary and secondary Education)	http://www.zzv-ce.si
Personal Happiness, money and success	Seminar/workshop	20 hours	Managers, Adults	Slovenian Institute for Adult Education www.acs.si
Personal development _ Power of self-confidence	Seminar/Workshop	8 hours	Educational experts, Managers	Institute of personal quality development www.insti-rok.si
Positive psychology – Subjective and Psychical Well-being, happiness direction	lectures		Experts (psychologists, social workers, pedagogues) Counselors Students	www.psiha.net doc.dr. Andreja Avsec
Female well-being	Seminar/workshop	8 hours	Women General public	www.alenkarebula.com
Positive	Study module		Master Stdy	www.fakulteta.doba.s



psychology in contemporary economics			programme	i
How I feel Happiness	Seminar/Workshop	8 hours	General public	www.dhs.si Slovenian Hypnotherapists Association
Brains and Happiness/ Why we are happy?	Lecture	2 hours 30 min.	General Public	www.sinapsa.org Slovenian Neuroscience Association

1.5 List of possible stakeholders who are responsible for educational content within the educational structures

- National Educational Institute
- Slovenian Institute for Adult Education
- Ministry of Education and Sports
- Ministry of Health
- Ministry of Work and Social Affairs
- Ministry of Science and Higher Education
- National Institute of Public Health
- Regional Institutes of Public Health
- University of Social Sciences
- Faculty of Education Ljubljana (Maribor, Koper)
- Universities of the Third Age
- Regional Development Agencies
- Chamber of Commerce
- Professional Associations
- Publishers

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Craft, R.G. (2010). Načrt za srečo (Happiness scheme). Tržič: Učila International.

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Rijavec, M., Miljković, D, Brdar, I. (2009). Pozitivna psihologija – Znanstveno istraživanje ljudskih snaga I sreće. Zagreb: Manager – Poslovna knjižara

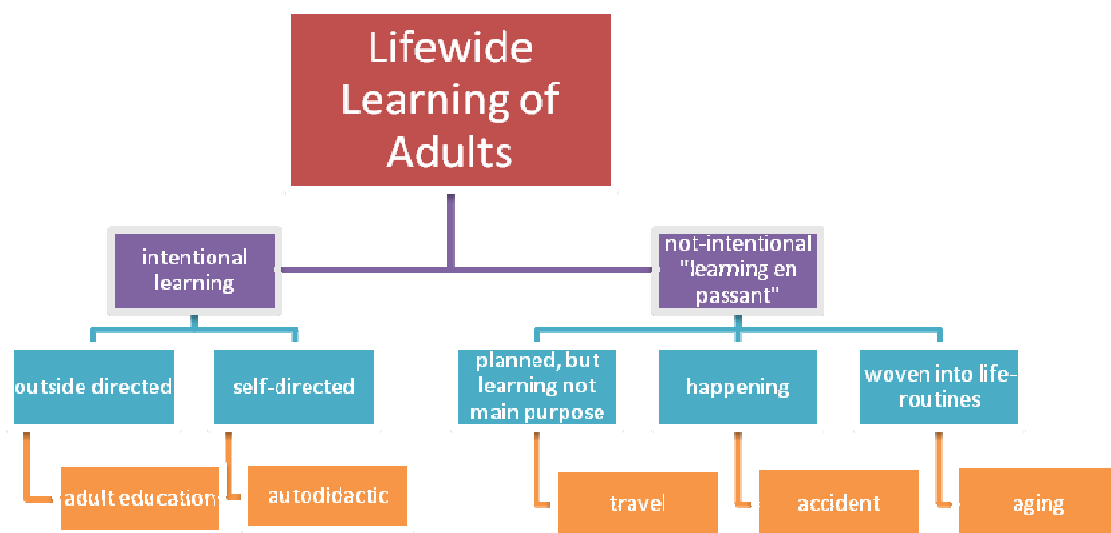
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2. Adult Education System in Slovenia

Short overview of the fields and levels of the national adult education system on which the results and outcomes of the project could be implemented



2.1 Policy and legislative framework

adult education
wide ranging and
diverse form

Adult education in Slovenia is a wide ranging and diverse form of education and training which includes formal education to gain higher levels of qualification (general, vocational, technical, professional, academic), formal specialised training, and non-formal learning of adults, who have passed the compulsory education age but do not have the status of pupil or student. **Formal education** gives opportunity to adults to gain publicly recognised qualifications (certified education); **non-formal education** is intended for those who just wish to acquire new knowledge and skills, or who wish to refresh, expand, modernise or deepen their skills (non-certified education).

The National Assembly passes laws concerning adult education and training, and adopts the National Programme on Adult Education on an annual basis. These annual plans are adopted by the Government.

The Slovenian adult education strategy is developed within the lifelong learning policy document, adopted by the National Assembly (2007). The strategy emphasises the 'strategic cores':

- a comprehensive overall structure and the cohesiveness of all learning;
- the range of opportunities and purposes of learning, and the



- diversity and flexibility of its provision;
- access to learning based on the needs of the individual;
- key competences for learning and personal growth;
- learning to improve work practice and professional career development;
- learning as a source and driving force for the development of the community;
- to develop the possibilities of testing and certificating all existing knowledge;
- counselling and providing information.

Adult education is regulated in more detail in the Adult Education Act, in some articles of the school and labour legislation and in other regulations of various fields of economic and public sector.

2.2 Educational legislation

Adult Education Act
lifelong learning,
accessibility

The Adult Education Act (2006) determines the fundamental principles of Adult Education in Slovenia. They are lifelong learning, accessibility of education under the same conditions for all. The Act regulates the system; it defines the participants in adult education, educational programmes, adult students' basic requirements, organisation of the educational work, keeping records; management of the field, e.g. planning, division of responsibilities, governing bodies, financing from the public funds, developmental and counselling organisations, testing centres, public funds earmarked for the promotion of adult education and control.

It regulates the system of public verification of knowledge gained by self-education, or through on-the-job learning, or in out-of-school non-formal education, through which adult learners can obtain a public certificate.

The Organisation and Financing of Education Act (2007) regulates mainly: conditions for performing adult education activity, administration of the field and financing programmes and institutions. The Act specifies the role of state-approved educational programmes for adults, defines the public network of institutions (public geographical distribution of adult education institutions), defines the performance of public service in the field of adult education, and the components of adult education programmes and procedures for accreditation.

In the **Elementary School Act** (2007) there are provisions for the education of adults. Basic education of adults is carried out in such a way that the educational programmes are tailored to the needs and possibilities of adults regarding both the organisation of the teaching



and procedures connected with the verification and assessment of knowledge.

The **Gimnazije Act** (2006) stipulates that "everybody who is employed or unemployed or is older than 18 is entitled to education as an adult. The organisation and duration of the course, the assessment of knowledge and testing and the progression and timetable of the teaching is tailored to the needs of adults.

The **Vocational Education Act** (2006) also refers to education of adults. It determines that programmes prepared for young people must be tailored to the needs of the adults; it gives the opportunity for adults to learn through courses for adults or choose a certain module from the general programme prepared for young people.

The **Higher Vocational Education Act** (2004) and the **Higher Education Act** (2006) regulate part-time studies and the adaptation of the organisation of studies to the specific needs of the adult students. The public verification of knowledge acquired by independent learning and through work and life experiences is regulated in the **National Vocational Qualifications Act** (2003).

The **labour legislation** which refers also to adult education includes the Employment Relationship Act and the Employment and Insurance against Unemployment Act and also by collective agreements. The Employment Relationship Act gives each worker the right to continuing education and training linked to the needs of their working processes, or to maintain their skills in order to remain in employment, or to increase their skills in order to create opportunities for promotion with adequate education and training. The Employment and Insurance against Unemployment Act defines the right of unemployed people to all forms of education and training.

The **Occupational Health and Safety Act**, the **Act on Pension and Disability Insurance** and the **Act on Training and Employment of the Disabled Persons** also deal with education and training of adults. According to these Acts disabled workers under certain conditions have a right to occupational rehabilitation and to remuneration of salary during the time of rehabilitation.

2.3 Management/organisations involved

The main decision making department for the design and implementation of policy within the field of adult education is the Adult Education Division within the Ministry of Education and Sport. There is also a special department for vocational and job-related training within the Ministry of Labour, Family and Social Affairs (MLFSA), namely the



Sector for Lifelong Learning and Scholarships. The Employment Service of Slovenia (ESS) is an independent public institute, which - amongst other tasks - provides the logistics and information support for the implementation of the Active Employment Policy Programmes.

The Government has entrusted professional matters and programme development to Council of Experts of the Republic of Slovenia for Adult Education - CEAE, which monitors and evaluates the conditions and the development of adult education in the country according to the developmental needs of society, from the viewpoint of quality and international comparability.

2.4 Funding

The main document which determines the budget and financial distribution of adult education from public funds is the Annual Plan of Adult Education (APAE). The plan is prepared by the Ministry of Education and Sport and the Ministry of Labour, Social and Family Affairs, verified by the CEAE and approved by the Government. According to the Adult Education Act, this programme is based on the National Programme of Adult Education.

2.5 Human resources

All teachers and trainers who teach in state-verified educational or vocational programmes for adults must have proper andragogical knowledge and competences, which can be acquired either at the Department for Pedagogy and Andragogy at the Faculty of Arts (University of Ljubljana), or by attending special corresponding training, after which it is necessary to pass an exam and to receive the certificate of andragogical competences. These are provided and issued by the Pedagogical faculties and Faculty of Arts while Slovenian Institute for Adult Education delivers programmes of continuing education and training for teachers in adult education. Teachers are mostly required an appropriate tertiary degree, equivalent to Bachelor or Master.

2.6 Organisation

In principle it is possible to divide providers of adult education into three groups.

- **Institutions for the education of adults.** Examples of such institutions are *ljudske univerze* (Peoples' and Workers' universities) and educational centres within companies or established by various chambers. These are organisations where the main activity is the education of adults.
- **Schools;** their main activity is the education of the young people, but they also offer evening courses of the same content for adult learners.



- **'Other organisations'** which main activity is not adult education; such as libraries, museums, theatres, archives, centres of culture; political organisations and parties; organisations for the rural and agricultural sector of the population; organisations of local communities; organisations for leisure time; professional organisations; organisations for environmental protection; social welfare organisations; organisations for the disabled; organisations for helping families, parents, consorts, organisations for tourism, holiday organisations, organisations of seniors, housewives and organisations of workers temporarily employed in foreign countries.

2.6.1 Types of training institutions

People's universities

34

There are 34 *ljudske univerze* (People's universities) in Slovenia, carrying out the education of adults as their basic activity. This comprises basic adult education, foreign language courses, ICT courses, courses for the improvement of knowledge and skills of employees in legal, financial and managerial fields. Some of them provide also public programmes, which give nationally recognised secondary vocational or technical qualifications. In co-operation with the higher vocational colleges and higher education institutions they also provide a learning environment for part-time tertiary education.

Other organisations whose activities are mainly non educational also play an important role in the education of adults. Examples of these associations and societies include the Association of Accountants and Financial Workers of Slovenia, municipal, regional and national societies of human resource managers, professional associations of economists, psychologists and others; Firemen Association of Slovenia, Alpine Association of Slovenia, Red Cross, Association of Engineers and Technicians of Slovenia, church organisations, Spiritual University, political organisations, the Third Age University, also take a great part in education and training of adults.

Private educational organisations slowly developing over the last two decades

Private educational organisations in Slovenia have been developing slowly but constantly over the last two decades. Initially there were only several private foreign language schools, ICT centres, and schools for financial management. In more recent years this sector has strengthened their position and extended their offer to other fields and forms of education and training e.g. colleges for vocational education.

2.6.2 Objectives of the programmes

Each general education programme has its own objectives. They can be generally divided into three groups: (i) formal education objectives, (ii) objectives related to professional development and personal growth, and (iii) leisure or free time enrichment. Programmes are based upon the common principles of the education of adults, such as: lifelong learning;



accessibility under equal conditions; freedom of choice regarding the way, content, resources and methods of learning; respect for the personality and dignity of each learner; attaining high quality standards of education equal to those applied in the education of young people.

