

# Becoming a Flourishing City



Putting the wellbeing of children and families at the heart  
of compassionate cities and strong economies



# A changing world

Across the world we are seeing the call for more caring, compassionate and sustainable societies that put people first...



"The time has passed when a few influential people could gather in a room to decide what a city will be. Instead, a city's future is determined by hundreds of actions taken daily by thousands of people based on what they believe about a city's future and their role in it."

CAROL COLETTA, THE KRESGE FOUNDATION



## Bottom-up strategies for resilient regeneration

We're also seeing lots of exciting new examples of local engagement and participation



"What we're really creating are new relationships, new conversations about neighborhoods and cities, and about new publics. We're constantly in search of new forms of collaboration that set us all thinking about the world and how it might change."

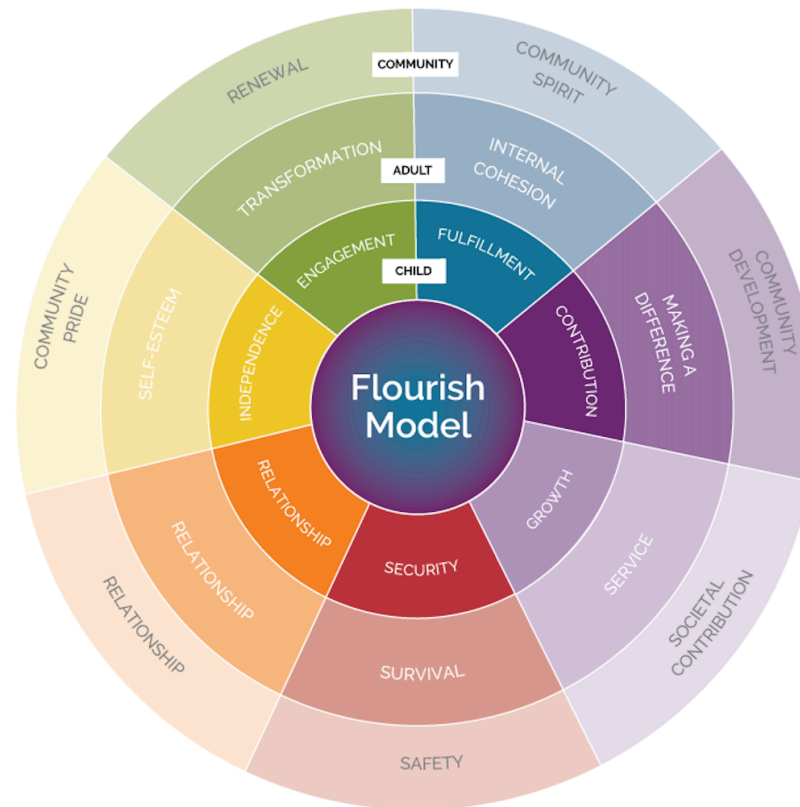
DAVID BURNS, MATIAS VIEGENER AND AUSTIN YOUNG - FALLEN FRUIT

## The Flourish Values Model (FVM)

**The Flourish Model is a new and powerful framework for studying and mapping human wellbeing that promotes whole systems-thinking and the enhancement social capital.**

Through actively engaging communities, it helps join up the dots, identify the gaps and develop practical solutions by working from the grass roots up

It also encourages the understanding that we are all connected and that our own health and wellbeing impacts that of others and the wider world



