



what works
wellbeing

What Works for Wellbeing?

Wellbeing Data Users 27th





Increasing wellbeing in the UK

A photograph of a person sitting on a wooden bench in a park, looking thoughtful with their hand on their head. The scene is captured in a teal color scheme. A dark teal banner is overlaid at the bottom of the image, containing white text.

and decreasing wellbeing inequalities



Unemployment

What improves wellbeing?

Social connections

Quality jobs

Physical exercise

Air Quality

Commuting

How are you going to change lives?

More choirs

Better jobs

Less commuting

But what are the tradeoffs?





What Works Centre for Wellbeing



What Works Network

We operate as a Network

Systematically looking across the evidence

CENTRE FOR
**AGEING
BETTER**

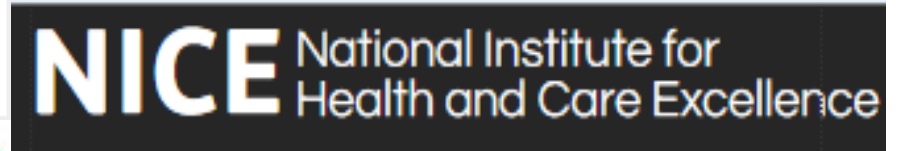


What Works Scotland

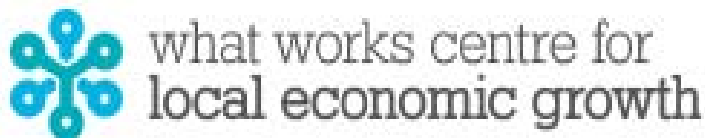
Supporting effective public services in Scotland



What Works **W**
Crime Reduction **w**



What Works **W**
Network **w**



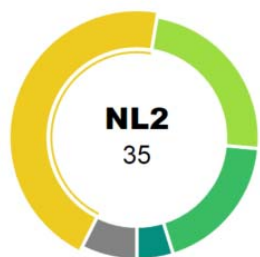


What Works Network

To enable better decision-making



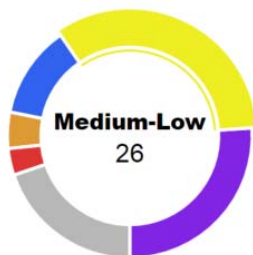
PROGRAMME EVIDENCE RATINGS



An explanation of our evidence standards and what they mean is available to download by clicking here.

- Credible**
 - Independent
 - Evidence based
- Relevant**
- Well-communicated**

PROGRAMME COST RATINGS



Apprenticeships



Policy Design Tool	What does it aim to do?	How secure is the evidence?	How much does it cost?	How effective is it?
Mentoring is the provision of support by one person to another less qualified person	Provide advice to improve take-up, completion or skills acquired	🔒🔒🔒	£££	●●●
Financial incentives refer to a wage paid to the apprentice, or subsidies given to the employer to hire and train apprentices	Improve take-up and completion	🔒🔒🔒	£££	●●●
Pre-apprenticeships are programmes which precede an apprenticeship	Improve take-up, completion or skills acquired	🔒🔒🔒	£££	●●●

Crime Reduction Toolkit



Intervention	Impact on crime Effect	How it works Mechanism	Where it works Moderator	How to do it Implementation	What it costs Economic cost
Alcohol ignition interlock	✓✓	⚙️	📍	?	£
Alcohol tax and price policies	✓✓	⚙️	📍	?	£
Alley gating	✓✓	⚙️	📍	?	£
Alternative education programmes	✓✗	⚙️	📍	?	£
CCTV	✓✓	⚙️	📍	?	£



What Works Centre for Wellbeing

An independent, collaborative organisation set up to develop and share robust, accessible and useful evidence about wellbeing.





Awareness – Engagement - Impact

“Increasing wellbeing in the UK and decreasing wellbeing inequalities”

Relevant
Accessible
Credible

Increased use of
wellbeing
evidence

Recognition of wellbeing
evidence

More and better
quality
wellbeing
evidence

Capabilities
Opportunities
Motivations

Clear overview of
evidence

Better
decisions

Wellbeing
evaluations

Translation

Increased
measurement

Implementation





What do we know

What do we know?



Culture and Sport

SYSTEMATIC REVIEW NOVEMBER 2016

December 2016
policy briefing | music, singing and wellbeing

what works wellbeing music

The measure matters:

- Life Satisfaction – the link with music and singing, taking part in sport are small compared to unemployment
- ‘In the moment’ – music, sport greater than unemployment

what music and singing interventions work? wellbeing of adults with diagnosed dementia? This brief at all the available evidence support better policy

There is a lot of existing evidence clinical outcomes such as pain managing symptoms of dementia. This new evidence focuses on depression. Specifically, it focuses on self-depression.

what evidence did we find?

There are three types of evidence:

- strong - we can be confident that there is an impact in the stated group and context.
- promising - which we need to investigate further.
- initial - there may be an effect, which we need to investigate further.

Strong, promising and initial evidence refer to high quality, medium quality and low quality evidence as per GRADE and CERQual guidance. For further information on these classifications, please see the Centre's [Guide to Evidence Review Methods](#).

What were the general benefits of singing for people living with diagnosed conditions or dementia?

Participants report a wide range of wellbeing benefits from singing including:

- relaxation, reduction in anxiety, spiritual uplifting and improvements in mood, emotional wellbeing, confidence, enjoyment and a 'real good factor'
- participation in a music project can raise participants' awareness of the significance of music to their life. This in turn can have a positive effect on awareness of health and quality of life and can encourage behaviour change.

In partnership with: Brunel University of London, THE UNIVERSITY OF WINCHESTER, University of Brighton, LSE, HM Government

Culture and Sport Evidence Programme
What Works for Wellbeing
www.whatworkswellbeing.org
@whatworkswb

Music & Singing

June 2017
briefing | sport and dance

what works wellbeing sport, dance & young people

What impact does sport, dance & young people have on wellbeing?