2.6.3 Main principles of the organisation of time and venue

The main principles relate to the adaptation of the content of courses, teaching methodologies, time and venue to the needs of each particular group of adults. Teaching mainly takes place in the evenings or at the end of the week. The instruction is given in a shortened form and intensive way over weekends.

Courses in higher education are offered as part-time studies and can be organised flexibly: for example, there can be night and weekend programmes, programmes during academic holidays; evening courses, distance courses, and e-learning or directed self-learning.

2.6.4 Curricula

All publicly verified programmes are subject to verification and approval by the Slovenian Institute for Adult Education and the Council of Experts for Adult Education. The curricula contain the same main subjects as for young people.

Other programmes of non-formal education and training are drawn up by the institutions themselves. Examples of courses which include those targeted at specific needs or categories of adults include: education and training for the unemployed, education for democracy, foreign language learning, Slovene language for foreigners, education for quality of life, education for the implementation of the special rights of minorities, education of adults with special needs, and other types of general adult education.

Some forms of non-formal education have been developed at the Slovenian Institute for Adult Education and are successfully integrated in the practice of adult education across the country. For example, the regional *Središča za samostojno učenje* (centres for self-directed learning). Courses can be found in various educational institutions, libraries, and in education centres of enterprises. Adults can choose courses based on their interest, e.g., computer programmes, foreign languages, programmes for personal development, programmes for improving their communication skills etc.

The *Borza znanja* (Learning Exchange) and *Študijski krožki* (Study Circles) are examples of the varied offer of courses for adults.

Non-formal education as an alternative to formal education has been developed in the last few years. *Projektno učenje za mlade* (Project



Learning for Young Adults) - is a programme which is aimed at young adults who have dropped out of the regular school system. The participation of adults has grown considerably in recent years in the literacy programme *Usposabljanje za življenjsko uspešnost* (Training for Life Efficiency) and programmes developed within the Third Age University.

2.6.5 Quality assurance

Evaluation and monitoring of adult mainstream education is regulated to the same standards as the education of the young people. Various forms for supervision and evaluation of the education are in place, such as verification of public institutions; regulatory procedures for the adoption of curricula; obligatory Teaching Certification Examination for teaching and other professional support staff. In past years, a set of instruments for self-evaluation were introduced in elementary and upper secondary education including people's universities. Other types of evaluation include external assessment of knowledge at the end of upper secondary education in-house evaluation and external evaluation of programmes via external contracted evaluation.

Supervision of the implementation of the curricula for adult learners is the responsibility of the Slovenian Institute for Adult Education which reports their findings to the responsible ministers and to the CEAE. It has also developed a model of self-evaluation for adult education under the name Offering Quality Education to Adults.

2.6.6 Adult vocational education and training

Adult vocational education and training includes forms of formal education to obtain a higher level of qualification (upper secondary and higher vocational education for adults), retraining, and training for less demanding work, and also shorter forms of education, including continuing vocational education and training. These forms represent only one element of education and learning. The other forms include self-education and informal learning, not covered by official statistics.

Formal upper secondary and higher vocational education and training of adults are governed by the same legislation as for young people. It has the same curricular structure, objectives, and general admission criteria, options for the continuation of education, levels of vocational standards for the specific profession and levels of qualifications.

Beside upper secondary schools, higher vocational colleges, people's universities and educational centres, in-company centres are the largest providers of job-related training. There is also widespread education and training organised by human resource management departments or personnel departments of companies.



2.6.7 Adult education at universities

Approximately one third of all students enrolled in tertiary education are part time students.

Universities and professional colleges carry out various study courses. Specialised university centres for continuing education provide adult students with an opportunity to update their knowledge or to acquire new professional skills or develop single competencies. Courses can be delivered on full-time bases or as part-time studies and with flexible organisation (night and weekend programmes, programmes during academic holidays weekends, evenings, on distance, as e-learning, directed self-learning).

2.6.8 Guidance/counselling services

There is well organised network of 14 guidance centres for adult education spread across the country. These centres were first introduced in 2001 by the Slovenian Institute for Adult Education (SIAE). Their main task is to inform the adult population on their learning and/or education possibilities and to support them in choosing the most convenient path or appropriate programme.

In December 1998 the Pilot Vocational Information and Counselling Centre was established in Slovenia with the help of the PHARE Programme. The Slovenian National Resource Centre for Vocational Guidance (NCIPS) was set up within the Employment Service of Slovenia. NCIPS has two main functions: to co-operate with and connect those institutions in Slovenia which produce relevant informative material in the field of vocational guidance, and to plan and produce informative material.

Certification system for the assessment and award of national vocational qualifications

Adults can acquire vocational qualifications also through alternative means outside the formal school system, by participating in the certified national vocational qualification scheme.

The certification system is regulated by the National Vocational Qualifications Act (2002), which specifies the procedures and the institutions bearing responsibility for the preparation of standards and catalogues of knowledge and skills required by a particular vocational qualification. The act also specifies the conditions and procedures of assessment and award of national vocational qualification.

2.6.9 Organisation

The certification system is a network of institutions and bodies, which enables individuals to obtain a formal recognition or certification for the



knowledge and skills they have acquired. The certificate is a means for recording the results of lifelong learning, but it also serves as a formal recognition of non-formal or uncertified knowledge, and as an equal alternative to the knowledge and skills acquired in the formal school system.

The aims of the certification system are: to provide a quicker and more flexible response to needs of the labour market, to increase economic effectiveness, to improve the adaptability of the economy, and to address social inclusion and reduce the unemployment rate.

The assessment and award of national vocational qualifications are based on direct proving of knowledge, skills and competences or on documents and certificates in the candidate's portfolio.

2.6.10 Vocational/initial training establishments

The certificate system consists of many cooperating institutions: the Ministry of Labour, Family and Social Affairs, the Centre for Vocational Education and Training with its National Reference Point for Vocational Qualifications, the Slovenian Institute for Adult Education Centre, the National Examinations Centre, the Employment Office, other ministries, chambers and trade unions.

The procedures of assessing and certifying vocational qualifications are performed by registered contractors: e.g. inter-company educational centres, schools, adult education organisations and chambers. They must meet the prescribed conditions. The registration of contractors is regulated by the National Examinations Centre. The registered contractors establish commissions for the assessment and certification of vocational qualifications, whose members should hold a license from the National Examinations Centre.

2.6.11 Access requirements

All candidates who meet the requirements for obtaining vocational qualifications can apply for the certificate at the National Examinations Centre, which publishes calls for applications at least twice a year. They can also submit the application beyond the published deadlines. The candidates prove their eligibility with documents and other evidence proving that they have had the opportunity of acquiring the kind of knowledge and skills determined by the catalogue of knowledge standards for the vocational qualification they wish to obtain.

2.6.12 Financing

The candidates only pay for material costs of assessment according to the rules published by the Minister of Labour, family and social affairs.



2.6.13 Curriculum

The national vocational qualification is a formally recognized qualification required to pursue a specific occupation, and therefore it should be based on the appropriate vocational standards. Vocational standards also serve as a basis for the preparation of formal vocational education programmes and the programme modules which form an integral part of programme.

2.6.14 Guidance

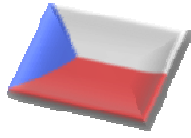
The provider of the certificate and the assessment of national vocational qualifications should ensure that the candidates get guidance and information on the possibilities and conditions of the procedures.

With the assistance of a counsellor, the candidates collect documents and other evidence required for the certification of a vocational qualification and prepare the portfolio.

2.6.15 Teachers/trainers

Members of the commission should hold an appropriate degree of education according to the field of vocational qualifications, and a license of the National Examinations Centre, which should be renewed every 5 years. The degree of education appropriate is defined by the catalogue of standards of knowledge and skills. The catalogues are approved by the Minister of Education on the proposal of the Expert Council of Vocational and Professional Education.





Czech Republic

elaborated by KTP – Association for Qualification at the Labour Market

1. National perception and implementation of the happiness issue in the Czech Republic

1.1 Existing figures, researches and other surveys regarding happiness and subjective well-being (SWB)

According to a 2006 Adrian White's (Leicester University, UK) survey, which summarized the results of most of the researches recently taken all over the world, Czech people are on the 77th place (out of the 178 countries) of the scale of subjectively happy nations. Adrian White came to the conclusion that subjective feeling of happiness is basically related to the gross domestic product (GDP) and life expectancy given in each country.¹⁹

Despite nowadays the most of the social and human scientists both in Europe and the USA tend to focus of the relatively new topics of subjective well-being, feeling of happiness and life satisfaction, the field of positive psychology, which is meant to outline the framework for these issues, is still only on its very beginning in the Czech republic. Before we judge the contemporary state of psychology in here, we should take into account certain country specific factors.

As many researches and studies have shown, Czechs are a nation of pessimists, especially compared to the United States.²⁰ Therefore it can't be really surprising that people in the Czech republic are barely enthusiastic and rather sceptical about such issues as positive psychology, happiness, life satisfaction or general well-being research.

However, the Czech republic was studied in the so called Eurobarometer in 2009, which showed that the rate of subjectively perceived happiness is rather high in here, compared to the other European countries. To give concrete numbers, if we count the "very happy" and "rather happy" people together, the Czech republic get in front of the mean of the 27

studies

Czechs are a nation of pessimists

Eurobarometer

subjectively perceived happiness is rather high

¹⁹ White, A. University of Leicester, 2006. In: <http://aktualne.centrum.cz/veda/clanek.phtml?id=235123>

²⁰ This is e.g. visible on the comparison of the Martin Seligman's Optimism Test results in the USA and in the Czech republic. Since the scale hasn't been transformed for the Czech environment, it is not useable as the general approach is much more pessimistic than in the USA.



countries. According to the European survey, the number of "very happy" people increased twice (from 7 to 15 percent) between the years 1991 and 2008. Great majority of Czech citizens declare to be "happy".²¹

**positive
psychology**
accepted with
certain doubts

The entire branch of positive psychology is accepted with certain doubts and suspects by the scientific, and even more suspiciously by the general public. The reason of the people's reserved attitude lies within the recent history of the nation – most of the people in the productive age today was still brought up in the dark 40 years of communism and was learned not to trust anything and anybody, who is too determined about something, or even persuasive. The hard political past also determines the Czech permanent alertness towards "suspiciously happy and easy people", especially in education, which definitely hardens the position of positive psychology and similar new streams in social sciences.

**Dr. Jaroslava
Blížkovská-
Dosedlová's study**
objective and
subjective predictors
of happiness

Therefore, the number of researches dealing with the topic of happiness is increasing rather slowly. To pick some examples, I would mention for instance a 2003 Dr. Jaroslava Blížkovská-Dosedlová's study on Objective and subjective factors of happiness, which came up with the following conclusions: "The study maps the picked objective and subjective predictors of happiness. From the objective factors, the interpersonal relationships quality has got the special influence on the subjective well-being. The subjective factors (personal characteristics, values, sense of life) cover much higher variability in experiencing the well-being and satisfaction. The conclusion of the work also touches the topic of so called "positive illusions" (mild self-overestimating, overestimating of the control over life events and optimism)."²²

Another big names of contemporary psychology which may be important for the KC Happiness project are prof. Jaro Křivohlavý, prof. Vladimír Smékal and his student – Dr. Alena Slezáčková, who was so kind and provided us counselling during working on this country analysis. "The field of positive psychology has been being explored only for about 6 or 7 years so far, so the development of the branch is not very fast, especially compared to the USA where they have Master's Degree in positive psychology, whereas we only have one course of it at Masaryk University, Brno, from the whole Czech republic. And, naturally, the speed of applying the acquired data (for instance in education) is even slower," Dr. Slezáčková said.