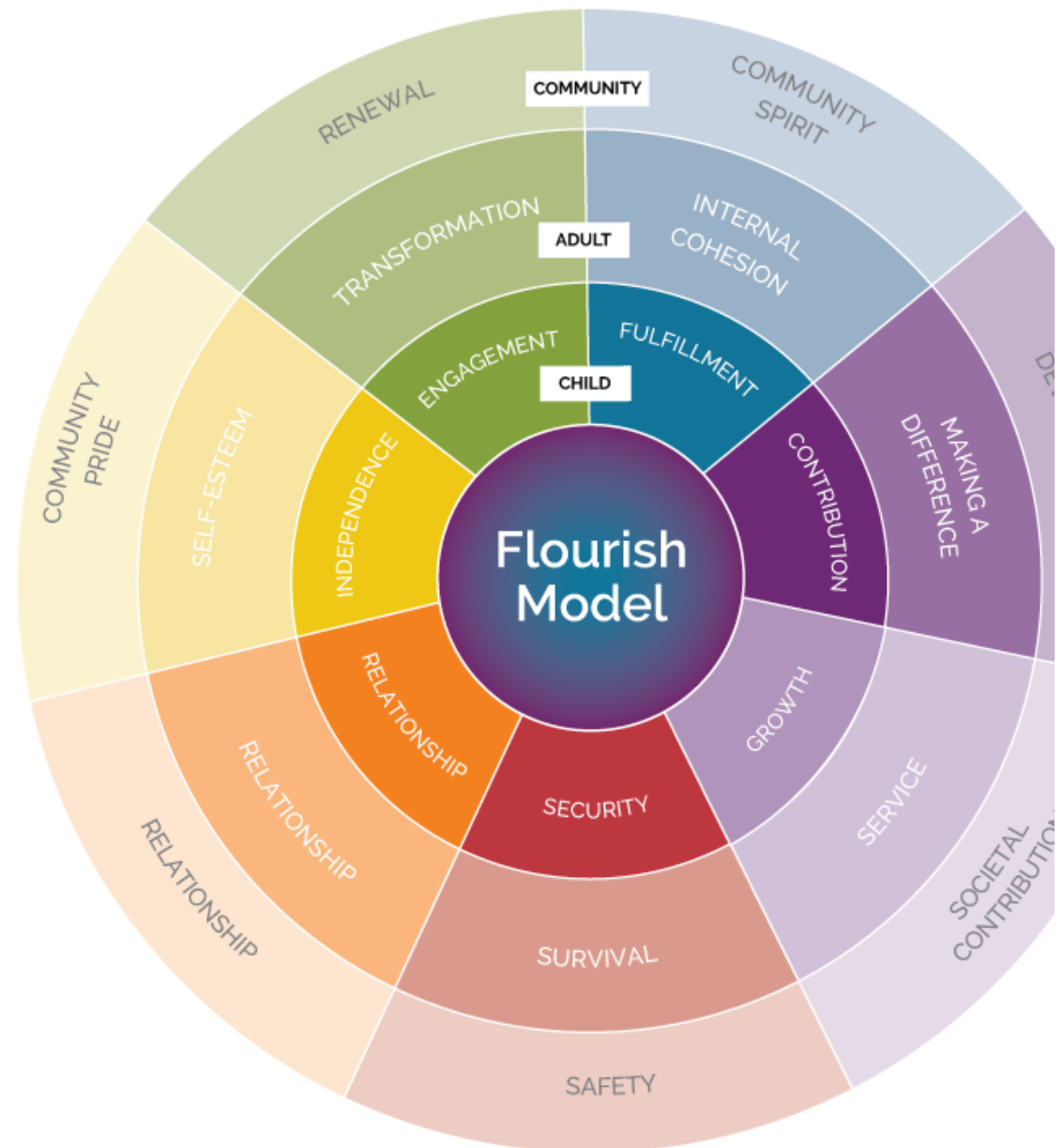


## Putting the child at the heart

Underpinned by the Science of Early Human Development, it puts the wellbeing of future generations at the centre of the system

and acknowledges the physical, emotional, mental and spiritual aspects necessary to promote healthy human development and sustainable communities