Between 10 and 24 years, subjective wellbeing decreases the good and bad feelings that arise from what people do and think: feelings like happiness or sadness, meaningfulness or futility, relaxation or stress.

The review covers all published studies from the past 10 years. We also examined unpublished reports produced by, or for, sport and dance organisations since 2015.

We carried out some detailed analysis of survey data to understand if young people who participated in sport and dance have higher wellbeing, and what this may be due to.

There is limited good quality evidence for sport and dance impacts on wellbeing. We have an opportunity to measure and collect data in this area and use wellbeing evaluations to build national and local evidence.

what works wellbeing
park helps mentally.
Public dialogue participant, London

In partnership with: HM Government, University of Brighton, THE UNIVERSITY OF WINCHESTER, Brunel University of London, LSE

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Sport, dance & young people



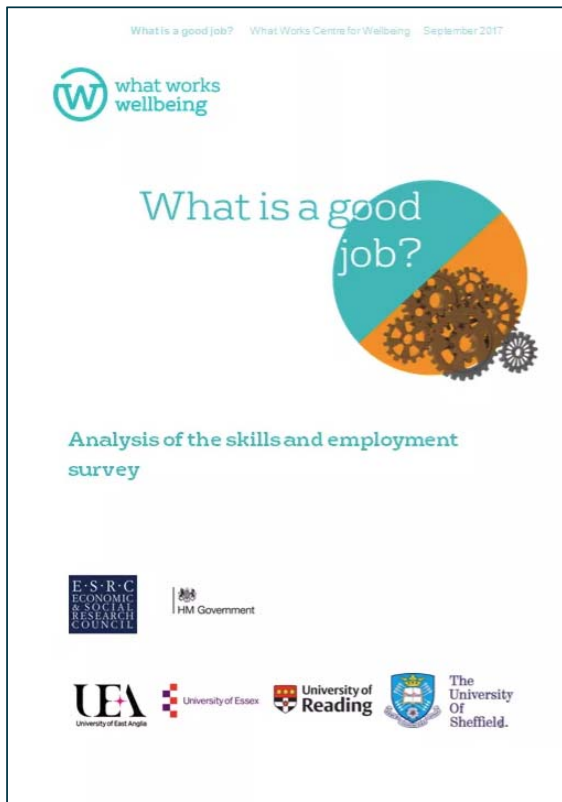
Case studies

Coming up:

- Visual arts and adults with mental health conditions
- Outdoor recreation and families



Work and Learning



A job is good for wellbeing, on average
 A 'high quality' job is better
 Not about blue vs white collar – any job can be a 'good job'

Good jobs



Improving job quality

Social relations and team working

Actions which employers can take to improve wellbeing



Work and Learning - Transitions

February 2017
briefing | work, learning and wellbeing

what works wellbeing

Does retirement bring about happiness and boost wellbeing? What guarantees a smooth transition into retirement and makes a happy retiree?

what evidence did we find?

There are three types of evidence

- Strong evidence. We can be confident that the evidence informs decisions.
- Promising evidence. Decision makers may wish to incorporate information to inform decisions.
- Initial evidence. Decision makers may wish to incorporate information to inform decisions.

Strong, promising and initial evidence refer to high, moderate and low quality evidence per GRADE and CERQual guidance.

All evidence should be considered alongside questions of possible benefits and acceptable, feasibility and wider impacts, including equity issues. In the case of evidence that is less strong, these other considerations become even more important.

This briefing is based on a systematic review of the evidence, focusing on the same person over time and look directly at the changes in their wellbeing.

key findings

- Having some control over retirement matters. Wellbeing related to retirement is higher for those who have control over the timing of their retirement.
- Type of job is important. The job that a person had before retirement and their support network or spouse's working status, are important for retirement and wellbeing.
- A 'bridging' job. This can act as a buffer to protect wellbeing during the transition.

Partnership with: UEA, University of Essex, University of Reading

Retirement

March 2017
briefing | unemployment, (re)employment and wellbeing

what works wellbeing

unemployment, (re)employment and wellbeing

how does unemployment affect our wellbeing? What can reduce the damaging effects of unemployment? What happens to wellbeing when people (re)enter work?

the big picture

People who lose their jobs lose their incomes. But what are the broader effects of unemployment on the wellbeing of individuals and their families?

Wellbeing measures how people feel about their lives, their own report of how things are going. The wellbeing measures considered in the studies in this review include life satisfaction, assessments of mental health, and self-esteem.

Unemployment is one of the most important factors affecting individual wellbeing, with negative impacts going beyond the effects on income. When measuring life satisfaction on a 0-10 scale, the unemployed report about 0.5 points lower compared to those who are in employment. However, the effects are different for different groups in different contexts.

“Your self-worth can really be affected if you're not enjoying your job”
Public dialogue participant, Carol

This evidence is based on a systematic review. The information in this report is not based on a single study, which can give information that holds only for a specific group, in a certain context. It is based on a systematic review, which pulls together the global evidence base. It takes in published evidence from every country similar to the UK.

The data used in this evidence base mostly comes from large nationally representative surveys from the UK, Germany, Australia and the United States. We use GRADE to rate the quality of the body of evidence, this is the same

Partnership with: UEA, University of Essex, University of Reading, The University of Sheffield, HM Government, Work and Learning Evidence Programme, What Works for Wellbeing

Unemployment & (re)employment

October 2017
briefing | gender & unemployment

what works wellbeing

gender & unemployment

How does unemployment and job loss affect men and women?

what evidence did we find?

One minute digest: key findings

On average, women's life satisfaction is less affected by unemployment compared to men. Men show a greater drop in life satisfaction when they become unemployed. For full evidence on this, see our Unemployment, (re)employment and wellbeing briefing.