21 Eurobarometer 71, Public Opinion Survey, 2009. Cited from:
<http://www.lidovky.cz/> on March 25, 2010.

22 Blížkovská-Dosedlová, J. Objective and subjective factors of happiness. ISBN 80-210-3130-1



positive education
innovative stream in
education

Dr. Slezáčková, who works at the Czech Academy of Science (beside lecturing at the Faculty of Arts, Masaryk University), shared the scientific intention she was collaborating on with her colleagues from New Zealand: "These days, we are taking part in a new cross-national subjective well-being research (finishing in 2011), which is supposed to compare and contrast the individual factors of the feeling of happiness and well-being across the world. The project is now in the phase of translation the scales of measurement."

1.2 Existing initiatives of implementation happiness in practice

1.2.1 Governmental strategies of implementation happiness in education

Within the framework of positive psychology we may outline the innovative stream in education and pedagogy called positive education. What gives the KC Happiness Project great purpose and makes it extremely useful and needed in the Czech education system and both school and life-long learning curricula, is the fact, that there is no visible notice of a governmental tendency of implementation of the positive schemes and the element of happiness or stronger will to include the self development and individual strengths development, in education.

When searching for a programme which would content the intention comparable to the intentions of the KC Happiness Project, we only managed to find a course called Development and Evaluating of the Key Competencies of the Pupils.

"It is an e-learning course led by the Research Institute of Pedagogy and is dedicated to the elementary school teachers. It is a part of the project called Methodics II."²³ (Methodics II is a project which includes all the courses of further education of teachers held by the Research Institute of Pedagogy.) The course was first taken in January 2010 and the good news is, that the teachers' interest in further self-education was five times bigger than the capacity of the course. Naturally, we must take into account that this was taking place in Prague, where the attitude for further development of one's skills is perceived in a very different way than at the countryside.

"At first, the Moodle working space was introduced to the teachers, they were given several advices and tips and the main part of their work is being done at home. The teachers collaborate via Skype to help each other and take part in the obligatory group discussion. The most

• 23 Cited from: <http://www.vuppraha.cz/kurs-hodnoceni-klicovych-kompetenci-zaku-spusten>; on March 27, 2010.



important output of the course is a video record of each teacher's lesson in which he or she will try to fulfil some of the key competences. They will also be supposed to evaluate their work.”²⁴ The course is accredited by the Ministry of Education, Youth and Sports, and paid partially from the European Social Funds and partially from the Czech republic budget. It will have been finished by the end of May 2010.

1.2.2 Non-governmental initiatives to implement elements of positive education

non-governmental organizations

more flexible

Not surprisingly, non-governmental organizations are much more flexible and open towards new possibilities and tendencies in education as well as in any other field, than the governmental ones. Should we be displeased about this, we must take into account first, that the governmental institutions cannot comply to all of the new trends which are not validated by practice, for understandable reasons.

1.2.3 Non-profit organizations providing positive education

non-profit organizations

wide offer

From a wide offer of further education of grown-ups which is provided by Czech non-profit non-governmental organizations (NGO's), we shall introduce two interesting projects.

The first one is a course called What are my competences and how to develop myself both in my profession and personality? On the website of the NGO, there is a motto of this course saying: “Being aware of your competences and reserves is a basis to further personality and professional development.”²⁵ The course is dedicated to the non-profit NGO's managers and workers and staff members and members of executive councils and councils of administrators. The offer furthermore says: “The course helps you to handle your role and position in the organization and clear your personal goals, expectations and motivation. Analyse your own competence and make up your self-assessment in relation to your professional specialization. You will get to know your qualities and strengths and learn to work with them. You will get to know the work-life-balance, which is a prevention to the burn-out syndrome. You will learn how to apply this model in practise and hereby increase the efficiency of your work, raise your personal and professional fulfilment and satisfaction. You will learn to evaluate the results of your work on your own. You will find possibilities, motivation

• 24 Cited from: <http://www.vuppraha.cz/kurs-hodnoceni-klicovych-kompetenci-zaku-spusten>; on March 27, 2010.

• 25 Cited from: <http://neziskovky.cz/cz/vzdelavani/otevrene-kurzy/temata-kurzu/vsechny-kurzy/4064.html>; on March 29, 2010.



and inspiration for your self-development and you will make up your own professional and personal self-growth plan.”²⁶

The second course worth mentioning is organized by an NGO called CEVAP (in translation: Center of Ethical Education and Social Pathological Phenomena), which is a non-profit organization accredited by the Ministry of Education, Youth and Sports of the Czech republic. It is called The Education of a Character as an Essence of the Education.

The CEVAP website presents the course this way: “The course consists of seminars for methodologists of social pathology prevention and pedagogues, and its aim in general is to implement the approach of deeply rooted moral rules into their lessons, to help the students to become themselves, become harmonized authentic and socialized human beings, who are able to make up their own view of the world and find their places in this world and can be empathic, live for the others and help them. Moreover, the course is supposed to make the tutors be able to help the children and youth with preparation for life and being good and responsible parents and citizens with an environmentally friendly attitude.”²⁷

The reason why we are presenting this course within the country analysis of KC Happiness Project, is that the contents of the seminars include a couple of chapters concerning the topics of positive education among others, such as searching for the sense, life competences, positive thinking and positive experience. The tutors are learning how to lead their students towards the principles of meaningful life, recognizing their life goals and steps to reaching these goals, finding the sources of conflicts and their solutions.

“The methods of the course are both classical lessons and an experience part consisting of psycho games of social perception, communication, team work, stress exercises, and relaxation exercises.”²⁸

1.2.4 Commercial courses including elements of happiness or self-development

comercial courses
growing number

With the slowly increasing public's awareness of the importance of self-development and finding and taking advantage of knowing one's strengths, there have been a growing number of commercial courses claiming that they can teach this to anybody. However, it may be useful to watch out while choosing such course. As we know, the positive

• 26 Cited from: <http://neziskovky.cz/cz/vzdelavani/otevrene-kurzy/temata-kurzu/vsechny-kurzy/4064.html>; on March 29, 2010.

27 Cited from: <http://www.cevap.cz>; on April 1, 2010.

28 Cited from: <http://www.cevap.cz>; on April 1, 2010.



psychology as a whole as well as its separate parts seem to be charming for many people who tend to use current trends in education just to raise money. Often, it is recognizable by the fact that the methodology of the course is not explained properly or the tutor does not seem to be qualified in the given field.

Taking this into account, we shall mention an example of a commercial course offered on the internet. In this case, a 7-hour-long training for work teams of max. 12 persons called Development of the team according to talent and strengths and a web-seminar called How to find and use your talent and strengths, are offered. Both of these educational instruments are supposed to help with the following issues (according to the website seen below):

- Getting to know how to find and support talent and strengths both of yourself and the team.
- Understanding how you can cope with your own or somebody else's weaknesses.
- Noticing subjective satisfaction of the individuals with their jobs.
- Getting to know talents and strengths of the other members of the team and finding their profit for the team.
- Supporting cooperation and trust among the members of the team.
- Discovering imperfections and possibilities of further improving of the team work.
- Finding what would truly satisfy you in your life.²⁹

As said above, it is recommended to be rather careful choosing a commercial course like this, not "only" by the common sense, but also by the experts. In most of the cases, psychologists are not very happy about the typical Czech scepticism, which complicates their work so often, however, sometimes it might be good in order not to let the self-designated experts take advantage of one's credulity. As Dr. Slezáčková said: "Especially after the 1989 Velvet Revolution there was a great boom of positive psychology and plenty of different self-development trainings which are not always very confidential. This "positive psychology", which has actually nothing to do with the scientific branch, gives a good opportunity to money-makers."

1.3 List of possible stakeholders

The possible stakeholders may be divided in two groups, which are presented in details below:

- Educators
 - high-school teachers,

²⁹ Cited from: www.silnestranky.cz; on April 5, 2010.



- university lecturers,
- private educational institutions tutors
- at language schools
- at private universities
- at various preparation courses for university entrance examinations etc.,
- social workers making re-qualifications courses at labour offices,
- experience pedagogy instructors,
- adults' free-time activities leaders;
- Students
 - adult high-school students,
 - university students,
 - unemployed people willing to improve their knowledge and find motivation to further educate themselves,
 - experience pedagogy activities participants,
 - free-time courses or activities participants.

1.4 Literature in the Czech language available

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2. Czech adult education system brief overview

2.1 Life-long learning education (LL)

public university provides the possibility of life-long learning

In fact, nowadays every public university provides the possibility of life-long learning, in the Czech republic. This gives a chance to reach a university degree to people, who did not succeed at the entrance examination, which is in some cases very difficult at Czech universities (the level of difficulty of the entrance exams differs a lot at different universities and faculties). When failing or not taking the exams, one can enrol for the life-long learning studying programme, which is actually provided together with the regular university students, with the only difference of payment – university studies are for free in the Czech republic unlike it exceeds the regular length of 5 years, but in the case of the LL students have to pay a certain sum for each semester. Usually, after two semesters every LL student's study average is counted and if it is good enough, the student may be accepted for regular studies, if he is willing to reach the degree at the end. However, the conditions may differ according to the rules of a concrete university or faculty.

2.2 Different private courses

private courses width of the offer

After 1989, the great development of commercial courses and trainings started. Today, there is a course or a practical training for nearly everything one could possibly be willing to learn. Concerning adult education, language courses of various methods are taken for granted, today. The width of the offer does not necessarily have to guarantee the quality of all of these courses. The language courses may be divided in two groups of those, which are led by small local schools, and the others, which are organized by large international chains, such as British Council.

Beside language courses, there are possibilities to develop one's skills in many other branches, such as with specialized preparation courses for different kind of exams or other self-development.

2.3 Universities of the Third Age

Universities of the Third Age

provide education to the people at and after the age of retirement

Since 1993 there has been the Association of the Universities of the Third Age (AUTA), which connects those universities that provide

Czech Republic

education to the people at and after the age of retirement. The website of the AUTA says: "The education of seniors belongs among the prestigious tasks of modern universities and well-developed countries and universities do realize this. Therefore, the AUTA has 2 main goals: to guarantee the mutual foreknowledge among its members, and to deal with the international contacts between the AUTA and the leading European organizations, which are especially these: IAUTA (International Association of the Universities of the Third Age), EFOS (European Federation of Older Students) and the European information network for the universities of the third age, led by the University of Ulm."³⁰

Today, 40 faculties of different universities are involved in the association and the number of courses available for seniors is increasing fast, in our country. A recent survey proved that the field of history and history of arts were the most attractive fields for the elderly people to educate themselves in.³¹ However, the offer is much wider, so the older students can attend both IT, medicine, banking, theology or chemistry lessons.

Generally we can say, that the use of the future products of the KC Happiness Project would be very wide, since due to the post-revolutionary euphoria, the quantity is still often superior to the quality of grown-ups educational activities provided in the Czech republic.

30 Cited from: <http://au3v.vutbr.cz/index.php>; on April 15, 2010.

31 Cited from: <http://www.idnes.cz>; on March 23, 2010.





Portugal

1. Results from the European Social Survey for Portugal (Round III – 2006/2007)

The European Social Survey (the ESS) is a biennial multi-country survey covering over 30 nations. The first round was fielded in 2002/2003, the fourth in 2008/2009.

The project is funded jointly by the European Commission, the European Science Foundation and academic funding bodies in each participating country, and is designed and carried out to exceptionally high standards. The project is directed by a Central Co-ordinating Team led by Roger Jowell at the Centre for Comparative Social Surveys, City University, London.

questionnaire

two main sections

The questionnaire includes two main sections, each consisting of approximately 120 items; a 'core' module which remains relatively constant from round to round, plus two or more 'rotating' modules, repeated at intervals. The core module aims to monitor change and continuity in a wide range of social variables, including media use; social and public trust; political interest and participation; socio-political orientations; governance and efficacy; moral; political and social values; social exclusion, national, ethnic and religious allegiances; well-being; health and security; human values; demographics and socio-economics.

core-module

change and continuity in a wide range of social variables

The ESS collects a wide range of methodological data, including tests of reliability, call records, data on interview settings and event data.

