



BETTER TOGETHER

Dubai Wellbeing Results Workshops

Year 4



Dubai
Adults@School
Wellbeing Survey

Dubai Student Wellbeing Census enables us to...



Listen to student voices – provides the chance for every student to participate and have their voice heard



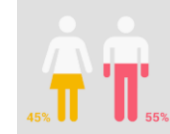
Gather information at a population level



Gather wellbeing information from students of all nationalities. Wellbeing information has been collected from students from over 162 nationalities



Collect student responses in English, Arabic and French. The wellbeing questions have been culturally adapted to ensure relevance for students in Dubai



Dig deeper into the key differences between boys/girls and grade/year level based on their self-reported wellbeing. Helps consider the size of the issue and different approaches required



Wellbeing information can be linked to student academic results

2017

- January: Partnered with South Australian Government
- May: Trial of the DSWC and cultural adaptation
- June: Wellbeing reference group formed
- November: Year 1 of Dubai Student Wellbeing Census

2018

- February: Launch of Year 1 results at the World Government Summit
- March: Wellbeing results and collaborative workshops
- November: Year 2 of Dubai Student Wellbeing Census and Year 1 of Adults@School Wellbeing Survey

2019

- March: Wellbeing results and collaborative workshops
- November: Year 3 of Dubai Student Wellbeing Census and Year 2 of Adults@School Wellbeing Survey

2020

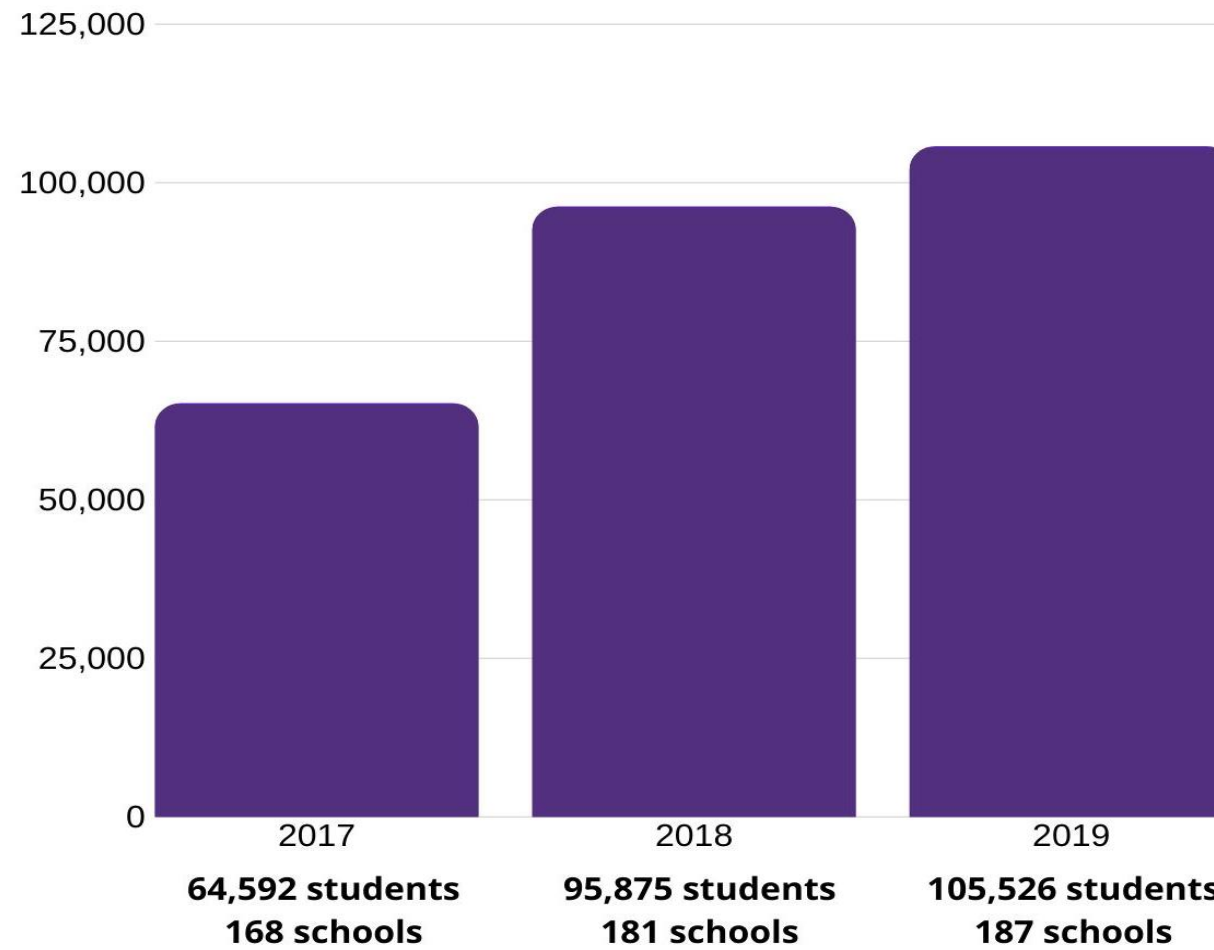
- March: Virtual wellbeing results webinars
- October: Virtual wellbeing administration webinars
- November: Year 4 of Dubai Student Wellbeing Census and Year 3 of Adults@School Wellbeing Survey