But this average gap conceals a range of different experiences. Not all women suffer less than men when they lose their job. This analysis explains some of the differences, showing how values and attitudes influence the experience of job loss.

“Losing my job has raised doubts with me, shaken my confidence.”
Public dialogue participant, Fatima

Partnership with: UEA, University of Reading, The University of York, HM Government, Work and Learning Evidence Programme, What Works for Wellbeing

Gender and unemployment

Importance of social support, of employability. Benefits with re-employment depend on type of job.

We know that wellbeing impact on men greater on average than women. However, women with gender egalitarian attitudes suffer more even than males on average.



Work and Learning

April 2017
briefing | learning at work and wellbeing

what works wellbeing

learning at work and wellbeing

What types of wellbeing training are effective in different sectors?

the big picture

Learning throughout our lives is good for wellbeing. Taking a part-time course for work over the past year has been estimated to give wellbeing benefits equivalent to £1,584 of income per year*.

People who keep learning:

- have greater satisfaction and optimism
- report higher wellbeing, a greater ability to cope with stress, more feelings of self-esteem, hope, and purpose. Setting targets and hitting them can create positive feelings of achievement
- often interact with other people, which helps build and strengthen social relationships.

But learning in the workplace is not always associated with these positive wellbeing and productivity gains. Systematic reviews of training to develop personal resources, or training for stress management, found inconsistent results for wellbeing outcomes.

As a result, there is conflict in the evidence base on when, and what type, of learning can deliver wellbeing outcomes. This review examines the factors in different learning practices that lead to positive or negative wellbeing impacts, and those that show no effect on wellbeing. It also evaluates the quality of the current evidence available to help us make sense of conflicting data and what this means for practice.

“I think, personally, if I don't learn then I might miss something in life.”
Public dialogue participant, Fabrik

*Source: Valuing adult learning: comparing wellbeing valuation and contingent valuation (CV) research paper, 2012

Work and Learning Evidence Programme
What Works for Wellbeing
www.whatworksforwellbeing.org

Learning at work

September 2017

what works wellbeing

Wellbeing benefits of job-related learning

Analysing data from *Understanding Society: the UK Household Longitudinal Survey* (UKHLS)

E-S-R-C
ECONOMIC & SOCIAL RESEARCH COUNCIL

HM Government

1

Secondary analysis

Wellbeing benefits of job related training mainly through increase in job satisfaction.
Greatest wellbeing benefits in most deprived areas of London compared to least deprived areas.

Coming up:

- Cost effectiveness analysis of work and learning interventions
- Impact of wellbeing on transitions
- Wellbeing and progression in work
- Wellbeing and barriers to learning for school leavers

November 2017
briefing | adult learning and wellbeing

what works wellbeing

adult learning

What makes adult learning good for wellbeing? Who benefits most? What does this mean for policy and practice?

the big picture

Existing evidence shows us that learning is good for wellbeing. However, to inform learning programmes and policies, we need to know more. We need to know what it is about learning that is important for improving wellbeing and how this is different for different groups. Does it matter if there is a recognised qualification at the end? Whether the learning takes place in a classroom or elsewhere? This underlying understanding is not well developed.

This review the briefing is based on aims to address this gap, the reviewed the state of the evidence on the impact of adult learning on wellbeing for different groups, and looked at some of the causal mechanisms at play. The review looked at a broad range of adult learning: we included any learning activities which resulted in gaining knowledge or skills, but excluded work-based learning and formal education at schools and universities.

“I can't imagine not learning, life would be boring.”
Public dialogue participant, 2017

We sifted through and 25

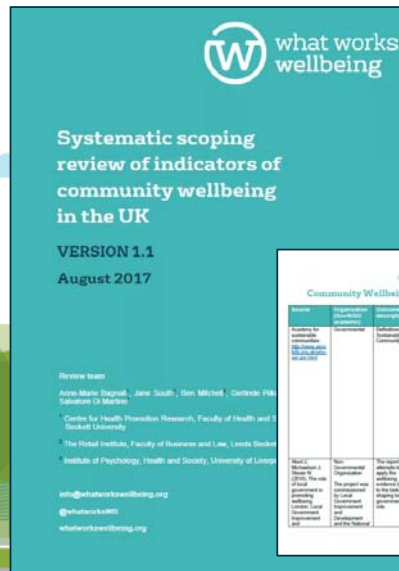
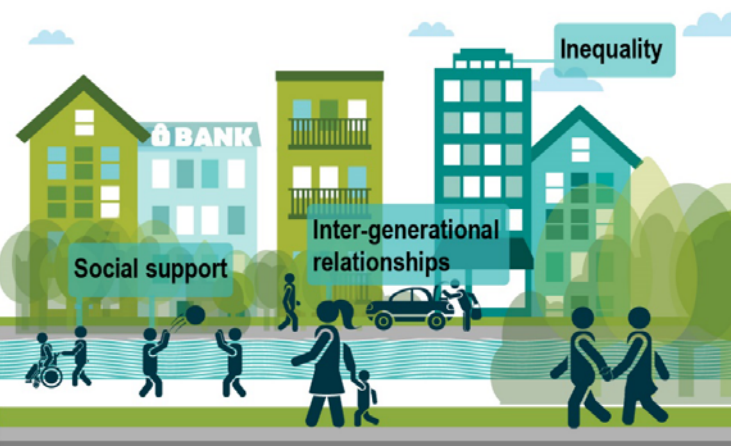


Community Wellbeing: Defining, Assessing

We have chosen this this broad, working definition to guide our thinking:

“Community wellbeing is the combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfil their potential.”

[Wiseman and Brasher, 2008: 358]



Community wellbeing can be assessed according to different aspects of life, but usually includes health, economy, social relations and security.

Some important aspects that are often left out include:

Community Wellbeing indicators: Table of included resources

Source	Organisational context	Service description	Interventions used	Programme description	Study of outcomes (only)	Level of evidence	Relevance
... (text partially obscured)
...