The data are available free of charge and without restrictions, for not-for-profit purposes. To access data files, you have to register as an ESS data user. If already registered, log in with your registered e-mail address as username. You don't have to log in to get access to the documentation files.

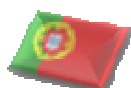
For further information about the ESS, please go to the [ESS Home Site](#).

2. ESS III for Portugal

third stage of study

2222 face-to-face interviews

In Portugal, the inquiry is processed by the Institute of Social Sciences from the University of Lisbon together with Instituto Superior de Ciências do Trabalho e da Empresa (ISCTE). The third stage of the study included 2222 face-to-face interviews to portuguese citizens between February 2006 and February 2007, concluding that "since 2002 Portugal is part of the group of countries with lower levels of confidence"



and the country presents always confidence levels below the middle point of the scale, as Poland, Hungary and Eslovenia.

The longitudinal analysis from 2002 to 2006 of interpersonal confidence patterns in 17 European countries, tried to assure the variation of confidence levels and search for pre-conditions and consequences connected to this feature.

Interpersonal confidence included the answers to the following questions: "generally, do you think all the careful is few in relations or do you think you can trust most of the people? /" do you think that the majority of the people try to take advantage of you every time they can, or do you think most people are honest? "/ "do you think that, most of the times people are worried with them self or do you think people try to help the others?

lack of confidence in others

low (inter)support and associativism

The authors connect the lack of confidence and trust in others with the low (inter)support and associativism, as it frequent to notice in the Portuguese society.

confidence in future

low achievements

The confidence in future also shows low achievements in Portugal. The results reveal that Portuguese have now a lower confidence in the future than the one measured for countries with lower economic criteria such as the PBI

2.1 Leaving later the nest

According to EES, Portuguese are also the Europeans who statr to work earliest, but they are in the group of those of leave later the parent's home.

first work experience

17,7 years

"The first work experience happens at (in average) 17,7 years old, but this will not result in the immideate transition of residence. In Portugal, the exit from the parent's house only happens, 4 years later to the 1st work experience, this is at 21 years old.

In the chapter "Times of Life", the inquiry shows that Portuguese wait more 2 years after leaving home to have the 1st experience of conjugal life, which, in the majority of the cases, matches with the 1st marriage. Nevertheless, Portuguese are within those who take more time to have the 1st child, after the formal marriage, but this will be the moment that is the most valued as a milestone of life.

2.2 The most sad with life...

Portuguese are still within the Europeans that show less satisfaction with life and hapinness, according to the EES 2006.



wellbeing
in 5th lower place

Comparing to the other participating 23 countries, Portugal is located in the 5th lower place regarding subject wellbeing, this is satisfaction with life and happiness.

Subject wellbeing includes pleasure in life, psychological wellbeing (understood as the most deep vision of life quality) and social wellbeing (corresponding to the quality of personal functioning in the relations with others and in the society).

psychological wellbeing - 16th place in the 23.

social wellbeing - 17th place in the 23.

The authors connect the results with the development level of the country, In fact, the levels in these criteria increase in positive relation with the index for Development of United Nations Programme of 2007.

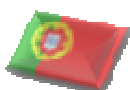
2.3 ...and with politics...

politics
in 5th lower position

Portuguese are unhappy with the quality of democracy and are politically uninterested. Portugal is on the 5th lower position here.

It's interesting to confirm that civic and political participation is associated with the other dimensions of wellbeing: individuals with higher levels of interpersonal confidence, political interest, comunitary enrolment and civic participation, satisfied with the quality of democracy are those who express more subjective and social well-being.

Source: Público, from 27/11/2008



3. World database of Happiness – Portugal' Results

3.1 Overview of Happiness Surveys in Portugal

Question-Type: 111B

3-step verbal Happiness

In general, how happy would you say you are?:

- very happy
- fairly happy
- not very happy

very = 3...not very = 1

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/c/sq/v/3/ab	1985	1 - 3	1.86	0.52	6.19	1.3
	O-HL/c/sq/v/3/ab	1986	1 - 3	1.87	0.51	6.21	1.28
	O-HL/c/sq/v/3/ab	1986	1 - 3	1.83	0.54	6.11	1.35
Average				1.85	0.52	6.17	1.31





Question-Type: 111C

4-step verbal Happiness

Taking all things together, would you say you are?:

- very happy
- quite happy
- not very happy
- not at all happy

very = 4not at all = 1

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/v/4/a	1990	1 - 4	2.83	0.67	6.46	2.01
	O-HL/u/sq/v/4/a	1999	1 - 4	3	0.62	6.97	1.77
	O-HL/u/sq/v/4/a	1999	1 - 4	3	0.62	6.97	1.77
	O-HL/u/sq/v/4/a	2006	1 - 4	3.01	0.63	7.02	1.77
Average				2.96	0.64	6.86	1.83


Question-Type: 111F

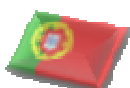
7-step verbal Happiness

Considering your life as a whole, would you describe it as

- very unhappy
- unhappy
- mixed
- happy
- very happy

very happy = 7 very unhappy = 1

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/g/sq/v/7/a	2003	1 - 7	5.16	1.07	7.13	2.04
Average				5.16	1.07	7.13	2.04



Question-Type: 112B
10-step numeral Happiness

Taking all things together on a scale of one to 10, Taking all things together on a scale of one to ten, how happy would you say you are?
1 very unhappy
.
.
10 very happy

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/10/b	2003	1 - 10	6.85	2.02	6.5	2.24
	O-HL/u/sq/n/10/b	2007	1 - 10	6.91	1.87	6.57	2.08
Average				6.88	1.94	6.53	2.16

Question-Type: 112C
11-step numeral Happiness

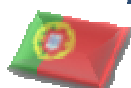
Generally speaking, how happy do you feel?
10 extremely happy
.
.
0 extremely unhappy






























De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-HL/u/sq/n/11/a	2002	0 - 10	6.97	1.87	6.97	1.87
	O-HL/u/sq/n/11/a	2004	0 - 10	6.55	1.73	6.55	1.73
	O-HL/u/sq/n/11/a	2006	0 - 10	6.55	1.8	6.55	1.8
	O-HL/u/sq/n/11/a	2007	0 - 10	6.62	2.02	6.62	2.02
Average				6.67	1.86	6.67	1.86

Question-Type: 121C
4-step verbal LifeSatisfaction

How satisfied are you with the life you lead?
- very satisfied
- fairly satisfied
- not very satisfied
- not at all satisfied
very = 4 not at all = 1

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-SLS/c/sq/v/4/b	1985	1 - 4	2.44	0.78	5.01	2.08
	O-SLS/c/sq/v/4/b	1986	1 - 4	2.56	0.77	5.3	2.06
	O-SLS/c/sq/v/4/b	1986	1 - 4	2.67	0.68	5.59	1.84
	O-SLS/c/sq/v/4/b	1987	1 - 4	2.63	0.69	5.49	1.86
	O-SLS/c/sq/v/4/b	1987	1 - 4	2.79	0.66	5.93	1.78
	O-SLS/c/sq/v/4/b	1988	1 - 4	2.65	0.74	5.55	1.99
	O-SLS/c/sq/v/4/b	1988	1 - 4	2.58	0.81	5.36	2.22
	O-SLS/c/sq/v/4/b	1989	1 - 4	2.69	0.64	5.66	1.74
	O-SLS/c/sq/v/4/b	1989	1 - 4	2.6	0.73	5.43	1.96
	O-SLS/c/sq/v/4/b	1989	1 - 4	2.73	0.66	5.76	1.8
	O-SLS/c/sq/v/4/b	1990	1 - 4	2.72	0.74	5.75	1.98



	O-SLS/c/sq/v/4/b	1990	1 - 4	2.7	0.67	5.7	1.81
	O-SLS/c/sq/v/4/b	1991	1 - 4	2.75	0.64	5.81	1.74
	O-SLS/c/sq/v/4/b	1991	1 - 4	2.72	0.69	5.74	1.88
	O-SLS/c/sq/v/4/b	1992	1 - 4	2.77	0.65	5.88	1.75
	O-SLS/c/sq/v/4/b	1992	1 - 4	2.73	0.65	5.77	1.75
	O-SLS/c/sq/v/4/b	1993	1 - 4	2.64	0.73	5.53	1.96
	O-SLS/c/sq/v/4/b	1993	1 - 4	2.65	0.69	5.54	1.86
	O-SLS/c/sq/v/4/b	1994	1 - 4	2.65	0.69	5.54	1.85
	O-SLS/c/sq/v/4/b	1994	1 - 4	2.71	0.68	5.72	1.84
	O-SLS/c/sq/v/4/b	1995	1 - 4	2.56	0.74	5.31	1.98
	O-SLS/c/sq/v/4/b	1996	1 - 4	2.67	0.68	5.6	1.83
	O-SLS/c/sq/v/4/b	1997	1 - 4	2.61	0.72	5.44	1.95
	O-SLS/c/sq/v/4/b	1998	1 - 4	2.57	0.69	5.34	1.88
	O-SLS/c/sq/v/4/b	1999	1 - 4	2.66	0.65	5.56	1.77
	O-SLS/c/sq/v/4/b	2000	1 - 4	2.6	0.67	5.4	1.8
	O-SLS/c/sq/v/4/b	2000	1 - 4	2.67	0.68	5.59	1.84
	O-SLS/c/sq/v/4/b	2001	1 - 4	2.68	0.7	5.64	1.9
	O-SLS/c/sq/v/4/b	2001	1 - 4	2.67	0.68	5.6	1.85
	O-SLS/c/sq/v/4/b	2002	1 - 4	2.65	0.7	5.55	1.89
	O-SLS/c/sq/v/4/b	2002	1 - 4	2.52	0.71	5.2	1.92
	O-SLS/c/sq/v/4/b	2003	1 - 4	2.51	0.73	5.15	1.96
	O-SLS/c/sq/v/4/b	2004	1 - 4	2.54	0.7	5.25	1.89
	O-SLS/c/sq/v/4/b	2005	1 - 4	2.56	0.74	5.3	1.99
	O-SLS/c/sq/v/4/b	2005	1 - 4	2.51	0.76	5.17	2.04
	O-SLS/c/sq/v/4/b	2006	1 - 4	2.47	0.75	5.06	2.02
	O-SLS/c/sq/v/4/b	2006	1 - 4	2.59	0.72	5.38	1.95
	O-SLS/c/sq/v/4/b	2007	1 - 4	2.49	0.73	5.11	1.96
	O-SLS/c/sq/v/4/b	2007	1 - 4	2.59	0.74	5.39	1.99
	O-SLS/c/sq/v/4/b	2008	1 - 4	2.46	0.73	5.03	1.96
Average				2.62	0.71	5.48	1.9


Question-Type: 121D

5-step verbal LifeSatisfaction

Overall, how satisfied are you with your present life?

- very satisfied
- fairly satisfied
- neither satisfied nor dissatisfied
- fairly dissatisfied
- very dissatisfied

very satisfied = 5 very dissatisfied = 1

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-SLL/u/sq/v/5/a	1990	1 - 5	3.65	1.15	0	0
Average				3.65	1.15		

Question-Type: 122D

10-step numeral LifeSatisfaction

All things considered, how satisfied are you with your life as-a-whole now?





10 satisfied

.

.