## Flourish Model



## The Seven Core Needs



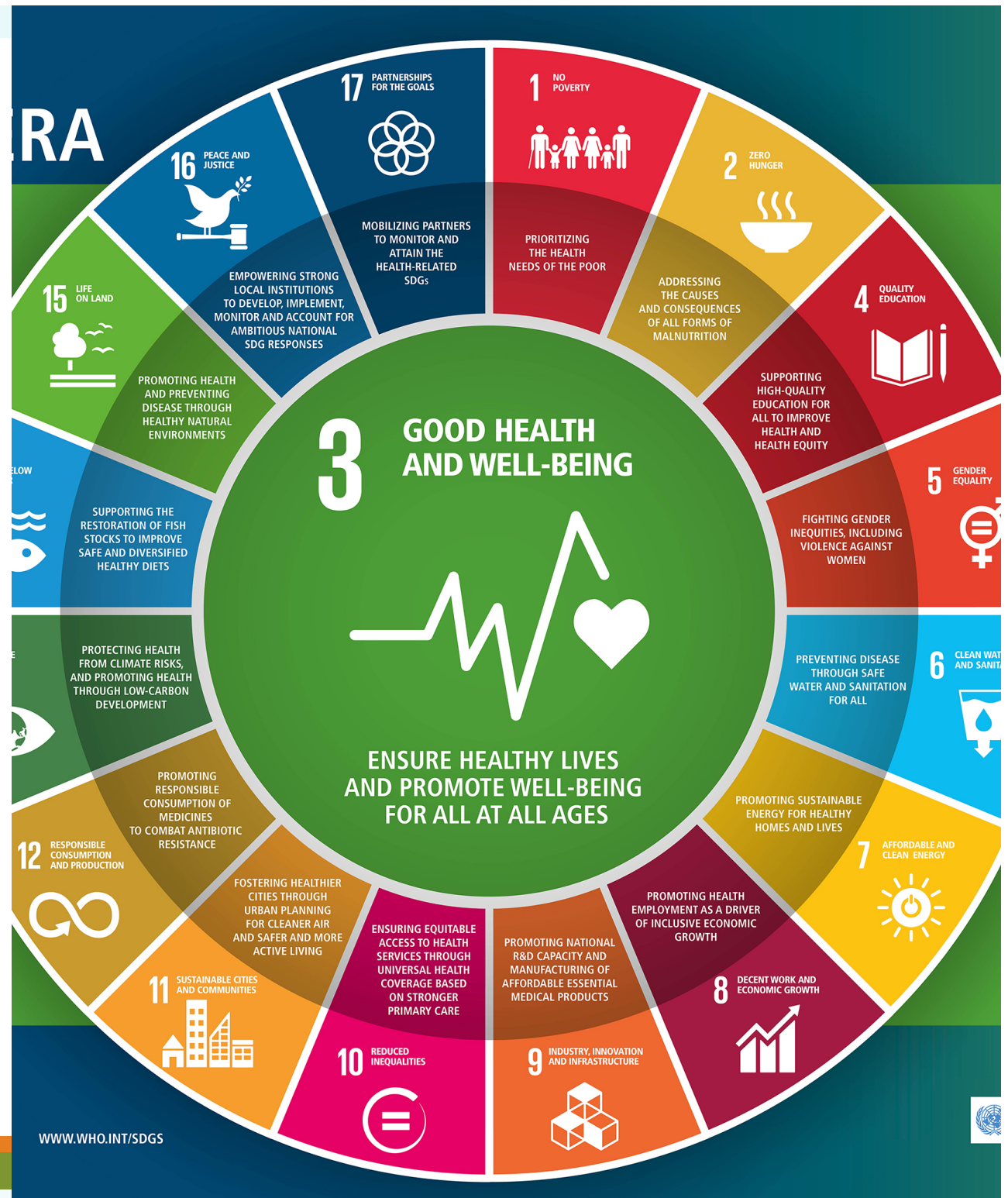
Based upon the seven core needs that we all share as human beings, it shows how our unique backgrounds and life experiences shape our values, beliefs and behaviours.

In this way it helps to show the roots of difference and the path towards compassion

# Sustainable Development Goals

It provides an ecological underpinning to the UN's 17 Sustainable Development Goals

and explores how they relate to the lives of children and the wellbeing of future generations



# Values and Mindsets

It explores the conditions that nurture the development of the foundational structures, values and mindsets **necessary to maximize later states of wellbeing**

And helps everyone to understand that no matter what their background, they can always choose to live more compassionate and sustainable lives

*“We are not always able to do great things, but we can always choose to do small things with great love.”*

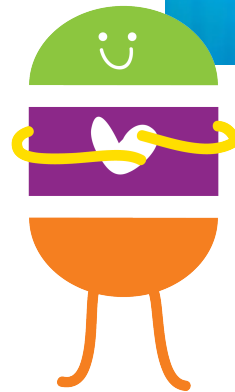


It helps ensure that we  
measure what matters

The ecological nature of the  
framework helps cities to better  
identify and monitor more  
meaningful outcomes

It provides ways to more easily  
identify gaps and measure progress  
over time

and ensures a human rights and  
wellbeing perspective is built-in to  
assessment and evaluation  
techniques



**"The time is ripe for our  
measurement system  
to shift emphasis from  
measuring economic  
production to measuring  
people's well-being."**

*The Stiglitz Report*



It promotes empathy  
and understanding

The framework helps to promote  
the understanding that every  
person has a unique background  
and context

and that although individual  
differences exist in the ways  
that we understand and view  
the world

we all share a common humanity



# Child Friendly and Compassionate Cities

It helps cities progress towards  
achieving Child Friendly and  
Compassionate City status



Child  
Friendly  
Cities  
Initiative

unicef   
for every child



CHARTER FOR  
COMPASSION





# SDGs FOR KIDS

HOW THE SUSTAINABLE DEVELOPMENT GOALS (SDGs) ARE SHAPING THE LIVES AND FUTURE WELLBEING OF CHILDREN



 **Flourish Project**  
The Ecology of Wellbeing

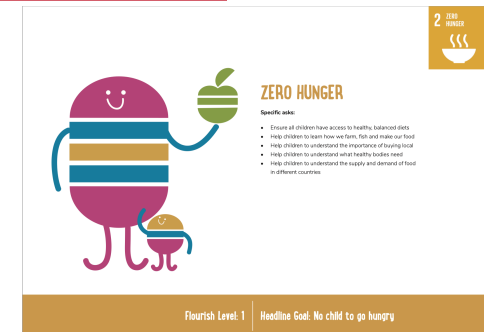


## NO POVERTY

### Specific asks:

- Understand how economic poverty compromises the foundations of wellbeing
- Understand how time poverty compromises early learner relationships
- Understand how and why poverty is linked to ACEs (Adverse Childhood Experiences)
- Demand tax systems that support the health of children and families
- Demand an economic system that serves both people and planet