... of intangible cultural

- inter-generational relations.

Developing a Theory of Change



Slide deck





Community Wellbeing

December 2016
Policy briefing | Housing and wellbeing

what works wellbeing

housing and wellbeing

this briefing outlines current evidence; where the evidence gaps are; and what the focus will be for our upcoming systematic review on the relationship between housing and wellbeing.

What does the scoping review and this briefing cover?

This is a broad overview of all published reviews on the links between housing and housing interventions and both individual and community wellbeing.

We asked you what was important for your wellbeing and a resounding reply was housing. The physical and social place where we live has impacts on our personal wellbeing. It also impacts other factors which influence our wellbeing: our health, our relationships, even educational outcomes.

There can be a number of complex interconnections between these, which can intensify issues. Those with poor health may also have poor social connections and lack the opportunities for better housing.

What do we already know about the links between housing and wellbeing? Many reviews have already gathered the evidence under specific themes. This scoping review pulls together what already exists. It summarises findings from 50 published reviews. The aim is to understand where there are still gaps in our understanding.

The scoping review is based on a broad view of wellbeing that encompasses the following dimensions, as defined by the Office of National Statistics:

- Personal (subjective) wellbeing
- Our relationships
- Health
- What we do
- Where we live
- Personal finance
- Education and skills
- Governance
- The economy

"A lot of people are living in awful housing. That has a knock-on effect on everything else, their mental health and within the community."

- participant in the communities public dialogue, 2015

*The scoping review does not include evidence that has not been studied in a published journal.

In partnership with:

Place: Scoping reviews of housing

what works wellbeing

Scoping review of review-level evidence on co-production in local decision-making and its relationship to community wellbeing

July 2017

Review team

Andy Pennington, Gerleide Pilkington, Ian Satche, Megan Watkins, Anne-Marie Bagnall, Jane South, Rhiannon Corcoran

- Institute of Psychology, Health and Society, University of Liverpool
- Public Health Institute, Liverpool John Moore's University
- Centre for Wellbeing in Public Policy, University of Sheffield
- Centre for Health Promotion Research, School of Health & Community Studies, Leeds Beckett University

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Power: Co-production

what works wellbeing

SCOPING REVIEW
social relations

June 2017

People: Social Relations

- Neighbourhood design and maintenance
- mixed populations
- local events
- ways for local people to share information
- Greater opportunities for residents to influence decisions

Rather than large-scale policies, encourage local understanding and action.

Community Wellbeing



- Unemployment and low income
- Rural communities, higher average wellbeing masks greater wellbeing inequalities
- Use of green space and cultural activities lower wellbeing inequalities

Coming up:

- Housing for vulnerable people
- Economic model of Housing First interventions
- Joint decision-making and empowerment
- Community infrastructure
- Heritage
- Wellbeing and local conditions
- Public hearings on vulnerable people and systems change

Wellbeing inequalities: concepts, measures, drivers



What does this mean?

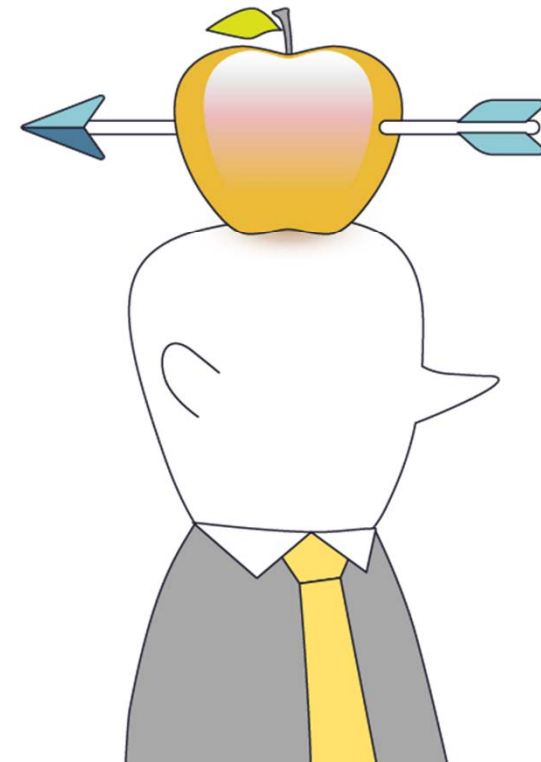
So what?

1. It works. *So what?*

Singing together

Good Jobs




Physical exercise



What does this mean?

How confident?

There are three types of evidence

 strong	We can be confident that the evidence can be used to inform decisions.
 promising	Decision makers may wish to incorporate further information to inform decisions.
 initial	Decision makers may wish to incorporate further information to inform decisions.

Strong, promising and initial evidence refer to high, moderate and low quality evidence / confidence as per GRADE and CERQual guidance. For further information on these classifications, please see the Centre's [Methods Guide](#).

All evidence should be considered alongside questions of possible benefits and risks, affordability, acceptability, feasibility and wider impacts, including equity issues, in the user setting. Where the evidence is less strong, these other considerations become even more important.



A guide to our EVIDENCE REVIEW METHODS



Dawn Snape, Office for National Statistics
Catherine Meads, Brunel University London
Anne-Marie Bagwell, Leeds Beckett University
Olga Tragasaki, University of East Anglia
Louise Mansfield, Brunel University London
Sara MacLennan, What Works Centre for Wellbeing

Revised March 2017



wellbeing training is effective




and a wide range of approaches work.

This is based on high-quality evidence including a large number of Randomised Control Trials. **Positive evidence was found for the following training and sectors.**


young offenders



-  Music and singing projects for young offenders are valued by participants and have a positive effect on self-esteem. Participatory music making, singing and particularly performing in public, can support prison inmates' perceived wellbeing.




in the workplace



-  Brief music and non-music interventions can decrease stress and enhanced wellbeing in the workplace.

older people



-  Regular group singing can enhance morale and mental health-related quality of life and reduce loneliness, anxiety and depression in older people compared with usual activities.
-  Participatory singing can maintain a sense of wellbeing and is perceived as both acceptable and beneficial for older participants.
-  Singing can maintain a sense of wellbeing in healthy older people.