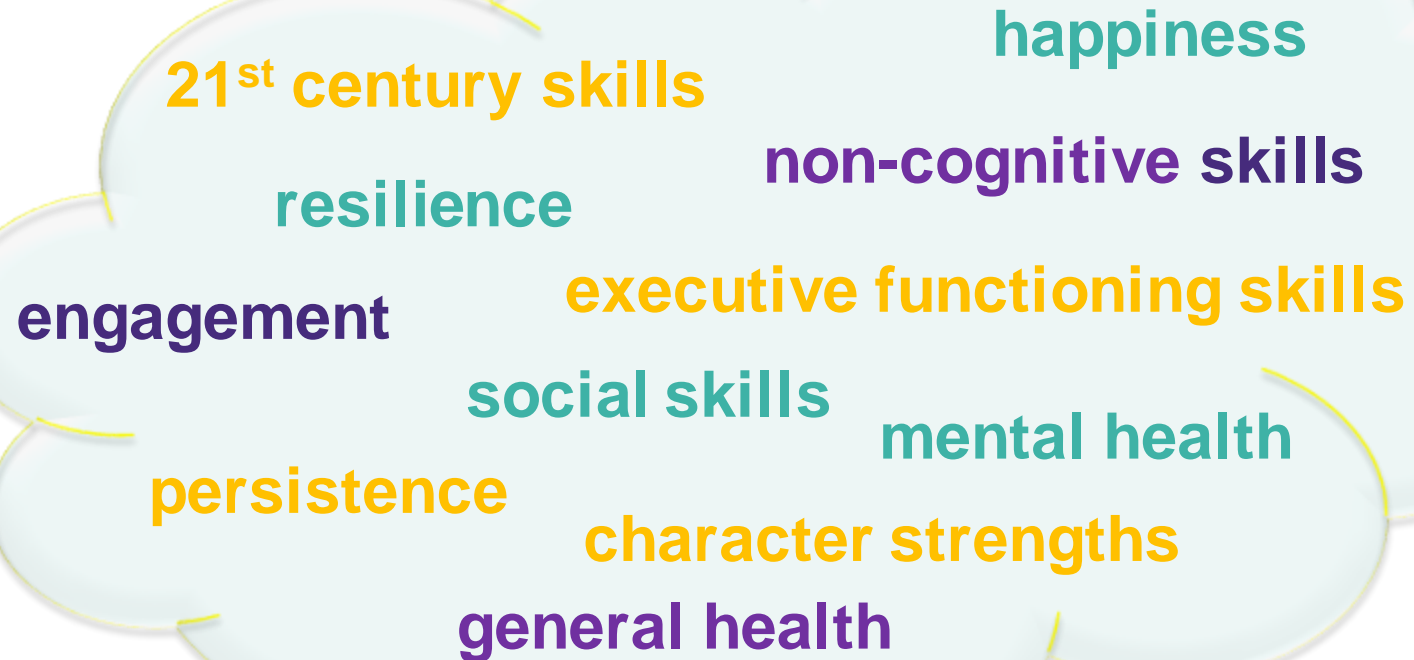
About the DSWC Survey

- All Dubai private schools invited to participate
 - Students in Grades 6 to 12/Years 7 to 13,
 - Some Grade/Year 4/5 students from UK schools
 - Taken at school and online
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- Arabic, English, French
 - Older students (Senior Years) receive additional question items to the younger students (Middle Years)
 - Around 60 question items across 3 super domains

Participation



Defining 'wellbeing'



happiness
21st century skills
non-cognitive skills
resilience
engagement
executive functioning skills
social skills
mental health
persistence
character strengths
general health

Why measure wellbeing



Public health criteria for measurement

Evidence of
enduring
impact

Skills &
characteristics
malleable

Developmental
domains
measureable

Intervention

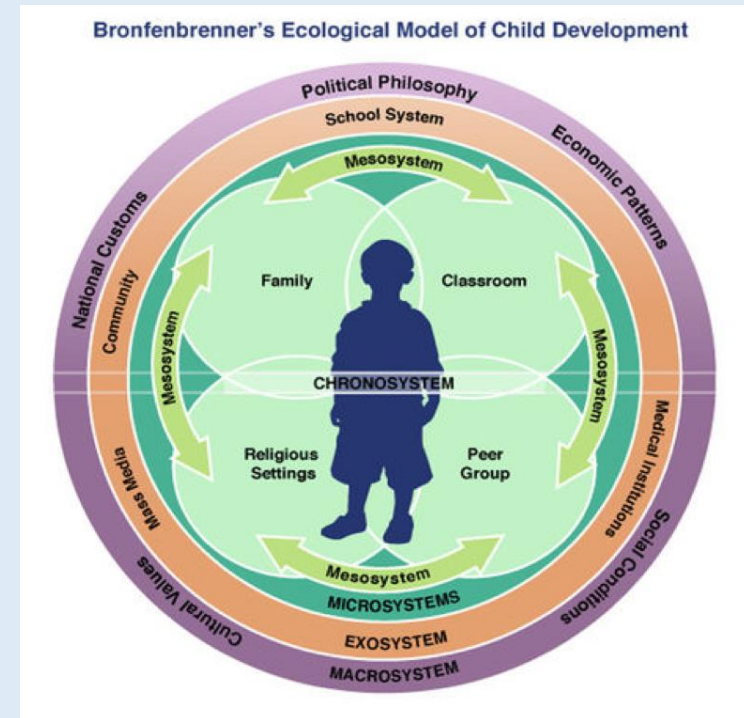
Agreed
standards

Do no harm

Beyond the school gates:

A child's development is affected by everything in their surrounding environment, such as:

- Family/home environment
- Social relationships with peers
- Relationships with teachers
- Community
- Economy
- Finances



Measurement Tools

Middle Years Development Instrument (Schonert-Reichl et al. 2013)

- Optimism, academic self-concept, sadness, worries, and more
- Breakfast, sleep, Relationships and support
- School climate and bullying
- Activities outside of school
- Satisfaction with life

EPOCH (Kern / Seligman)