Flourish Level: 1 | Headline Goal: Let's end poverty



## ZERO HUNGER

### Specific asks:

- Ensure all children have access to healthy, balanced diets
- Help children to learn how to grow, fish and make our food
- Help children to understand the importance of buying local
- Help children to understand what healthy foods are
- Help children to understand the supply and demand of food in different countries

Flourish Level: 1 | Headline Goal: No child to go hungry



## GOOD HEALTH AND WELL-BEING

### Specific asks:

- Ensure all children feel safe in their local environments
- Ensure that all children have the time and space to play and have adequate exercise
- Ensure that all children can maximise their sensory skills and capacities
- Ensure that all children have access to beauty and the arts
- Ensure that we focus on the wellbeing of the Whole Child (ie physical, mental, emotional and spiritual)

Flourish Level: 1,2,3,4,5,6,7 | Headline Goal: Prioritise the whole child



## QUALITY EDUCATION

### Specific asks:

- Make sure everyone understands that learning is a lifelong path
- Ensure that all children have access to quality education
- Ensure that children understand success as about who they are as well as what they achieve
- Ensure that children understand risk and failure as an essential part of the process
- Ensure that teachers are valued and respected as highly important people

Flourish Level: 3,4,5 | Headline Goal: Learning as a lifelong process

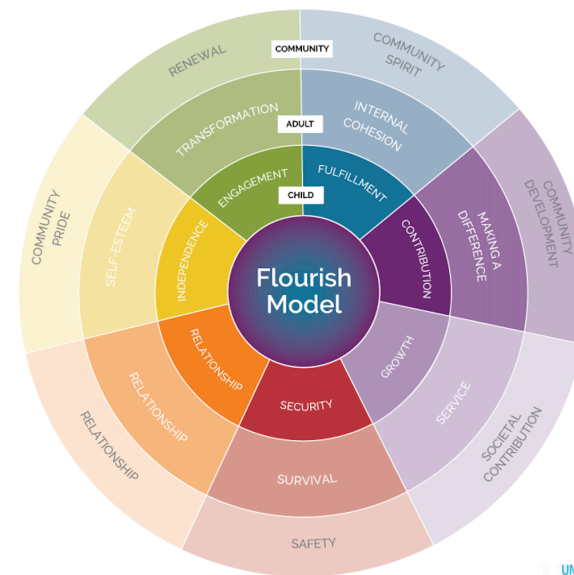
# Flourish for Cities and Populations

The model shows that **getting it right at the beginning is the greatest investment any community can make** for a sustainable and flourishing future.

It provides a powerful **whole-systems framework** enabling cities to engage entire populations in a conversation about what creates a good and meaningful life.

It is a highly effective tool **for identifying gaps and more effectively linking local needs with resources.**

And **promotes locality and asset-based approaches** that put the wellbeing of children and families firmly at the heart of local decision making processes.



# Measuring Values

The framework comes with a set of proven cultural diagnostics and values assessment instruments that have been developed by one of its core partners.

As part of the process everyone involved will be given the tools to explore their own needs and values

and will be invited to explore whether their current values and mindsets are fully supporting their wellbeing



**Dale - Personal Values Assessment**

From the values you selected it is clear that:

- You are a person for whom meaning is important. You have a strong set of moral standards which are important in how you treat others and how you wish to be treated.
- Having close relationships and connections with others is important to you. You need to feel a sense of love and belonging. If these needs are threatened or not met you will experience anxiety about not being accepted or not being loved enough.

Your values show:

- Having meaningful close relationships with others is important in your life and is central in the decisions you make.
- You are able to think imaginatively and use your skills to work cooperatively with others to accomplish common goals.
- You demonstrate dedication in all that you do.
- Remaining in control of your finances and ensuring that you are not over-stretched provide you with comfort.
- Demonstrating determination and resolution to follow through ensure that you are able to fulfil your dreams.
- Building confidence in others and wanting others to feel they can rely on you are key factors in your interactions.
- You seek holistic balance by striving to maintain harmony in all aspects of your life.

The type of values you selected indicates that your individual capabilities and the connections you build with others are both important to you.

Understanding our values helps us better understand ourselves and why we may act or react in the way that we do. For example, if someone undermines one of your values it can result in feelings of hurt; you would be likely to feel upset if your value of "commitment" was not being honored by someone else. Similarly, if you make a decision which goes against one of your values this may lead you to feel uneasy or unsettled about the decision, because you are not being true to yourself.