1 dissatisfied








De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-SLW/c/sq/n/10/aa	1990	1 - 10	7.08	2.13	6.75	2.36
	O-SLW/c/sq/n/10/a	1999	1 - 10	6.99	1.96	6.65	2.17
	O-SLu/c/sq/n/10/b	2003	1 - 10	5.97	2.07	5.52	2.3
	O-SLu/c/sq/n/10/b	2007	1 - 10	6.19	1.96	5.77	2.18
Average				6.56	2.03	6.17	2.25

Question-Type: 122E

11-step numeral LifeSatisfaction

All things considered, how satisfied or dissatisfied are you with your life as-a-whole these days?
 10 very satisfied
 .
 .
 0 not satisfied

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	O-SLW/c/sq/n/11/cd	2002	0 - 10	5.91	2.16	5.91	2.16
	O-SLW/c/sq/n/11/cd	2004	0 - 10	5.68	2.04	5.68	2.04
	O-SLW/c/sq/n/11/cd	2006	0 - 10	5.51	2.12	5.51	2.12
	O-SLW/c/sq/n/11/cd	2007	0 - 10	5.73	2.27	5.73	2.27
	O-SLW/c/sq/n/11/a	2008	0 - 10	5.85	2.07	5.85	2.07
Average				5.74	2.13	5.74	2.13

Question-Type: 222

10-item Affect Balance Scale (Bradburn)

During the past few weeks did you ever feel (yes/no)
 - particularly excited or interested in something?
 - so restless that you couldn't sit long in a chair?
 - proud because someone complimented you on something you had done?
 - very lonely or remote from other people?
 - pleased about having accomplished something?
 - bored?
 - on top of the world?
 - depressed?
 - that things were going your way?
 - upset because someone criticized you?

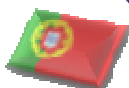
De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	A-BB/cm/mq/v/2/a	1990	-5 - 5	1.36	1.92	6.36	1.92
Average				1.36	1.92	6.36	1.92


Question-Type: 235

More days like yesterday

Do you want more days like yesterday?
 - yes
 - no
 % yes

De-tails	Question Code	Year	Original Range	On Original Range	On Range 0-10
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				Mean	SD	Mean	SD
	A-AOL/yd/sq/v/2/a	2006	0 - 100	72	0	0	0
Average				72			


Question-Type: 236

14-item Yesterday's Affect Balance

Did you feel yesterday.. (yes/no)?

- well rested
- worried
- proud
- depressed
- ...etc

Computation: % positive affect minus % negative affect



De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	A-AB/yd/mq/v/2/b	2006	-100 - 100	39	0	0	0
	A-AB/yd/mq/v/2/b	2008	-100 - 100	43	0	0	0
Average				41			

Question-Type: 31D

11-step numeral Best-Worst possible Life

Suppose the top of the ladder represents the best possible life for you and the bottom of the ladder the worst possible life. Where on this ladder do you feel you personally stand at the present time?

- 10
- .
- .
- 0


De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	C-BW/c/sq/l/11/c	2006	0 - 10	5.4	0	5.4	0
	C-BW/c/sq/l/11/c	2006	0 - 10	5.43	2.18	5.43	2.18
Average				5.42	2.18	5.42	2.18

Question-Type: 33D

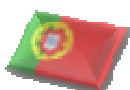
5-step verbal Life fits Wants

On the whole my life is close to how I would like it to be

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

De-tails	Question Code	Year	Original Range	On Original Range		On Range 0-10	
				Mean	SD	Mean	SD
	C-RA/u/sq/v/5/a	2007	1 - 5	3	1.02	0	0
Average				3	1.02		

Source: R. Veenhoven, World Database of Happiness, collection Happiness in Nations, Nation Report Portugal, Assessed at 2009-12-14 from <http://worlddatabaseofhappiness.eur.nl> .

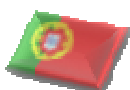
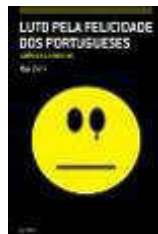


4. Literature of Portuguese Happiness

A Book from Rui Zink

Intituled Luto pela Felicidade dos Portugueses (Mourning for the Happiness of the Portuguese), this book compiles texts from Rui Zink, written to the magazine SOS SAÚDE (SOS Health), where he tries to answer questions such as: "Sex brings happiness?" "Happiness brings money?" "Money brings Health?" on the years 2000 to 2007.

Luto pela Felicidade dos Portugueses de Rui Zink





Italy

1. Italian perception and implementation of the happiness issue

1.1 A summary of existing figures and results from surveys concerning the national perception of happiness or other relative terms

From vocabulary Treccani

Felicità (happiness): [from latin felicitas-felicitatis] State and feeling of a happy person. Happiness is one of the highest level of well being and satisfaction

Felice (happy): [from latin felix -icis]. A person who feels fully satisfied of his own wishes, who has a serene soul, who isn't upset by sad thoughts or pains and who enjoys this own state.

Synonymous: pleasure, contentment, satisfaction, cheerfulness, merriment, gaiety, joy, joyfulness, joviality, jollity, glee, delight, good spirits, lightheartedness, well-being, enjoyment; exuberance, exhilaration, elation, ecstasy, jubilation, rapture, bliss, blissfulness, euphoria, transports of delight.

Felicità e benessere: Do they have the same meanings of happiness and wellbeing?

happiness
related to a
temporary
satisfaction

In Italy happiness is related to a temporary satisfaction feeling, while wellbeing is related to a good economical condition. In fact many speakers to talk about a good life quality use the term "global wellbeing" just to distinguish from economical well being.

In Italy the ISTAT (the National Institute of Statistics) claims that it will improve its studies about well being (global) but it never talks about happiness.

Up to now the only datum about global satisfaction for Italy came from the detection that every two years the Gallup³² performs on about 150 countries. The last Gallup's survey placed Italy 36th with a score of 6.3 that Italians, in May 2009, ascribed to their own life condition.

³² The Gallup Organization, known primarily as Gallup, provides a variety of management consulting, human resources and statistical research services. It has over 40 offices in 27 countries



Nevertheless, on February 2010, Istat's survey ranked us with an average score of 7.2. With this score Italy would be placed 12th together with US, New Zealand and Venezuela. In any case, to fully evaluate the 7.2 score that Italians give to themselves, it is necessary to wait until following surveys that can say if that satisfaction will rise or will decrease. Because a change with time is for sure the most significative aspect.

The majority of the people, to the following question: "Actually how much do you are satisfied by your life as a whole?" chose a score between 0 and 10 (0 means completely unsatisfied and 10 very satisfied) answers an average score between 7 ad 9 (55.8%), while the 6.8% answers the maximum value. The 22.7% ranked between 5 and 6 and the 3.9% a score between 0 and 4.

answers trend
toward the higher
values of life
satisfaction

main differences
become important
with age

The answers trend goes toward the higher values of life satisfaction. In fact, on average, people score the satisfaction about their own life 7.2. There is not an evidence, in general, about gender difference, even if old women seem more unsatisfied with respect of men. The main differences become important with age. Infact a score of 7.8 referred to young people (14-17 years) changes to 6.8 referred to people over 75. The Northern Italy shows an average score of 7.4, while in the Center Italy it is 7.1 and 7.0 for Southern Italy. The regions with the highest level of satisfaction are Trentino-Alto Adige (7.8), Valle D'Aosta (7.5) and Lombardia (7.4), while the lowest level are Campania (6.8), Sicilia and Puglia (7.1).

employed people
generally much
more satisfied

Employed people are generally much more satisfied with respect to unemployed one (7.4 vs 6.6). Among employed people managers, entrepreneurs, freelances are more satisfied than workers (7.5 vs 7.3). Graduated people is more satisfied than people with a low educational level (7.4 vs 6.9).

1.2 Present governmental strategies for implementation of positive psychology, wellness or personality development elements in the educational curricula in primary, secondary and lifelong learning education.

The strategies are based on government projects and not on permanent establishments. We point out some significant Completed Research Projects taken by the Italian government.

Sense of community, social participation and social welfare

The project started in 2001-2002 thanks to a grant as a project of MIUR National Interest, aims to study in the population of adolescents and



young people the sense of community, the most common forms of social participation, and the relationship between these variables and social welfare.

Risk perception and feeling of insecurity in the urban

The project, funded by the MIUR Project of National Interest as in 1999-2000, investigated in the population of adolescents the feeling of insecurity (and the fear of crime) related to living in an urban setting.

Life contexts, critical events and social support: effects on coping strategies and well-being

The project, funded by the MIUR Project of National Interest as in 2003-2004, aims to investigate the effects of socio-environmental contexts and of certain life events in influencing the level of stress and wellbeing in adolescents and young people.

Burnout

An area of interest and research examined is the stress and burnout of the operators in the helping professions. On this subject had been conducted studies that explored the issue among social workers and health among teachers and between the members of the police.

Promotion of wellness in /of the school

A research topic, developed in collaboration with the Centre for the Promotion of Welfare Services to School (Aneka, c / o Building "Gian Franco Minguzzi, Bologna) the strategies of intervention to promote well-being and sense of belonging in /of the school context, in all its components (managers, teachers, students, parents, etc.).

effects of socio-environmental contexts

on the level of stress and well-being

strategies of interventions

to promote well-being

1.3 Present activities of non governmental sector concerning the introduction of happiness issue (in wide meaning of the word) into life long education. (associations, foundations, campaigns, projects, etc.)

In Italy positive psychology and the introduction of happiness into education is still at its infancy. The topic is not systematically investigated at universities.

1.4 Brief description of existing courses, seminars, workshops for wide public and for expert public with focus on their methodology and target groups (both commercial and non profit)

In Italy there are no many courses, workshop for wide public.



We point out the project “prove di volo” (flight tests) since it seems to be particularly significant.

The action “Flight test” was born in 2005, on enterprise of Parma AUSL. The objective was to offer effective and innovative answers to different forms of discomforts that the young people has to endure.

The project includes a series of educational psychological and rehabilitative actions that set up a integrated network of services that can understand, prevent and face the discomfort in every aspect.

1.5 List of possible stakeholders who are responsible for educational content within the educational structures.

- Ministry of Education
- Adult education, universities and highschoools
- Agency for occupational health and safety at work
- External services for safety and well-being at work

1.6 List of literature in national language concerning happiness, positive psychology and all other definitions

Maria Luisa Iavarone, Educare al benessere, Bruno Mondatori

D’Urso V., Trentin R. (a c. di), Psicologia delle emozioni, il Mulino, Bologna 1990.

De Masi D., Betto F., Non c’è progresso senza felicità, Rizzoli, Milano 2004.

Iavarone M.L., Verso una pedagogia del benessere. La costruzione di professionalità educative in ambito socio-sanitario, in P. Orefice, A.

Klein S., La formula della felicità, Longanesi, Milano 2004

Le Doux J., Il cervello emotivo. Alle origini delle emozioni, Baldini Castoldi, Milano 1998.

Seligman M., Imparare l’ottimismo, Giunti, Firenze 1996

Donato Speroni, I numeri della felicità, Feltrinelli



2. Adult education system - Short overview of the fields and levels of the national adult education system on which the results and outcomes of the project could be implemented.

In Italy the basic instruments for Adult education are the C.T.P. (Territorial Permanent Centers).

CTP

public institution by the Ministry of Education

The C.T.P. is a public institution by the Ministry of Education, which is devoted to the education and training of Italian and foreign adults, that is, all people aged over 15.

The C.T.P. mainly offer free courses of Italian for foreigners and courses for the achievement of the Italian school leaving certificate (at the end of the course, all students shall pass an exam to obtain their diploma, which is valid by rights; the course is free). Moreover, they organize intensive courses of computing and foreign languages.

The courses of Italian language for foreign students, at various levels and of diverse length.

At the end of the course, it is possible to have a certificate of attendance. These courses are completely free.





France

1. France perception and implementation of the happiness issue

HAPPINESS, WELL-BEING AND WELL-BEING AT WORK : Here are some theoretical elements derived from psychology and social sciences :

1.1 Definitions of happiness

Subjective well-being depends on how we assess our lives:

- The feeling of being happy
- The feeling of having a quality of life, and feeling satisfied

Happiness is a subjective conscious state: direct self-assessment is the best way of measuring it.

Subjective well-being can be broken down into two dimensions:

- an emotional dimension: affects, positive affects and negative affects (inner feelings)
- a cognitive dimension: based on self-knowledge, which makes it possible to measure global satisfaction and assess specific satisfactions in the areas where each person aspires to find fulfilment: family, work, social life, hobbies, as well as the primacy attached to the specific determinant of health.