For whom?

being benefits from group singing can be to connecting in a community...



Cost Effective?

Workplace Wellbeing



Is it cost effective?

The case study above is likely to have full costs in the range of £500-£1000 per person, including the costs of staff time for the training. Some costs are likely to have been recouped by the employer through the reduced absenteeism and reduced mediation. Further analysis comparing cost effectiveness of actions and their wellbeing impact will be published later in the year.

Housing First

Key Findings:

1. We find that Housing First has the potential to be cost-effective in the UK. Our base case analysis suggests Housing First may cost approximately £4,000 for each extra life satisfaction year point and £9.00 for each extra day in stable accommodation achieved compared with typical UK homeless accommodation services.
2. However, we find that there is significant uncertainty in our results. Our estimates are particularly sensitive to the cost of supported accommodation and the cost of providing Housing First support. It is unclear what the correct costings for these are.
3. Future research should focus on collecting accurate costs for the accommodation and support services homeless people likely to be targeted by Housing First use.

Figure 2: Cost-Effectiveness Acceptability Curve - Life Satisfaction Year Points (1,000 Simulations)

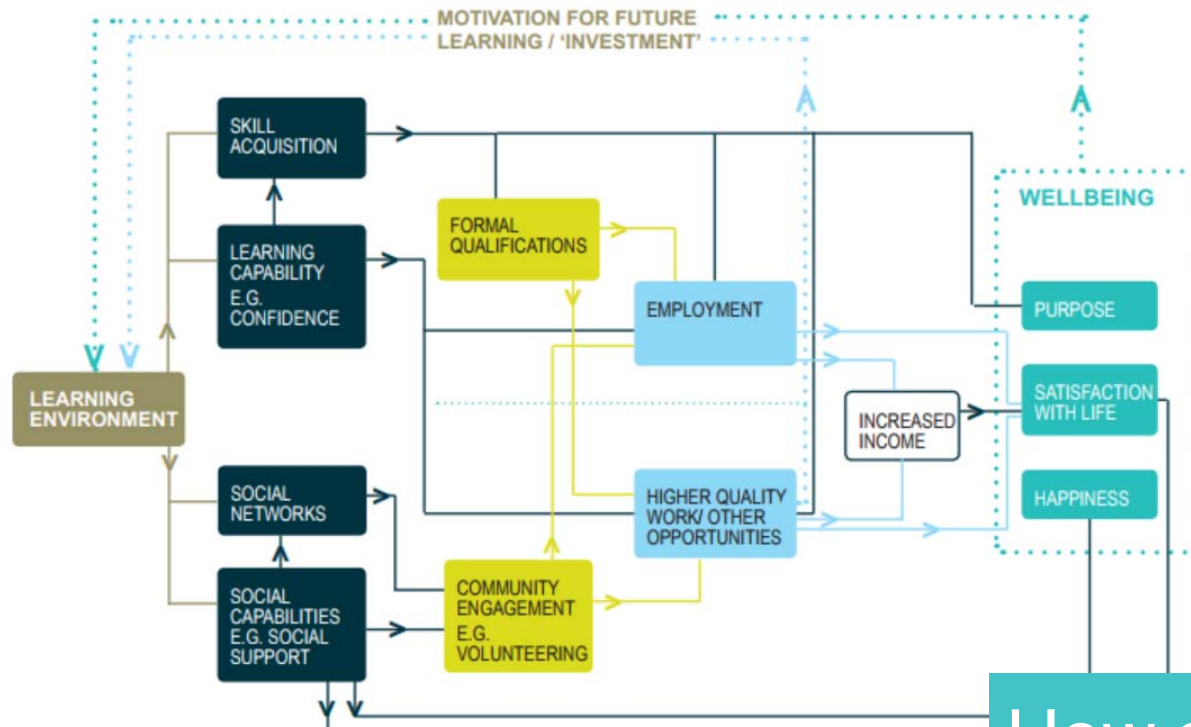




What does this mean?

What are the mechanisms?

■ 'soft' outcomes ■ 'hard' outcomes ■ economic and social gains



However, taking part can also be associated with negative wellbeing in participants, which was connected to participants' concerns about competency and capability.

How should it be delivered?

understand staff concerns



Find very specific information about what can be changed and how. The more specific the information about a context, the easier it is for employees to see how jobs can be made more interesting and satisfying. This finding is based on five studies, involving more than 590 employees involved in some form action or change.

engage workers



Staff need to be committed and engaged in attempts to improve job quality. However, unless employees are trained in techniques to improve their own job quality, letting employees act without support might lead to more problems rather than solutions. This finding is based on nine studies, involving more than 4200 employees involved in some form action or change.

managerial commitment



This finding is based on six studies, involving more than 830 workers. If management commitment is not there already, engage in some management development to secure commitment to wellbeing before introducing any changes.

integration with other systems



It is important to ensure that changes are not working against other businesses processes and practices. This finding is based on eight studies, involving more than 7800 workers.