- Perseverance
- Engagement
- Happiness

California Healthy Kids Survey

- General health, body image
- Important adults in school

Brinkmann/Gregory

- Engagement in learning
- School engagement
- Emotion regulation

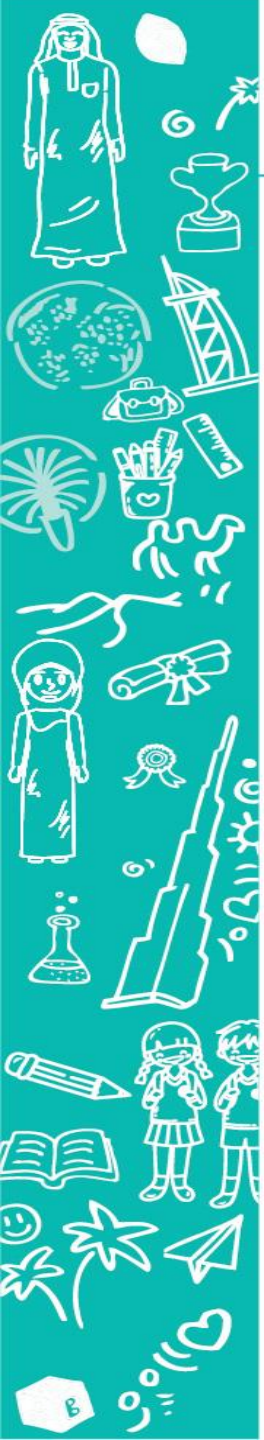
Measurement Tools

Senior Years

- Resilience (Smith)
- Distress (Kessler K-6)
- Future goal planning/Motivation to achieve goals (Snyder)
- Expectations for success/Meeting expectations (Rice)
- Learning practices (Fertman)

Source of items

Satisfaction with Life (Happiness) items	Response scale	Original source
<p>In most ways my life is close to the way I would want it to be.</p> <p>The things in my life are excellent.</p> <p>I am happy with my life.</p> <p>So far I have gotten the important things I want in life.</p> <p>If I could live my life over again, I would have it the same way.</p>	<p>1=Disagree a lot</p> <p>2=Disagree a little</p> <p>3=Don't agree or disagree</p> <p>4=Agree a little</p> <p>5=Agree a lot</p>	<p>Satisfaction with Life Survey, Diener et al., 1985</p> <p>Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction with Life Scale. <i>Journal of Personality Assessment</i>, 49, 71-75.</p>



Social and Emotional Wellbeing

- Happiness
- Optimism
- Life Satisfaction
- Perseverance
- Emotion regulation
- Sadness
- Worries/Anxiety
- Distress*
- Resilience*

Relationships and learning in school

- | | |
|---|--|
| <ul style="list-style-type: none"> • Important adults in school • Connectedness to adults at home • Emotional engagement with teacher • School climate/Belonging • Peer belonging • Friendship Intimacy • Cognitive Engagement | <ul style="list-style-type: none"> • Academic Self-concept • Engagement (flow) • School work • Safe at School • Bullying • Learning Practices* • Meeting expectations* • Expectations for success* • Motivation to achieve goals* / Future goal planning* |
|---|--|

Physical health and lifestyle, afterschool activities

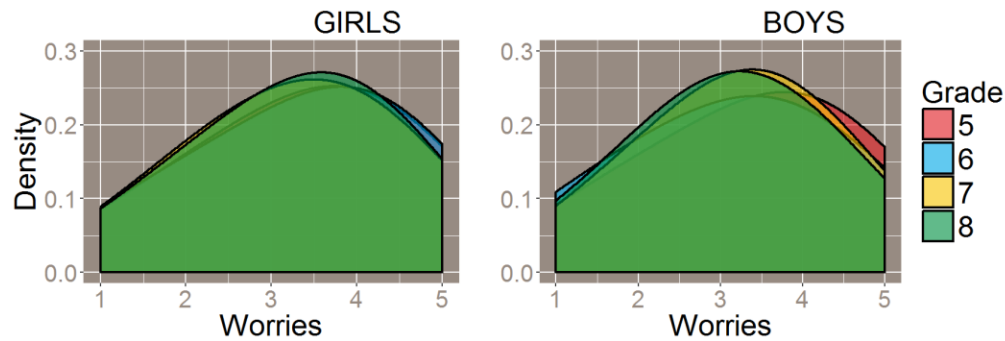
- Physical health
- Body image
- Feelings about your body
- Nutrition (Breakfast and Vegetables)
- Sleep
- Device use before sleep
- After school activities

Question Item examples

Happiness	General feeling of happiness, cheer and contentment with life	I feel happy.
		I have a lot of fun.
		I love life.
		I am a cheerful person.
Optimism	Having a mindset of positive expectations about the future	I have more good times than bad times.
		I believe that more good things than bad things will happen to me.
Satisfaction with life	How content or satisfied children are with their lives	I start most days thinking I will have a good day.
		In most ways my life is close to the way I would want it to be.
		The things in my life are excellent.
		I am happy with my life.
		So far I have the important things I want in life.
		If I could live my life over again, I would have it the same way.