1.2 Subjective well-being depends on two large categories of factors:

Objective determinants, such as demographic characteristics (age, level of education, family set-up, etc.), economic situation (job status, socio professional category, income, etc.) and environmental factors. The well-being which is expressed is influenced by personal factors, including an individual's personality. People who are fundamentally optimistic will tend to define themselves as happier than others finding themselves more or less in the same situation.

correlation
self-declared
happiness and
mental health

Correlation can be observed between self-declared happiness (round 3 of the European Social Survey, ESS) and mental health results recognized by those in the medical profession (Health report from EU - EC, 2004).



After personality characteristics, other subjective factors intervene, which enable, in particular, an understanding as to why a person's satisfaction can vary in the course of time, regardless of whether the "objective" situation changes.

Happiness introduces an ambiguous status; on one side it is seen as the ultimate goal of political action, and, on the other, it is considered to originate in the private sphere.

Citizens claim that their happiness derives from their intimacy, but, on the other hand, they expect organizations to apply all that is necessary to help make their happiness blossom.

A priori, happiness is rather like a global state which goes with an individual's view of his / her own life. Subjective well-being: the well-being which someone feels about his / her own life.

This is a very general notion which does not amount to a direct measure, as it brings in cognitive processes: mental operations of comparison with peers and of adaptation and readjustment of aspirations faced with circumstances. (*Ed Diener and Alii, 1999*)

Here, the idea of well-being, or morale, covers that of satisfaction, a more operative notion, which can be apprehended by the following question: on a scale between 0 and 10, to what degree are you satisfied or not so satisfied with the life which you are living at the moment?

The idea of happiness covers a lot of notions, concerning not only the different forms that this happiness can take on but also the different states in which we may realize it (being satisfied with one's life, having good morale, etc.)

This semantic diversity has led sociologists and economists, who study this type of question, to recommending researchers to include several indicators in opinion polls.

two indicators

public dimension
private dimension

In order to carry out a complete assessment of morale or the feeling of satisfaction, at least two indicators must be measured. The first renders an account of the public dimension and the second, the private dimension.

private dimension

feeling of being
happy

The private dimension concerns the feeling of being happy and the public dimension concerns satisfaction felt over the social, economic and political environment.

public dimension

satisfaction

In this way, the idea that a country's morale or level of satisfaction depends on the existence of an economic and social environment which encourages citizens' fulfilment by reassuring them in matters, one of



which being material issues, and enables them to make the most of their personal aptitudes.

two economic indicators

standard of living and employment rate

Two economic indicators (standard of living and employment rate) have significant correlations with satisfaction in relation to the government and the feeling of being happy. It can also be pointed out that the feeling of being happy is the expression of the sense of satisfaction, influenced by the quality of the national environment in areas such as economy, health, education, income levels, unemployment rates and the social welfare system.

Health and education condition an individual's harmonious development, by enabling his or her physical, mental and psychological resources to be developed.

1.3 A summary of existing figures and results from surveys concerning the national perception of happiness or other relative terms

1.3.1 The following have emerged from the ESS report as being specific to the French:

Living in France slightly increases the probability of declaring oneself as happy, which puts France in the European average, but proportionately less than Finland, Denmark or Ireland.

Data extracted from Jean-François Tchernia's chapter, entitled "Bonheur et moral en Europe" (Happiness and morale in Europe)

French selfdescription
less satisfied

The French describe themselves as being less satisfied than most Europeans.

peak of dissatisfaction
working world

The peak of their dissatisfaction is found in the working world and their earnings. In this respect, the ESS survey confirms all research where France has been given an image of a country whose inhabitants are relatively less happy than the average European.

The health system is less severely criticized by the average number of French people than it is by the average number of Europeans, including the most "happy".

Source: ESS, rounds 2002, 2004 and 2006. Claudia Senik (2009).

Beyond the general question referring to happiness, the French stand among the least satisfied populations in numerous dimensions of their existence: this is the case concerning the education system (4) or how democracy works (4,8). France is close to the situation in east European



less trust

in country's
institutions and
democracy dealings

countries where there is little trust in the country's institutions and democracy dealings (national parliament, justice, police, politicians, etc.), along with Italy, Portugal, Germany and Greece.

Regarding health, France stands with countries which are the most satisfied with their health system.

French dissatisfaction is particularly linked to economic activities, and, above all, to work and income (*Claudia Senik – 2009*) with two salient points: "the fact of feeling badly paid" and the fact "that it would be difficult to find an identical job or a better one with a different employer"

Cross-checking these data demonstrates that the propensity of French who describe themselves as less happy or less satisfied does not come under the artefact according to which they would express themselves less positively than other Europeans.

1.3.1 How are the French different from other Europeans?

Work occupies a central place in the life of European people. It has been considered as important for the majority of Europeans in diverse surveys.

What sets the French significantly apart from other Europeans?

An analysis of French and European data has shown that the French have an unusual relationship with work.

work

very important for
French people

Two points stand out: the French claim that work is very important in their lives, more than it is for other Europeans, and wish that their work occupied less space.

When analyzing the importance given to work, the French are among those who declare the most that work is "very important" (70 % in France, 50% in Germany, 40 % in Denmark and the United Kingdom, 65 % in Belgium, Spain and Austria. The results for France are close to those for Romania and Poland).

Analysis of the French data highlights (beyond the heterogeneity of responses due to differences in job status and level of education), aspiration at a high level of interest for employment, it being much higher in France than in other countries.

What sense lies beneath this idea of the importance given to work in France?

Aspiration to a high degree for development at work has been found to be higher in France than in other European countries. Employment appears



**working
environment**
stronger
expectations

for the French, more than for other Europeans, to be the sphere where they want to develop their potential and make achievements.

The French also have stronger expectations regarding their working environment and their relationships with managers and with colleagues, which they would like to be harmonious.

Source: Davoine and Meda 2008 – Place et sens du travail en Europe. Une singularité Française. (Place and sense of work in Europe. A French particularity).

1.3.2 Overview of Positive Psychology in France

Among the organizations in charge of applying the regulation and organizing an institutional response, we can quote:

- The Ministry of Employment and Solidarity, and the regional office, DIRECCTE Aquitaine
- French Agency of Occupational Health
- ANACT (National Agency for Improving Conditions at Work), and the regional office, ARACT (Aquitaine)
- CARSAT (Pensions and Health at Work)

In France, improvements for satisfaction and well-being at work, as well as the quality of working conditions which concern employers and all the companies' players could be used as a possible entrance to make the public aware of positive psychology. This could be done via the preventive actions included in continuing lifelong education.

In the battery of "anti-stress strategies" which predict not only the multiple actions on organization and management, but also awareness tactics and individual backing systems, it would be possible to set up training in stress management and it is evident that positive psychology has a valid contribution.

It is possible to introduce the theme of Happiness and well-being while elaborating training modules in positive psychology, in training courses and when helping job seekers to find employment.

It is possible for us to make the contents of the KCHAPPY programme attractive for our trainees and also promote them when in contact with the institutions which set up and finance these training operations:

- Aquitaine Regional Council (in charge of financing vocational training in Aquitaine)
- DIRECCTE (State and Employment Ministry representative) Aquitaine
- Conseil Général (Gironde area Council, responsible for helping those in difficulty)



The French association for positive psychology: A P P was created in October 2009

association

unites researching teachers, practitioners and diverse players

This new association unites researching teachers, practitioners and diverse players, who identify with the three key elements of positive psychology.

- Human conception: Without forgetting any problems or dysfunction, this approach takes the positive aspects of society and of human beings' functioning entirely into account.
- Scientific foundation: present knowledge into positive psychology is the fruit of research carried out by university teams in numerous countries.
- Social utility: any acquired knowledge can generally lead to very concrete applications, concerning individuals, groups or society as a whole.

Positive Psychology

Positive Psychology

inspired by Jung and Maslow

This line of research, inspired by Jung and Maslow, was initiated around 1998, by the American psychologist, Martin Seligman. He researched into what determined the individual and environmental room to manoeuvre (resources), enabling a person to cultivate his or her well-being and happiness.

well-being

quality of our social environment, ability to focus on positive elements, being involved in a creative activity.

Positive psychology focuses on what it is that makes a person well or even more than well.

Research shows that well-being greatly depends on the quality of our social environment (connections), our ability to focus on positive elements and, finally, the possibility of being involved in a creative activity.

THE DEFINITION OF POSITIVE PSYCHOLOGY given by this association is the scientific study of the conditions and processes which contribute to the fulfilment or optimum functioning of individuals, groups and institutions.

It forms a logical supplement to research on clinical psychology and psychopathology.

It considers that a whole life rich in sense and potential develops alongside individual and collective dysfunction.

This line of research has multiple applications, which may be in psychotherapy, in education, at work, in the field of health, in social work, justice, economy and international relations.



The movement blossomed considerably in diverse regions of the world. Dozens of European and American universities offer classes in positive psychology, but not yet in France.

The question of happiness, and its corollary, well-being, is very present, and although the subject has been dealt with by numerous publications, there are very few sites and works referring to positive psychology in France.

1.3.3 Links between cognitive therapy and positive psychology

Jean Cottraux, a prominent figure in French cognitive and behavioural therapy, has dedicated his latest work on positive psychology. This movement, with its bygone roots, has only been the subject of scientific and methodical study since the mid nineties. We all know Self Mastery through Conscious Autosuggestion by the French pharmacist, Émile Coué, at the end of the 19th century, and Norman Vincent Peale's Power of Positive Thinking written in America in the fifties.

Positive Psychology

link with the world of psychiatry and psychotherapy

Positive psychology can be defined as the research into what favours the appearance and the maintenance of balance and psychological well-being. There is obviously a natural link with the world of psychiatry and psychotherapy, within prevention procedures, whether they be primary (through family education, for example, politeness as a socialising tool), scholastic (lessons in morality), health-oriented (advice focused on emotional well-being, stress management), or secondary (therapy for avoiding relapse in vulnerable patients). It is no accident that one of the movement's founders (at least, considering himself as such) is only Martin Seligman, made famous through his works on the feeling of learned helplessness, at work in a number of depressive and pre-depressive states .

The work is an introduction perfectly applicable to all fields of positive psychology: role and practices of virtues and values, optimism, altruism, spirituality, feelings of personal efficiency, creativity, etc.

Source: C. André Consultations SHU, hôpital Sainte-Anne, 7, rue Cabanis, 75014 Paris, France

In France, positive psychology's line of thought is only just beginning to make itself known, therapy being its way in.

Forerunners in France are recognized practitioners in cognitive and behavioural therapy (Jean Cottraux, Christophe André...)



**Positive
Psychology**

nowhere in French
State Education

1.3.4 Positive psychology teaching in France

Positive psychology can be found nowhere in French State Education; there is no programme teaching positive psychology in our country. Neither has the ministry of education planned for the coming years to introduce other techniques in view of fulfilment and personal development for pupils and students. However, the recent introduction of philosophy into the primary school curriculum indicates a wish to increase children's awareness of the search for a sense to life.

It must be said that France is late compared to other European countries and everything must be done to introduce positive psychology into teaching, at all levels, from primary school to university.

There is not yet any training in positive psychology for employees in continuing education, but there are programmes in personal development.

Fear of drifting away from the subject in personal development courses or of companies controlling these courses explain for us the disaffection that institutions and State Education have for these themes of personal development. On the other hand, the positive psychology movement is still not developed enough in France for us to be able to envisage its introduction into teaching in the near future.

**Positive
Psychology
movement**

still not developed
enough in France

1.3.5 Overview of other types of training in personal development:

Here are some examples of personal development practices on offer within continuing education for companies targeting personal development:

TA (transactional analysis) became known in France during the eighties.

Transactional analysis is presented as a theory in communication on several levels: transactional analysis intended to help comprehension and, when necessary, improvement in communication between two or more people (see concepts: basic needs, signs of recognition, states of ego, transactions, time structuring, games, life positions, passivity).