ners

self

out and discuss what

the space to think
their job could be

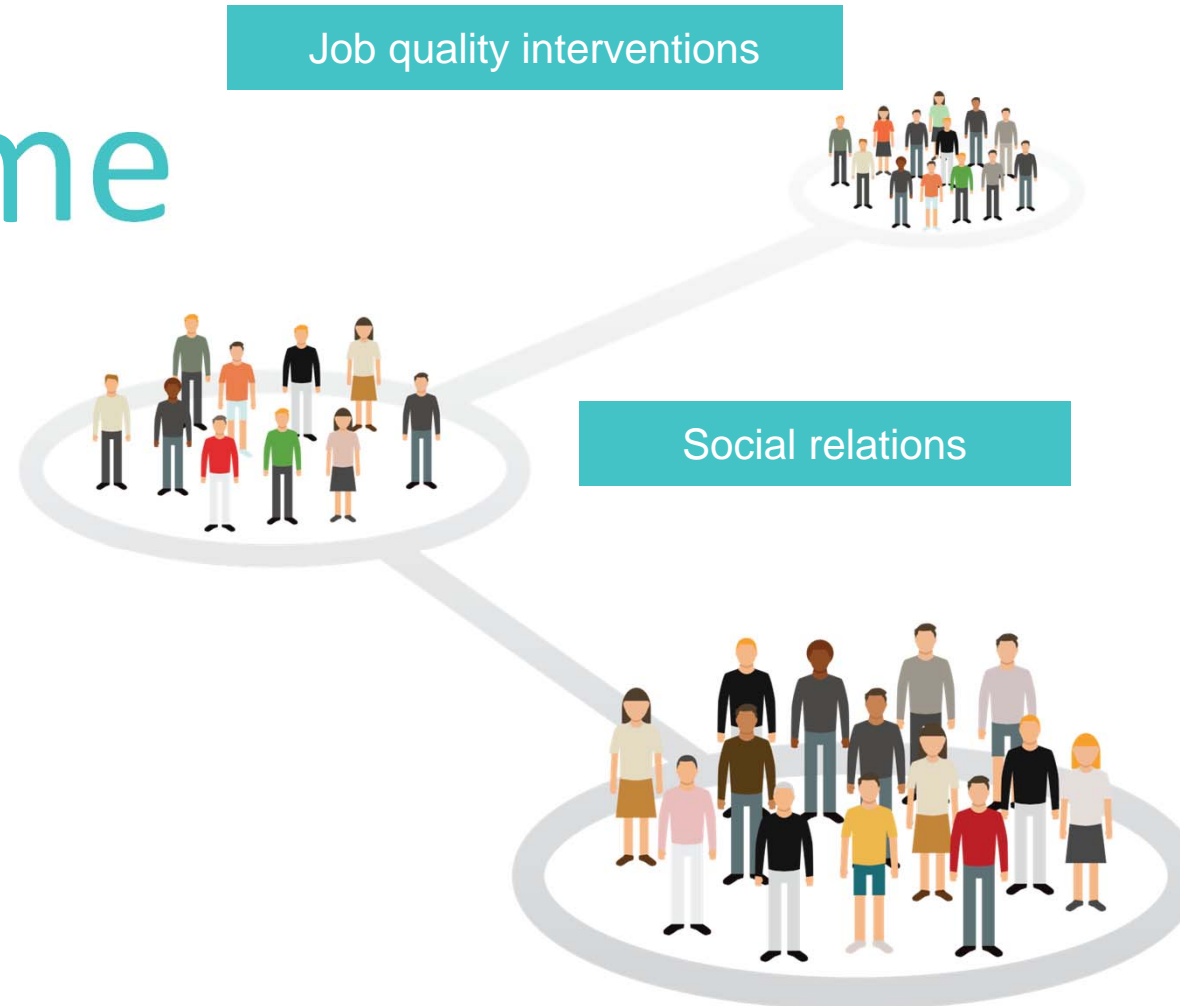
example, take on
d.

city to provide

mselves to improve

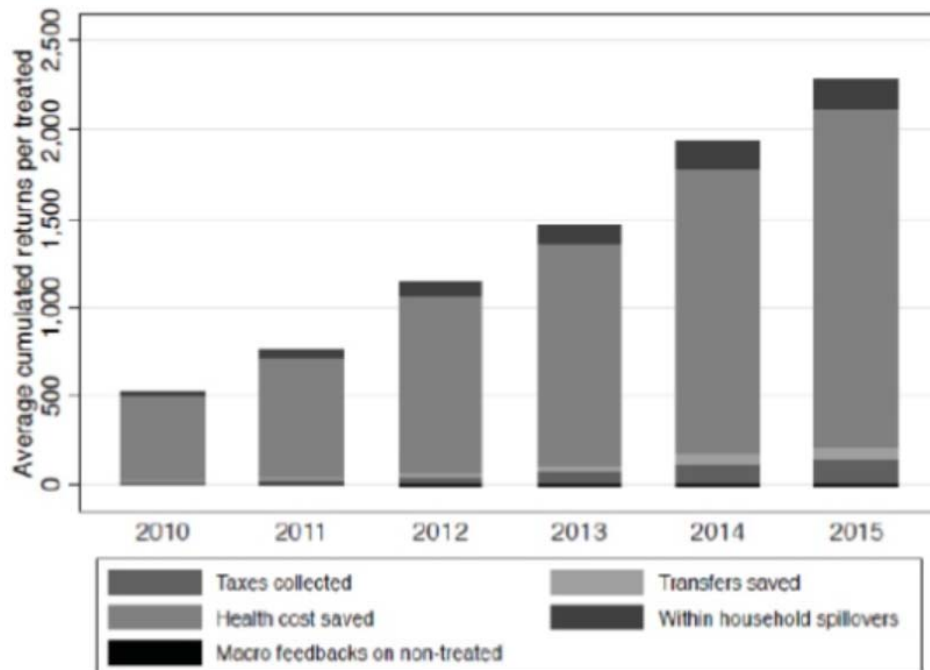
2. Convince me

Make the case
Which option in this
context?



Make the case: co-benefits or savings

Figure 13: decomposition of Public Purse changes, calculated per patient



Changes to ways of working



- Changes to ways of working, such as office layout or job design, alongside training, may improve wellbeing...
- ... and in some cases may improve performance.

organisation-wide approaches



- Organisation-wide approaches that improve job quality and a range of other employment practices may improve wellbeing - provided one objective of the change programme is to improve worker wellbeing...
- ... and may improve performance.