Breakfast	How often the young person ate breakfast during a week	How often do you eat breakfast?
Sleep	How often the young person slept well	How often do you get a good night's sleep?
Physical activity	Participated in physical activity after school (eg: playing sport, games, dance, etc)	a) ... do physical activity for at least 30 minutes (like playing sports, games, doing dance, or any other physical activity)?

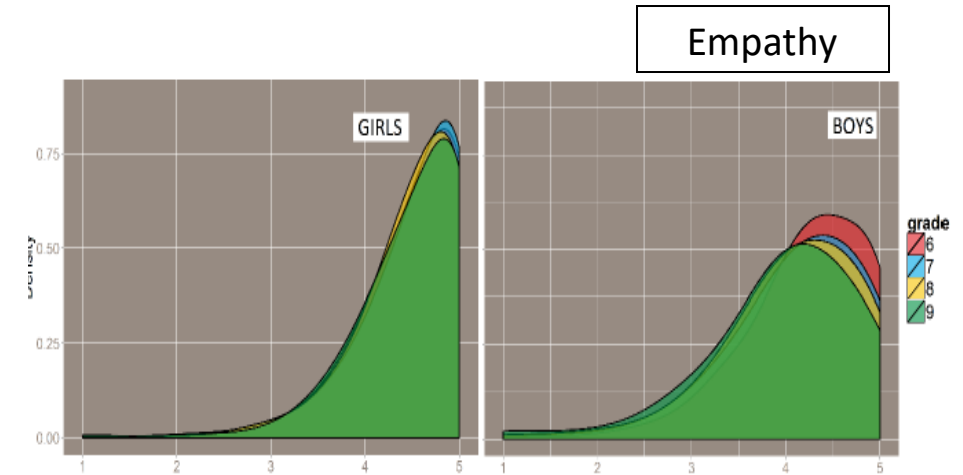
We want to see items that look like:



The plot below does not provide for room to improve as the data is highly skewed.

Shows both strengths and areas to work on across the student population.

Allows for room to improve further (not hitting the maximum scores)