**TA (transactional
analysis)**

what I express
outside myself has
its origin inside
myself

Alongside a theory of interpersonal communication, transactional analysis offers theories in development and in what is known as intrapsychic. The postulate is the following: what I express outside myself has its origin inside myself.



If the aspect of the theory of communication tends to answer the question: what is being said? - this part is concerned with: why has this been said? And why in this way?

It concerns an elaboration of a personality's structure, original and independent of other theories. This elaboration presents a theory on the way in which a child develops, faced with the world which surrounds him or her, by making adequate decisions. It also maintains that some of these decisions, preserved when adult, can be the cause of suffering (see concepts: basic needs, signs of recognition, ego states, scenario, games, symbiosis, life positions, unawareness, passivity, autonomy)

Understanding a person... but also group functioning. Eric Berne, the founder, thought about the way in which individuals organize themselves together, how they live in groups to reach a result. Eric Berne submitted an analytical framework which enables the analysis of a structure of an organization, its functioning and its dynamics. This application of transactional analysis, which enables group dynamics to be explained, is particularly used for company interventions with consultants, trainers and coaches.

Courses in transactional analysis are offered to employees in continuing education, mainly for management.

NLP (Neuro-linguistic programming) was introduced into France in the eighties via company continuing education. It is presented like a personal development programme, to help improve relationships with others.

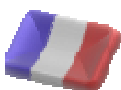
NLP has had considerable success since the nineties, especially in continuing education for managers, human resources staff, instructors and consultants.

Furthermore, outside continuing education, some people undergo NLP training independently.

NLP
pragmatic approach
to communication
and human
relationships

Neuro-linguistic Programming (NLP) is described as a pragmatic approach to communication and human relationships. It is more concerned with guides on how to succeed rather than explaining failure.

It aims at helping people to enrich their interpersonal abilities and their aptitude for communication, in order to establish constructive relationships. Understanding basic principles of efficient communication and applying them to personal and professional communication; carrying out self-diagnosis of one's own communication (egogram, negative messages, and relationships with others); developing non verbal communication abilities; acquiring basic techniques in efficient



communication: Adopting tools and methods for daily integration; creating one's personal "tool box"; maintaining relationships based on trust and respect.

In continuing education departments, some universities offer NLP courses to employees, without making them available to students in those same universities. For example:

University of Science and Technology, Lille1: "Introduction to [NLP – an approach to the awareness of my influence](#)".

University of Haute-Alsace: "[Easy Communication thanks to NLP and TA](#)"

University of South Toulon Var: "http://formations.univ-tln.fr/IMG/pdf/318_0_initiation_a_la_pnl.pdfCommunication and techniques: introduction to neuro-linguistic programming"

University of Rennes1: "[Diploma in Developing managerial skills](#)"

Coaching has developed fairly quickly in France since 1990, on two levels:

It is requested by managers themselves or on their superior's recommendation.

Coaching, formerly reserved for top managers, later followed by the "up and coming", is gaining popularity, and middle management now has access.

Speaking of continuing education, coaching is often used when a new manager takes over, or during someone's career so as to develop his or her interpersonal skills as well as their performance concerning professional objectives.

The Francophone Federation's definition of coaching is "a backing process which encourages the awareness of a person (or a group or team) of his or her methods of functioning, with the aim of going beyond the situation in which they find themselves and reaching self-set professional and/or personal goals in complete autonomy. Coaching is directed to motivation, potential, and each person's own resources. It relies on an individual's values and talents. Coaching enables development within the dynamics of 'How' to carry out a project". (Source FFCPRO the Francophone Coaching Federation)

Personal coaching or life coaching has also been developing over 4 or 5 years, particularly through internet sites.

Fashion and opportunism have placed diverse interventions under "coaching", including life coaching, sports coaching, in-house professional services and team coaching, which appeared in 2001.

coaching

encourages the awareness of a person



Coaches are grouped in federations, the main ones being: ICF (French Coaching Institute); A E C (European Coaching Federation); FFCPRO (Francophone Coaching Federation); *SFCoach* (French Coaching Society was created in 1996 and groups of professionals); AFAPP (French Association of Personalised Professional Backing); SRC (Sport Coaching); AFCSE (French **Association for School and Student Coaching**)

Coaches are mainly trained by private organizations –coaching schools– which award certificates or professional testimonials vouching for the level of skills and knowledge acquired by the coaches.

In France, no state diploma in coaching has received RNCP (National certification directory) approval.

For only a short time, some universities have been offering courses leading to a qualification. For example:

University of Psychology, Paris 8, recently created two diplomas: DESU (Master 1) and DFSSU in "coaching practices". University of applied economics, Aix en Provence, also offers a DESU in "coaching and change management". The CNAM in Paris offers training in "Coaching and supervisory behaviour".

education programmes for employees

improve
communication,
improve personal
efficiency, manage
stress

Several continuing education programmes for employees include personal development and work efficiency, pursuing the following aims: to improve ones communication, improve ones personal efficiency, develop skills for organization, manage stress, define ones priorities, develop ones potential, assertiveness, capacity to listen, to adapt to change and manage difficult situations. These courses are intended for managers.

Training in personal development has soared in the company world. Yet, three feelings surround these practices.

- management taking over
- increasing appeal (proliferation of not particularly well-founded courses)
- rejection, through fear of sectarian practices.

OPCA (organizations consisting of employer and employee representatives, who manage professional training funds for their companies, organized according to their field of activity) try to select organizations, as the abundance of courses and choice criteria are still badly defined (absence of a European or nationally recognized certification label) and do not help those interested to make their choice according to criteria of quality and ethics concerning intervening professionals.



Outside courses in personal and professional development, but still linked to them, a growing number of courses appearing in France over the last years concern stress management at work:

Institutionally, in the fields of Health and Security at Work, there is a lot of incitement at the Ministries of Health and Employment for training a number of company players.

psychosocial risks
insomnia, irritability,
and loss of self-
confidence

Psychosocial risks, simplified as "stress at work" and its corollary, ill-being at work, in fact account for a problem which is growing and which affects all sectors and all professional categories. We know the symptoms: insomnia, irritability, and loss of self-confidence.

Following the national interprofessional agreement on stress in July 2008, an emergency plan concerning stress and psychosocial risks was launched, in 2009, by the Ministry of Employment to mobilise employers in both public and private sectors on the prevention of psychosocial risks in companies.

**training for
employee
representatives**
recognize
psychosocial risks
and to modulate
stress

More serious courses in organization and management have been planned for institutional workers, occupational health doctors, experts and consultants. Training for employee representatives and training for actual employees have been designed in order to learn to recognize psychosocial risks and to modulate the stress generated by situations at work, due to physical or mental workload, goals, tension and conflict in working relations, acknowledgement, and all forms of changes and re-structuring. The action plan should include procedures for both corrections and prevention.

Causes and means of prevention would involve courses designed for people working in prevention institutions, who are in charge of applying legislation, consultants, training centres, members of professional organizations as well as employee representatives, managers and employees themselves.

2. List of stakeholders who are responsible for educational content within the educational structure

2.1 Three Positive Psychology Stakeholders in France:

2.1.1 Jean Cottraux

Honorary hospital psychiatrist and lecturer at University Lyon 1

This psychiatrist and psychotherapist is a distinguished personality in French contemporary psychiatry. He started out in cognitive behavioural [psychotherapy](#) (CBT) in the United Kingdom and the United States.



During the eighties he began teaching CBT at the university laboratory of medical psychology in Lyon, and then he created the anxiety treatment unit. Author of numerous works on CBT, he was President of the French Association of Behavioural Therapies ([1984-1989](#)) and of the European Association of Behaviour and Cognitive Therapy ([1990](#)).

J. Cottraux founded AFORTHECC (Institute for Research on Behavioural and Cognitive Therapies). His work has enabled hundreds of psychiatrists and psychologists, the world over, to be trained in CBT. As a researcher, he has led numerous studies with [INSERM](#) (National Institute for Medical Research and Health).

J. Cottraux introduced Positive Psychology into France.

In 2009, he organized the first positive psychology congress in France.

2.1.2 Jacques Lecomte

Doctor in psychology, **lecturer** at University Paris West Nanterre La Défense (Education studies) and in the Faculty of Social Sciences at Paris Catholic Institute.

President of the French Association for Positive Psychology

Interventions (training, conferences, team supervision, mediations)

Jacques LECOMTE operates training and team supervision in institutions concerned with social work, schools, public organizations, associations and companies. His courses deal with the following themes:

- Humanist Education (at school and at home)
- Empathy
- Positive Functioning of organizations
- Restoring justice
- Conflict prevention and resolution
- Resilience
- Sense of life
- Feelings of personal efficiency

2.1.3 Charles Martin-Krumm

Angers, Maine et Loire, France

Lecturer in STAPS (Sport and Physical Activity Techniques and Science) at Brittany's IUFM (University Teacher Training Institute), qualified in Sports and Physical Education, French Correspondent and member of steering committee of ENPP (European Network of Positive Psychology),



European Network of Positive Psychology and member of IPPA
(International Positive Psychology Association)

3. List of literature in national language

3.1 titles published in France on positive psychology for professionals

Martin SELIGMAN - "The Power of Optimism"

Abstract

Lucidity is not the prerogative of the pessimism. In welcoming this book, Martin Seligman suggests that the optimist is happier not because he does not see reality as it is but because he wears a different look at it: a look of confidence in his ability to act. That is its strength: where the pessimist feels helpless, the optimist can identify the exit doors. This positive view of the world has generally been developed in us from childhood. Its benefits are many: greater resistance to adversity, healthier, more successful, more enjoyable life. The good news is that it is never too late to realize. At any age, we can learn to trust life and to benefit our children. This is the way the author, one of the great psychologists of our time, he himself followed.

In this warm book, he shows how you can, in turn, transform your life with a healthy optimism. So, be realistic: learn to trust life.

Target groups Students of Psychology (L3-master-doctorate); Professional psychological care, relationship help and guidance. Anyone interested in the optimal functioning of individuals and companies.

Jacques Lecomte - "Introduction to Positive Psychology" a collaboration of 23 experts. (Dunod 2009)

Abstract

Positive Psychology is interested in anything that makes people happy! Launched in the U.S. around 1988 by Martin Seligman, the discipline defines the environmental conditions that determine individual humans welfare .. This book attempts to draw a first inventory of a domain called to renew the deep psychology.

Contents Introduction: What is positive psychology? (J. Lecomte).

Part I: Positive Psychology, the art of living with oneself. Positive emotions: what are they and how to enjoy them? (J. Quoidbach). Between Candide and Cassandra: the necessary complementarity



between optimism and pessimism (JFVerliac and T. Meyer). The motivation is positive? (F. Fenouillet).

The three facets of meaning of life (J. Lecomte). Successful aging (L. Bouffard and C. Aguerre). Positive Psychology: A New Impetus for psychotherapy? (P. Angel, F. Hammer and J. Lecomte).

Part Two: Positive Psychology, a lifestyle with others. Life skills in children (J. Finley). The impact of social support on health (L. Lamy). Leveraging his marital problems (R. Miljkovitch). The three components of empathy (ML Brunel). The Psychology of Gratitude (A. Shankland). Forgiveness: a gateway to the future (MT Muñoz Sastre, E. Mullet and J. Lecomte).

Third part: Positive Psychology, a tool for social change. Human motivation for Justice (L. Begue). Origins and current issues in community psychology (Saias T. and N. Teulade). Sociocognitive psychology of social change through the media (P. Square). Environmental quality and environmental citizens behaviors (K. Weiss and F. Girandola).

Restorative justice (J. Lecomte). Reconciliation between enemies can see, communicate and act differently (A. Lemp Pekar). Conclusion: It is possible to believe in a better world (J. Lecomte). Positive Psychology Manifesto (excerpts).