You have selected one value which might be classed as potentially limiting or fear based:

Being liked! Feeling a need to be liked by others can lead to situations where you compromise your values to please someone else. It may result in a lack of openness and honesty with others.

To what extent do you think that this affects the decisions you make and how others see you?

**Area**

being liked (L)	2
commitment	5
creativity	5
family	2
financial stability	1
friendship	2
perseverance	4
teamwork	4
trust	4

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**Team Assessment (12 people)**

Level	Personal Values (PV)	Current Culture Values (CC)	Desired Culture Values (DC)
7			
6			
5			
4			
3			
2			
1			

**Organisation Values Assessment: (105 people)**

Level	Personal Values (PV)	Current Culture Values (CC)	Desired Culture Values (DC)
7			
6			
5			
4			
3			
2			
1			

**Values Plot**

Legend: P = Personal, C = Potentially limiting (shaded circle), L = Limiting, D = Dominant, S = Supportive

## Barrett Values Centre 2013 UK Survey

Table 5.1 shows the top ten values that people in the UK experience living in their local communities. The percentage of people voting for a particular value is shown in parenthesis. Common values are shown in *italics*; differences are shown in non-italic **bold**. At the bottom of the table are the cultural entropy scores (CE), the level of values alignment (VA) and the level of mission alignment (MA). Potentially limiting values are shown in **red**.

UK Community Values	England Community Values	N. Ireland Community Values	Scotland Community Values	Wales Community Values
Quality of life (32%)	<i>Quality of life</i>	<i>Family</i>	<i>Helpfulness</i>	<i>Family</i>
Family (32%)	<i>Family</i>	<i>Buy local</i>	<i>Family</i>	<i>Quality of life</i>
Buy local (28%)	<i>Buy local</i>	<b>Peace</b>	<i>Quality of life</i>	<i>Buy local</i>
Helpfulness (27%)	<i>Helpfulness</i>	<b>Tradition</b>	<b>Drugs/alcohol</b>	<i>Helpfulness</i>
Friendship (26%)	<i>Friendship</i>	<i>Quality of life</i>	<i>Friendship</i>	<b>Affordable housing</b>
Community services (25%)	<b>Community services</b>	<i>Friendship</i>	<b>Community services</b>	<b>Community services</b>
Safety (21%)	<b>Safety</b>	<b>Drugs/alcohol</b>	<i>Buy local</i>	<i>Friendship</i>
<b>Drugs/alcohol</b> (21%)	<b>Uncertainty about the future</b>	<i>Helpfulness</i>	<b>Dependable public services</b>	<b>Uncertainty about the future</b>
<b>Uncertainty about the future</b> (21%)	<i>Sense of community</i>	<b>Respect</b>	<i>Effective health care</i>	<i>Caring for the elderly</i>
<i>Sense of community</i> (21%)	<b>Drugs/alcohol</b>	<i>Sense of community</i>	<i>Caring for the elderly</i>	<b>Drugs/alcohol</b>
VA 2	2	2	2	2
MA 4	4	2	6	6
CE 22%	22%	21%	22%	23%

Table 5.1: Top Ten Community Values in UK Countries

People from all four nations have five positive values in common at the community level—quality of life, family, buy local, helpfulness and friendship. They also have one potentially limiting value in common—**drugs/alcohol abuse**.

A sense of community shows up in the top ten values community values of two countries—England and Northern Ireland. **Caring for the elderly shows up in the top ten community values of two countries—Scotland and Wales.**

**Dependable public services and effective health care only show up in the top ten community values in Scotland.** Affordable housing only shows up in the top ten community values in Wales.

## Barrett Values Centre 2013 UK Survey

### Cultural Entropy

The level of cultural entropy in all countries at the community level is roughly the same, with an overall average of 22 percent. The top five issues (potentially limiting values) which contribute to the cultural entropy at the community level in each nation are shown in Table 5.2. Common potentially limiting values are shown in *italics*; differences are shown in non-italic **bold**. The percentages in the first column represent the proportion of people who picked this value to describe the current culture in their community.

UK Potentially Limiting Values	England Potentially Limiting Values	N. Ireland Potentially Limiting Values	Scotland Potentially Limiting Values	Wales Potentially Limiting Values
Drugs/alcohol (21%)	<i>Uncertainty about the future</i>	<i>Drugs/alcohol</i>	<i>Drugs/alcohol</i>	<i>Uncertainty about the future</i>
Uncertainty about the future (21%)	<i>Drugs/alcohol</i>	<i>Crime/violence</i>	<i>Uncertainty about the future</i>	<i>Drugs/alcohol</i>
Crime/violence (19%)	<i>Crime/violence</i>	<b>Apathy</b>	<i>Crime/violence</i>	<i>Crime/violence</i>
Apathy (18%)	<b>Apathy</b>	<i>Wasted resources</i>	<i>Wasted resources</i>	<i>Wasted resources</i>
Wasted resources (17%)	<i>Wasted resources</i>	<i>Uncertainty about the future</i>	<b>Loneliness/ isolation</b>	<b>Apathy</b>