Response items

- High
- Medium
- Low
- Yes/No
- Missing

● High/ Yes ● Medium/No ● Low ● Missing

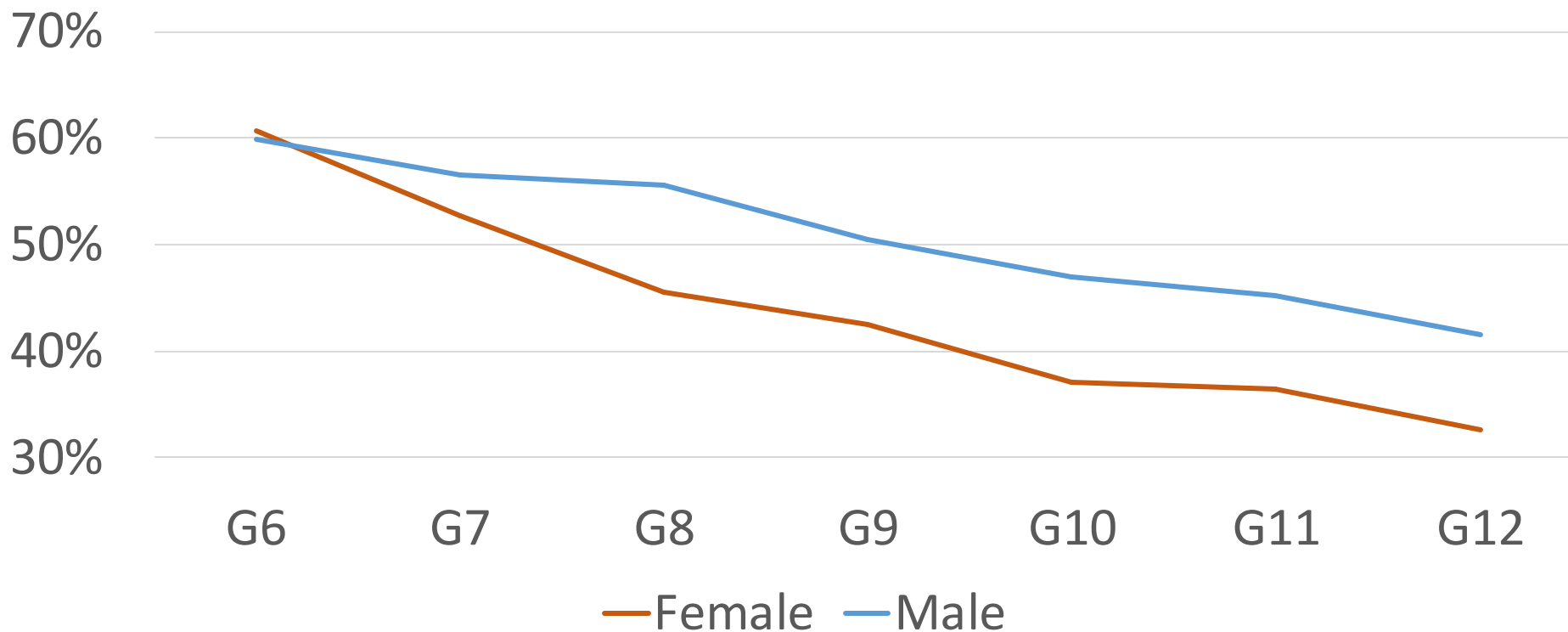


Key findings

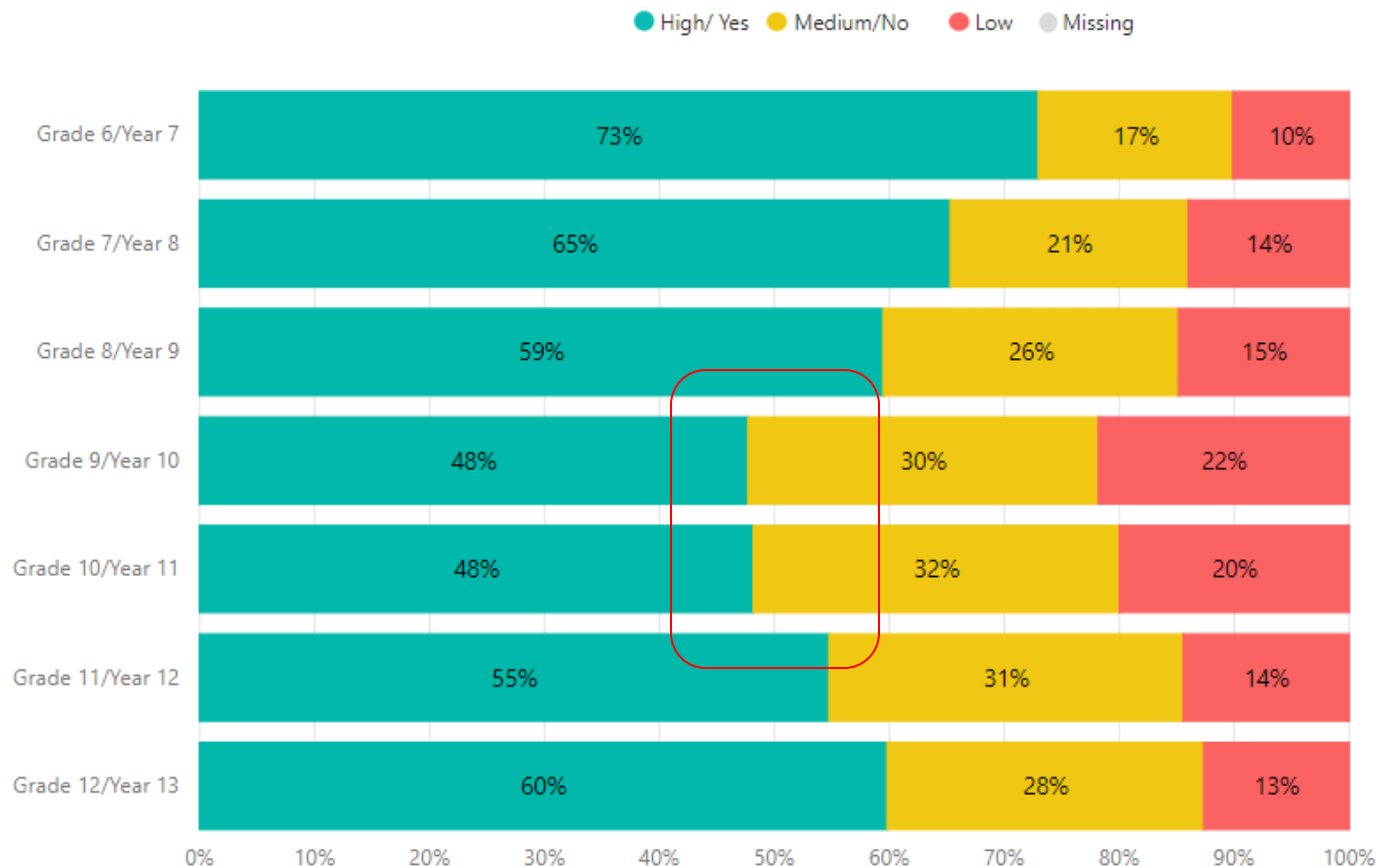
- Wide distribution of wellbeing assets across Dubai
- Differences within Dubai – in particular between nationalities, cultures and curriculum
- As children age, their wellbeing declines, moreso for girls.
- In relation to the time series results, most subdomains have not significantly changed from Year 1 to Year 3 of the Census
- Students that eat breakfast regularly and get a good night's sleep more frequently are more likely to have higher wellbeing
- There is a complex interplay between school systems, culture, lifestyle, age and gender and these differences are statistically and materially significant.