Target groups Students of Psychology (L3-master-doctorate); Professional psychological care, relationship help and guidance. Anyone interested in the optimal functioning of individuals and companies

Gaucher RENAUD - "Positive psychology or the scientific study of the best of ourselves" (Harmattan 2010)

Abstract

What makes that one is happy? What distinguishes the very happy people happy? How can I be happier? What are the major strengths of character and great virtues? How to develop them? How do his business, his class or his town a place of happiness and personal development? The aim of this book is to inform the French public the positive psychology, an approach that has developed over a decade in the U.S..

Target groups Students of Psychology (L3-master-doctorate); Professional psychological care, relationship help and guidance. Anyone interested in the optimal functioning of individuals and companies

Fizouzeh Merhan - "Positive Psychology and Personality" (Masson 2010)



Abstract

This book is an ambitious overview of a wide range of approaches to personality. Turning point in the design of mental health and patient care for others, positive psychology broke tradition by questioning practices.

A careful analysis was required and documented on this "new psychology": Where does this movement? What are the precursors and key concepts? What values such as gratitude or hope they are therapeutic springs? What practical applications can support clinical practice? What therapeutic techniques offers positive psychology? Focusing on strengths rather than the patient's symptoms, preaching hope cons rumination, positive psychology addresses the disease by a positive clinical health, happiness and human forces.

By strengthening the positive traits of personality of patients, it enables them to become resilient and to increase their capacity to better living. Through an exhaustive search, the reader will discover this emerging therapy in France and appreciate the originality. The clinician can retrieve positive techniques that will be useful in practice.

Jean Cottraux - "The force per se, for a positive psychology (Odile Jacob, 2007)

Abstract

Jean Cottraux provides a method of personal change based on new scientific tool: positive psychology.

Go in search of his strength of character. Learn self-coaching to protect themselves from doubt, depression and anxiety, to finally live a life that resembles us.

Positive psychology can be defined by this research that encourages the emergence and maintenance of balance and well-being. There is obviously a natural link with the world of psychiatry and psychotherapy, through prevention approaches

The book is an introduction to all perfectly documented fields of positive psychology: the role and practice of virtues and values, optimism, altruism, spirituality, self-efficacy, creativity, etc..

Target groups Students of Psychology (L3-master-doctorate); Professional psychological care, relationship help and guidance. Anyone interested in the optimal functioning of individuals and companies

An article appeared in Jean Cottraux NHP (2008) 6: Positive Psychology. A new model for psychotherapy and prevention?



Psychiatrists audiences and students of psychiatry and psychology
(Masters PhD) Professional psychological care.

Abstract

Positive Psychology is the scientific study of what goes well in life, at each of its stages. The aim of positive psychology is to describe and establish facts, and to enrich the social and psychological interventions. The first areas of application of this work are the classical psychopathology: anxiety, depression and personality disorders. But it goes far beyond traditional medicine and psychotherapy, to apply to personal development. The areas covered are grouped around three principles:

- Positive subjective experiences, particularly happiness, well being, wholeness;
- Positive personality traits, especially the optimism and the development of altruistic values and empathy;
- Positive institutions, both those who manage education, the organization of work or social life in general.

The article focuses on two authors who are the founders of Positive Psychology: Seligman and Peterson

Seligman: developed in 1975, the original experimental model of depression "learned helplessness" which had a considerable impact. The researches on the pessimism were reversed in a psychology of optimism and a better life.

Peterson: whose work on the strengths of character, positive traits (virtues) that emanate from the personality, will result in defining and promoting the optimal functioning of individuals.

Positive Psychology has built a preventive approach in the form of the development of optimism.

3.2 popular books on positive psychology for the general public

Lucia Mondeville- "Happiness extraordinary ordinary people"
(Editions de l'Homme 2010)

Abstract

Why are they happy people healthier and they live longer? Are they blessed by genetics or simply luckier than others? This book gives you practical tools to enhance your well-being in everyday life. True antidote to pessimism, it tells you how to cultivate the "happiness of ordinary people." In plain language, the author discusses the revolutionary current of positive psychology, which is more interested in what goes good in people and their problems. It presents with humor and simplicity major



discoveries in positive psychology, along with anecdotes and exercises. She invites you among others to put the magic in your life through ten gestures disarmingly simple. The ABCs of happiness is now at your fingertips, yours to seize!

Target audience: general public

Beatrice Milletre - "Take the bright side of life, practices of mental well-being, (Odile Jacob, 2009)

Abstract

To fight against stress, lack of self confidence, tension, keys to initiate change and tools to make it happen every day. This guide aims to develop a way of being and a mindset that can anticipate the future in a constructive manner and find solutions to problems as they arise, to enjoy the moment.

Target audience: general public

3.3 national survey sources

Happiness

Le bonheur Intérieur Brut (BIB) en France, INPIS sondage Tns Sofres, 2009

Le bonheur attend-il le nombre des années?, Cédric Afssa, Vincent Marcus, 2008

Variations sur le bonheur, un complément », Léandre Bouffard, 1999

Peut-on dire que les Français sont malheureux?, Claudia Senik, 2009

L'économie du bonheur peut-elle renouveler l'économie du bien-être, Lucie Davoine, 2007

Les préconisations du rapport Stiglitz-Sen-Fitoussi: quelques illustrations », l'économie Française, 2010

La société de la défiance: Comment le modèle social français s'autodétruit». – Algarry et Cahuc P, 2007

Le bonheur attend-t-il le nombre des années» (INSEE) - Cédric Afssa, Vincent Marcus –

Happiness and well-being at work

Enquêtes sur les conditions de travail, Ministère du travail, des relations sociales, de la famille, de la solidarité et de la ville, DARES

Enquêtes Institut National des Statistiques Economiques (INSEE)



Compte rendu du congrès *Le stress au travail, une réalité - Quelles préventions, quels acteurs et quels outils*, Institut National de Recherche et de Sécurité, 2007

La détermination, la mesure et le suivi des risques psychosociaux au travail », rapport remis à Xavier Bertrand, Ministre du travail, des Relations sociales et de la Solidarité, 2008

Bien-être et efficacité au travail » rapport fait à la demande du Premier ministre, 2010

La motivation au travail – concept et théories Patrice Roussel, Université Toulouse 1, 2000

Sources et mesures du stress au travail, quelles nouvelles voies de recherche envisager?

J. F. Amadiou, Université Paris 1

Observatoire de la Vie au Travail (OVAT) Synthèse de l'enquête nationale de la vie au travail 2009

Article Les déterminants psychologiques de la performance au travail un bilan des connaissances et de proposition de voies de recherche

Brigitte Charles-Pauvers, Nathalie Commeiras, Dominique Peurat-Guillard et Patrice Roussel

Centre National de la Recherche Scientifique (CNRS)), Article Le stress, fléau de la modernité »

Enquête SUMER et bases de données» Service de Santé au travail site INRS www.inrs.fr/

J'ai mal au travail. Stress, harcèlement moral et violences» INRS 2004 et un DVD

3.4 Some french websites:

Investigation about health and security art work

Fighting against psychological and social risks:

3.4.1 Websites from institutions

Ministère du Travail, de la Solidarité www.travailler-mieux.gouv.fr

Service de Santé au travail www.travail-et-securite.fr/

www.sante-et-travail.fr



<http://www.sante-environnement-travail.fr/>

Indice Relatif de Bonheur (IRB), www.indicedebonheur.com (Québec)

Réseau national de vigilance et de prévention des maladies professionnelles : RNV3P

www.afsset.fr

Stress au travail : les étapes d'une démarche de prévention», **Institut National de Recherche et de Sécurité** [http : // www.inrs.fr](http://www.inrs.fr)

ANACT, Agence Nationale de l'Amélioration des Conditions de Travail, <http://www.anact.fr>

"Le stress au travail, le démasquer et le prévenir" (3 films) [http : // www.inrs.fr/actus/3films/stress](http://www.inrs.fr/actus/3films/stress)

Ouvrage : "le stress au travail", Dr P. Legeron

3.4.2 Public websites for work linked with health

e.sante.fr Votre travail est-il stressant

3. Books on positive psychology

Martin Seligman – "La force de l'optimisme" (Interéditions 2008)

Renaud Gaucher – "La psychologie positive ou l'étude scientifique du meilleur de nous-mêmes" Edition L'Harmattan (2010)

Fizouzeh Merhan – "Psychologie positive et personnalité" (Masson 2010)

Jacques Leconte – "Introduction à la psychologie positive" fruit de la collaboration de 23 experts. (Dunod 2009)

Jean Cottraux – "La force avec soi". Pour une psychologie positive (Odile Jacob 2007)

French website of Positive Psychology Association

[http : // www.psychologie-positive.net](http://www.psychologie-positive.net)

3.4.3 Livres de vulgarisation sur la psychologie positive pour le grand public

Béatrice Millêtre – "Prendre la vie du bon côté, pratiques du bien être mental, (Odile Jacob 2009)



Lucie Mondeville – "Le bonheur extraordinaire des gens ordinaires"
Edition de l'Homme (2010)

3.4.4 sources on European surveys

European Social Survey ESS – Etude sur le travail et le bien-être (France)

Les français des européens comme les autres, Daniel Boy, Bruno Cautrès,
Nicolas Sauger

Les déterminants de la satisfaction au travail en Europe: l'importance du
contexte, Lucie Davoine, 2006

www.cee-recherche.fr

Eurobaromètre: quelques questions relatives à la précarité, la formation
tout au long de la vie, la satisfaction, la mobilité professionnelle.

European Values Surveys (EVS), (place des grandes valeurs, travail,
famille, religion, opinions politiques et importance accordée au salaire,
sécurité, épanouissement personnel...)

International Social Survey Program (ISSP), Attitudes et comportement,
rapport au travail.

Enquêtes européennes sur les conditions de travail:
www.eurofound.europa.eu

ECPH, panel communautaire des ménages

Deuxième enquête européenne sur la qualité de vie - Vie de famille et
travail, Fondation européenne pour l'amélioration des conditions de vie et
de travail Eurofound, 2007

4. example of Positive Psychology into possible educational schemes

Positive Psychology
well developed in
the university
system

Positive Psychology in the French educational system is not well
developed in France except in the university system. So the following
elements concern high level education at the university.

Example of a course:

A theoretical presentation which shows the links between positive
psychology and cognitive therapy of depression and personality
disorders ;

A psychometric presentation of the principal instruments scale of strength
of character scale of optimism and scale of live satisfaction ;



A practical presentation showing how self-coaching can be put in place for patients suffering from personality disorders and patients searching for personal development.

Role play

- Evaluation of the strength of character
- Well-being therapy of RUFF and SINGER
- Stress management
- Creative problem solving
- Social relation and positive leadership
- Development of personal creativity
- Relations between health and technics of the development of optimism

5. Adult education system

5.1 Bordeaux Local Education Authority

The "Académie" is an administrative district. There are 30 within the **State Education**.

The "Rectorat" is at the head of State Education departments at "Académie" level. It implements nationally defined educative policies into the "Académie". Its authority covers two groups: primary and nursery schools, and secondary schools.

The "recteur" (Chief Education Officer) represents the minister of State Education at the "académie".

He or she is named by the President's decree during a Cabinet meeting. The "recteur" (Chief Education Officer) represents the minister of State Education at the "académie".

He or she is responsible for all state education services in the "académie", from nursery school to university, and may also hire teachers for private education. Another role of the "recteur" is to coordinate the regional teaching unit in prisons.

Missions concerning the "recteur d'académie": Jean-Louis Nembrini

- supervising the application of all laws and regulations in relation to state education;
- defining "académie" policy objectives, particularly the type of training and appointment conditions;
- managing schools and personnel;
- being responsible for relations with politicians, economists, socio-



- professionals and, especially, local authorities at large;
- implementing the regional training programme led by the regional council;
- ensuring coordination in further education establishments, in the capacity of university chancellor;
- informing the ministry on “académie” matters.

5.2 Organization chart in Aquitaine

The administrative structure of State Education’s decentralized services in Bordeaux’s “académie” consists of a “rectorat” (located in Bordeaux) relayed by five “inspections académiques”, in Dordogne, Gironde, Landes, Lot-et-Garonne and Pyrénées-Atlantiques.