Table 5.2: The Top Five Potentially Limiting Values in UK Communities

People from all four nations identified four common issues at the community level—**uncertainty about the future, drugs/alcohol abuse, crime/violence and wasted resources.**

Three nations had apathy as one of their top five issues—England, Northern Ireland and Wales. Apathy was the sixth most important issue in Scotland. **Loneliness/isolation was among the top five issues in Scotland.** It was the sixth most important issue in Wales.

## It's vital to understand ACES – and how to prevent them

The model shows how **Adverse childhood experiences (ACES)** have a particularly profound impact on the health of any city.

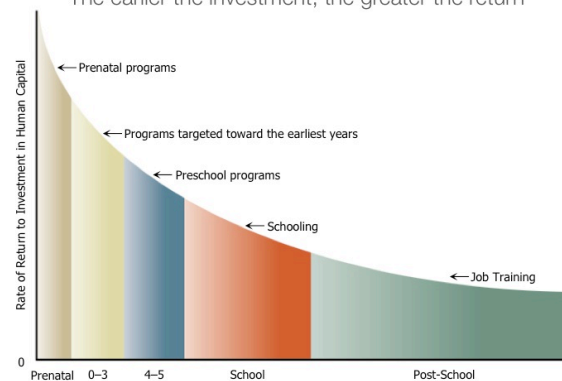
ACES are the single most limiting and costly factor in the development of healthy and sustainable societies

It helps everyone to understand ACES and how to prevent or mitigate their impact - both for themselves and future generations



### EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics



### QUALITY EARLY CHILDHOOD DEVELOPMENT: 7-10% ROI

"The rate of return for investment in quality early education for disadvantaged children is 7-10% per annum through better outcomes in education, health, sociability, economic productivity and reduced crime."

James Heckman  
Nobel Laureate in Economics

# ACES lie at the heart of compassion

## **Compassion for Self**

Understanding why we are the way we are and the value of self kindness  
Recognising suffering within ourselves and others  
Responding to difficult and conflicting feelings and emotions

## **Compassion for the other**

Understanding that other people see the world differently from ourselves  
Understanding that values, beliefs and behaviours are a reflection of genes, cultures and lived experiences  
Recognising the universality of human suffering

## **Compassion for the natural world and the planet**

Understanding that everything is interconnected and that we share responsibility for creating a world fit for children  
Being motivated to act to prevent damage, alleviate suffering and protect future generations







## Flourish Model- Children's Questions

### GROWTH

How are we protecting children's human rights as young citizens? Are the best interests of the child at the heart of all decision-making? Are all children able to experience beauty, wonder and joy? Are we supporting all aspects of their flourishing?

### CONTRIBUTION

How are children's voices being heard? How are they being actively involved as young citizens? In what ways are they able to contribute to the decision-making processes about things that effect them?

### FULFILMENT

How are we ensuring that children are able to maximize their innate love of learning? In what ways are we recognizing and supporting their unique backgrounds, mindsets and learning dispositions? How are we ensuring that every child feels valued? How are we preventing them from being exposed to developmentally damaging or inappropriate pressures?

### ENGAGEMENT

Are we giving children the time to be curious and explore the things in the environment that most interest them? Are we ensuring that they have lots of time and freedom for free play? Are we ensuring that they are getting the right environmental opportunities? Are we supporting them in finding lots of ways that they can express themselves as unique individuals?

### INDEPENDENCE

How are we maximising early brain-building? How are we nurturing children's ability to learn and do things for themselves? How are we nurturing their resilience and ensuring that they are not afraid to take risks and learn from failure? How can we ensure that they can follow their unique interests and aspirations? How can we identify if they have problems or need extra support?

### RELATIONSHIP

How do we ensure that every child feels loved and wanted? How do we provide every child with strong and consistent relationships/parenting?

### SECURITY

How do we ensure that every child feels safe and secure? How do we ensure that every child has shelter, clean water and enough to eat? How do we ensure that every child has the best possible physical environment to grow up in? How do we ensure that every child has a healthy balanced diet? What healthcare systems are available to support the needs of seek or physically disabled children?

# Flourish Model- Community Questions

## GROWTH

In what ways are we supporting everyone's growth/inner development/spirituality? How are we promoting kindness, generosity and compassion as core qualities of our community? What values would we like to see in our community? How do they differ from our current reality and what steps could we take to correct this? How can we support everyone's sense of meaning, connection and wellbeing? How can we ensure that we are contributing to a happier, healthier planet?