Student wellbeing – Female vs Male

% High in Happiness (DSWC 2019)



Connectedness to Adults at School



Factors associated with higher happiness across Dubai

Factor	Relationship to happiness	Strength of association
Nationality	Indians are more likely to be in the high band for happiness compared to all other nationalities	Moderate
Grade / year level	Older students are less likely to be in high band for happiness	Strong
Breakfast	Eating breakfast regularly is associated with being in the higher band for happiness	Strong
Bed before 10pm	Going to bed before 10pm is associated with being in the higher band for happiness	Strong
School rating	Students at higher rated schools are more likely to be in high band for happiness	Moderate
Gender	Females are less likely to be in the high band for happiness	Moderate

Comparisons between South Australia and Dubai

- Students in Dubai have higher overall wellbeing
- Spread more complex, intercultural differences in Dubai
- Similarity in trends regarding results
- Clustering of results based on certain communities, schools and nationalities
- Wellbeing declines with age, especially for girls

Where Dubai is different to South Australia

Country	
Dubai	Students in Dubai report higher levels of happiness, optimism, Satisfaction with life, perseverance, school support, friendship intimacy, cognitive engagement, Academic self concept, health.
Australia (South Australia)	Students in South Australia reported higher levels of engagement with their teacher, sleep quality and body image and lower levels of sadness and anxiety.

How to interpret your school report

Preliminary analysis:

- What does the data say? How to read the data without getting lost in the detail.
- What does it mean? What is leading to this?
- What can we change or build on?

Data for your school

Your story:

- Consider participation rates
- Look at the numbers and percentage
- How many students are impacted
- Are there differences between boys/girls and/or year/grade levels
- Nationality groups

Remember, it is a journey...

- Think about what you want to achieve and where you want to get to over the next five years
- Planning where to start your journey and come up with the right process takes time
- Consultation with stakeholders needs to be considered and deliberate
- Implement a multi-tiered strategy and interventions – focus on a couple of areas
- Seeing real changes in the data takes time
- Share your results with the your school community, especially students

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