Economic pay-offs per £1 invested
Whole school anti-bullying programme
School-based social & emotional learning (impacts on depression only)
Workplace wellbeing programme
Workplace stress alleviation
Collaborative care for physical health problems
Loneliness alleviation for older people
Debt and welfare advice
Suicide prevention



Public Health
England

**Commissioning Cost-Effective
Services for Promotion of Mental
Health and Wellbeing and Prevention
of Mental Ill-Health**



McDaid, Park & Knapp (2017) report published by Public Health England

Very conservative analysis: not all long term impacts included in analysis



Environmental impacts

Creating new jobs

3. It's complicated

What are the tradeoffs?

Understand and communicate the bigger picture





4. *How* we do things differently ...in practice





...into action

Final challenge: useful evidence
reaching a ready audience



Website:

October 2016

6k views and 2.3k visitors

September 2017

13.4k views and 4k visitors

Twitter: 5.2k followers

Evidence alerts: 1.9k people on mailing list

Product downloads: 15.3k downloads



The science of using science

CHAMPION	Building awareness and positive attitudes towards evidence use	MARKETING for good, making evidence the norm, prizes and professional recognition & focusing on what people care about
DEFINE	Building mutual understanding and agreement on policy-relevant questions and the kind of evidence needed to answer them	Using journal clubs BUILDING CONSENSUS through Delphi panels
INCREASE VISIBILITY	Providing communication of, and access to, evidence	Tailoring and targeting & hotlines and helpdesks. Frame your evidence, TELL STORIES TO COMMUNICATE RESEARCH, use social media & create a recognisable and respected brand
INTERACT	Facilitating interactions between decision-makers and researchers	SOCIAL INFLUENCE (evidence champions, opinion leaders, messengers, role models and 'change agents')
LEARN	Supporting decision-makers to develop skills in accessing and making sense of evidence	Understanding how adults learn, MENTORING and supervision; online learning
ADAPT	Influencing decision-making structures and processes	Structures & processes, support organisational change & MAKING EVIDENCE AN INSTITUTION

Awareness – Engagement - Impact

Courses and events

Organising

- Wellbeing in Policy course x 8
- Government Economic Service Introduction to Appraisal
- Annual Lecture: John Helliwell, Wellbeing Inequalities
- Civil Service Live (7 workshops)
- Departmental lunchtime seminars

And contributing to

- PHE Conference
- UK Evaluation Society
- Local Government Association
- Directors of Public Health
- College of Policing
- ...
- ...

Groups

Chairing / Organising

- Social Impacts Taskforce
- Wellbeing Expert Reference Group
- Strategic Council for Wellbeing at Work
- Local Authorities roundtable

Contributing to

- Charities Evaluation Working Group
- Cabinet Office What Works Network
- ...





Over 4000 people from policy, practice and academia have attended our events, courses and roundtable.

“What a fantastic event. I loved it. Much great work done and much more to do to implement and understand what works best once implemented. I am proud to be part of the movement for change”
Strategic Lead for Evidence at Manchester City Council

“I have circulated the wellbeing housing briefing widely in Sheffield and teams have found this really useful.”
Sheffield director of Public Health.

“It was a great session! I’ve just presented a summary of what I learned from CS live to my team, including the 5 ways to wellbeing”