## CONTRIBUTION

How do we ensure that local people's voices and opinions matter and that they are being listened to? How can we connect people up and help them feel part of a larger community? How can we promote a sense of community pride? How can we introduce fun and laughter into the process? What would need to happen to achieve this? What resources would we need? And how would we

## FULFILMENT

How can we find out what local people feel would give them more meaning and purpose in their lives? What would we need to introduce/change to achieve this? In what ways could we tap into and use local knowledge, skills and abilities? What small steps could we take to help us get there? What resources would we need? and how would we access them?

## ENGAGEMENT

How do we ensure that everyone knows what is going on locally and can access new learning opportunities? How can we give people access to, and involvement in, the arts? How can we help people to spend more time doing and sharing the things that they are good at and love? How can we help everyone express their unique talents and individuality?

## INDEPENDENCE

How can we ensure that we can support people in being as healthy and independent as possible? What changes would we like to make to the current system? How could we find out what people are interested in and give them more access to what they would most want to do? How could we tap into and develop new forms of community wealth?

## RELATIONSHIP

How are we ensuring that nobody needs to feel lonely? What are we doing to support healthy partnerships and child & family relationships? How can we help people to develop friendship groups? What additional resources would people need to feel more connected? How can we reach out to disadvantaged and minority groups?

## SECURITY

What changes can we make to our streets so that we can feel safe and secure? Does everyone have shelter, clean water and enough to eat? Do we all live in safe and healthy environments? If not, what would we need to do to achieve this? Do people have enough income to support their basic needs? Are they able to get enough exercise? Are our transport systems supporting their real needs? Are we all being helped to eat healthy, balanced diets?

# Flourish Model – Local authority Services

## GROWTH

SPIRITUAL/SELF-DEVELOPMENT SUPPORT, ACCESS TO NATURE (PARKS AND GREEN SPACES), WELLBEING SERVICES AND RESOURCES

## CONTRIBUTION

VOLUNTARY SERVICES, FAITH CENTRES, SUPPORT GROUPS, COMMUNITY GROUPS AND NETWORKS

## FULFILMENT

UNEMPLOYMENT SERVICES, APPRENTICESHIPS, BUSINESS SERVICES AND SUPPORT, MENTORING, COMMUNITY SUPPORT NETWORKS

## ENGAGEMENT

THE ARTS, MUSIC AND DANCE, LEISURE AND ENTERTAINMENT, LIBRARIES, YOUTH CLUBS, ADULT EDUCATION, COMMUNITY INVOLVEMENT, CITIZENS PANELS, COMMUNITY CONSULTATIONS

## INDEPENDENCE

EARLY CHILDHOOD CARE AND EDUCATION, CHILDMINDERS, CHILDRENS CENTRES, NURSERIES, SCHOOLS, AFTER SCHOOL CARE, YOUTH SERVICES, URBAN PLANNING, PLAY AREAS, TRAVEL SERVICES, SOCIAL SERVICES, DISABLED AND SPECIAL NEEDS SUPPORT, CARE OF THE ELDERLY, MENTAL HEALTH SUPPORT, THERAPEUTIC SERVICES, PRISON SERVICES, DRUG REHABILITATION

## RELATIONSHIP

PREGNANCY SERVICES, MENTAL HEALTH SERVICES, SEXUAL HEALTH SERVICES, PARENTAL SUPPORT, COUPLES COUNSELLING

## SECURITY

HOUSING DEPT, HOMELESS SUPPORT, HEALTH SERVICES, SPORT FACILITIES, URBAN PLANNING, ENVIRONMENTAL HEALTH, FOOD HYGIENE, WASTE MANAGEMENT, COMMUNITY POLICING, JUSTICE SYSTEM

# How do we measure success?



# Core Measures

- Development of City Wellbeing Strategy
  - Engagement levels of leadership
  - Engagement levels of core partners
  - Allocation of adequate funding
  - Levels of service integration
  - Levels of citizen participation 1) children 2) adults
  - Levels of positive change in the Community Values Assessment (FCVA) responses
  - Levels of positive change in the Flourish Wellbeing Indicator (FWI) responses



# Core Measures

How do our social structures serve us  
and our deliverables?

What invisible forces hold us together?

How can we move everyone towards a more  
compassionate and values-based future?



# Level One: Security

- Economic health of the city
- Ecological health of the city
- Life expectancy at birth
- Quality of air
- Levels of pollution
- Access to water
- Quality of water
- Access to sanitation
- Levels of affordable housing
- Levels of homelessness
- Levels of employment
- Levels of nutrition
- Levels of health provision
- Access to health insurance
- Levels of pre and post-pregnancy care
- Levels of commitment to family-friendly urban planning
- Quality of transport access
- Number of parks and green spaces
- Accessibility of parks and green spaces
- Levels of school bullying
- Levels of school violence
- Levels of street violence
- Number of people reporting feeling safe at home
- Levels of property crime
- Number of reported road fatalities
- Levels of pre and post-pregnancy support
- Percentage of children being breastfed
- Percentage of children living in poverty
- Levels of adverse childhood experiences (ACES)
- Number of children and young people with child protection plans
- Children receiving statutory care or support
- Children who are vulnerable or are concern by virtue of the identity or nationality
- Children who are acting as young carers to other members of their family
- Number of children with asthma
- Obesity levels
- Levels of smoking
- Prevalence of disease
- Average Life Expectancy
- Premature deaths from non-communicable diseases



## Level Two: Relationship

- Number of children experiencing parental separation/divorce
- Levels of parental support groups and services
- Levels of relationship support/counselling
- Mental health levels
- Teenage Pregnancy rates
- Number of single parents
- Number of children living in separated families
- Levels of childcare support
- Levels of Adverse Childhood Experiences (ACES)
- Number of Youth Groups and Centres
- Number of intergenerational projects
- Number of elderly people living alone
- Levels of Loneliness

# Level Three: Independence

- Access to electricity
- Access to phone system
- Accessibility of local transport
- Levels of accessible play provision
- Quality of nursery and early years provision
- Levels of Pre-kindergarten enrolment
- Percentage of children with good level of development in early years
- Number of children needing social support
- Number of adults needing social support
- Levels of disability and special needs services
- Levels of mental health services
- Destinations of children and young people with special education needs and disabilities
- Internet provider access
- Internet provider reliability

# Level Four: Engagement

- Levels of neuro-motor maturity
- Achievement gaps at 5, 11, 16 and 19
- Levels of school attendance
- Average school class size
- Percentage of children with good levels of educational achievement
- People aged 15 and over enrolled in vocational education and training
- Destination of school leavers
- High school graduation rates
- Level of involvement in the arts
- Levels of happiness with school
- Levels of employment
- Levels of happiness at work
- Number of people not fully engaged in work or study
- Number of exclusions from school
- Levels of absence from work

# Level Five: Fulfillment

- Percentage with good achievement at the end of primary school
- Percentage with good achievement at the end of high school
- Percentage of high school graduates
- Levels of access to the arts
- Levels of achievement in the arts
- Freedom of assembly
- Ability to express political beliefs and rights
- Levels of sexual freedom
- Religious tolerance
- Levels of discrimination and violence against minorities
- Levels of personal happiness with school
- Levels of personal happiness with work
- Amount of time spent online
- Levels of child mental health and wellbeing
- Levels of adult mental health and wellbeing
- Children's concerns about body image
- Levels of self-harming
- Rates of under 18s alcohol and drug related hospital admissions
- Rates of adult alcohol and drug related hospital admissions
- Proportion of 10 to 17-year-old offending
- Proportion of adult offending
- Number of reported suicides

## Level Six: Contribution

- Number of local community hubs/action groups
- Number of recreational facilities
- Number of arts facilities
- Levels of participation in cultural programming
- Levels of participation in the life of the city
- Levels of opportunity to participate in the arts and related activities
- Children and young people's levels of satisfaction with cultural services
- Adult levels of satisfaction with cultural services
- Percentage of children and young people who report positive influence in a) school b) the community
- Percentage of adults who report positive influence in the community

## Level Seven: Growth

- Levels of commitment to a peaceful and compassionate world
- Levels of commitment to the promotion of human rights
- Level of participation in the promotion of equality, diversity and social cohesion
- Number of local faith groups/centres
- Access to faith centres
- Number of wellbeing services and resources
- Access to wellbeing services and resources
- Access to parks and natural spaces
- Number of people with regular daily wellbeing/spiritual discipline
- Level of participation in understanding the need for a sustainable world
- Number of humanitarian projects
- Levels of local philanthropy
- Reported acts of kindness

## Flourish Questions

- What is a 'Good Life'? And how do I achieve it?
- How can I be helped to be the 'Best version of my Self'?
- In what way are the current systems that we live and work in aligned with our values and those we want for our children and grandchildren? Are they enhancing or diminishing our natural life energies?
- How could we move from societies where anxiety, loneliness and depression have become a norm to ones that prioritise wellbeing and nurture every person as a unique being full of potential?
- How can we ensure that everyone can Flourish?





## Want to talk to us?

We are currently a Beta project and welcome all offers of interest and support

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**Creating communities where  
the human spirit can flourish**

*"We will never be able to  
create truly flourishing  
societies until we address  
the problem of young  
children inheriting the  
limiting values and beliefs  
of those that have gone  
before."*

**Wendy Ellyatt  
Flourish Project**