Deputy Director, Department for Education

225 contributions to calls for evidence

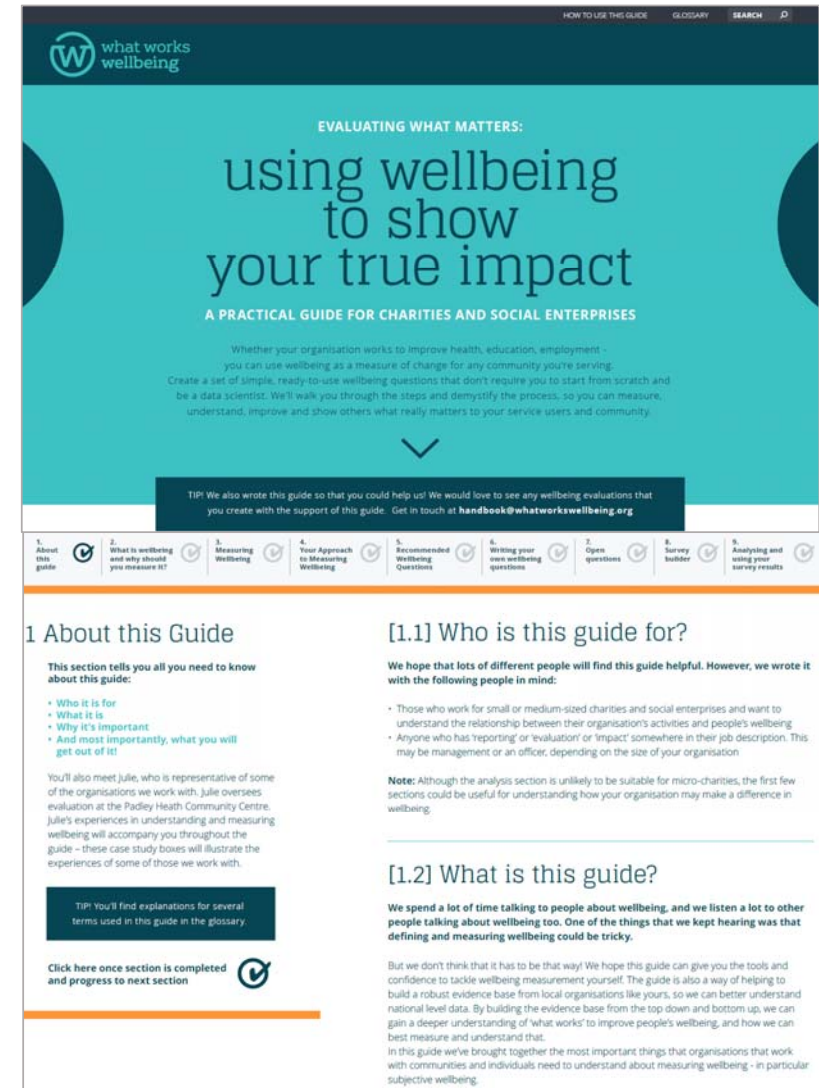
Resources





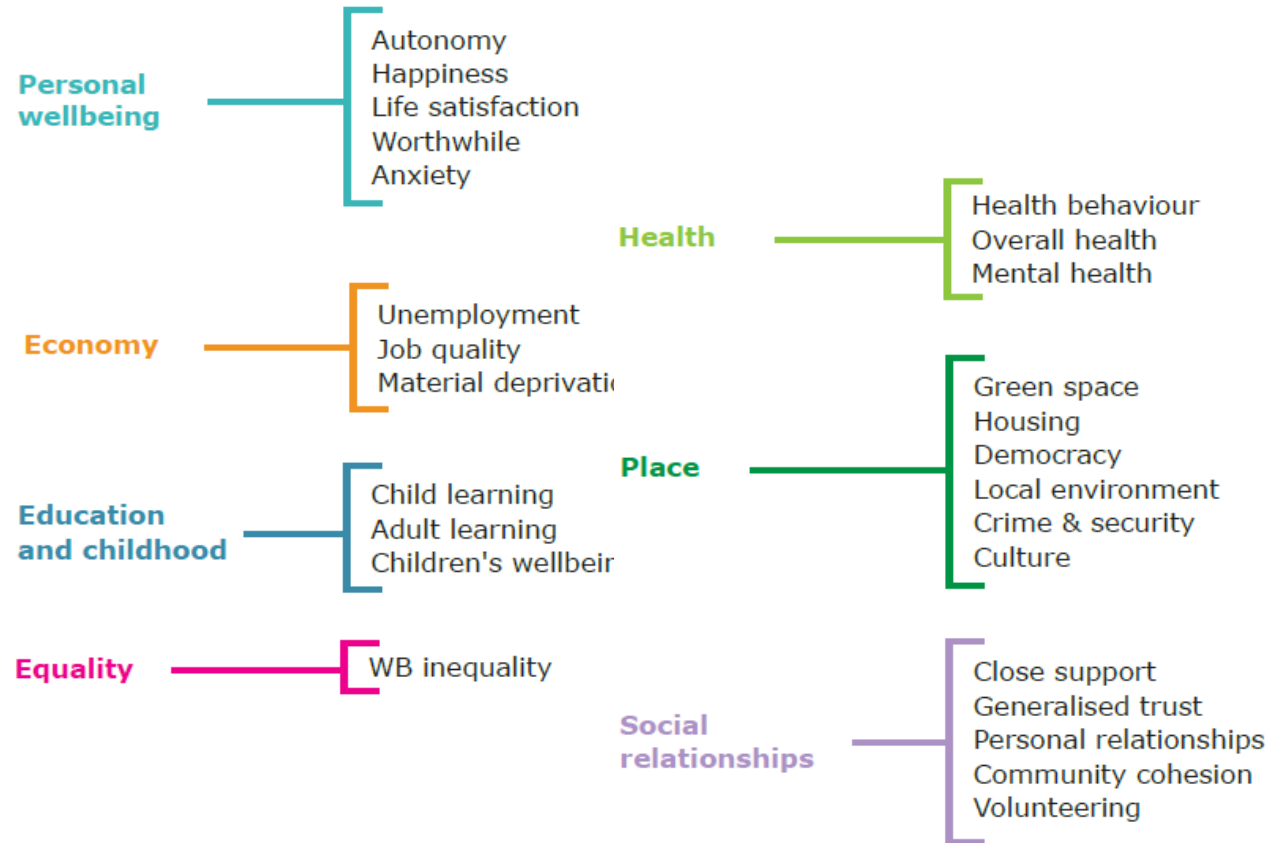
Microsite for VCSE sector

1. **Interactive:** uses videos and links to give continuous support and feedback
2. **Case study:** one realistic example running throughout to show possible user journey
3. **Progress tracker:** gives user a sense of progress and learning
4. **Ready to go:** Survey Builder and slide set can be tailored by user and downloaded for immediate use
5. **Feedback and questions:** link for users to instantly email the Centre





Local Wellbeing Indicators





Calculate trade offs

Case studies

what works wellbeing

A guide to
WELLBEING ECONOMIC EVALUATION

Developed by Liam Wright and Tessa Peasgood, University of Sheffield
Sara MacLennan, What Works Centre for Wellbeing
With input from the What Works Centre for Wellbeing Cost Effectiveness Group:
Sara Connolly, Mark Bryan, Jo Lord, Micah Rose, Paul Frijters, Martin Knapp, Christian Kreke, Clément Bellef

v1.2 - September 2017

April 2017
sector perspective

what works wellbeing

sector perspective: a wellbeing lens in the third sector

How can the community and voluntary sector measure what matters, and tell our stories better?

vital stats

Samir Singh Nathoo is the Community Development Officer at Arsenal in the Community. Samir has 15 years experience in the voluntary and community sector across a wide range of issues: education, equality, disability, health, social inclusion, heritage and charitable initiatives for mostly young people across north London.

He conducted his research at the What Works Centre for Wellbeing in 2016 as part of the Clore Social Fellowship. He carried out:

- 6 interviews with Arsenal in the Community staff
- 13 meetings with Sport For Development organisations
- 28 interviews and meetings with Islington voluntary and community groups

This paper and recommendations are based on Samir's research.

HM Government

What Works Centre for Wellbeing
www.whatworkswellbeing.org

Sector perspective (Clore / AITC)

SCOTTISH STUDENT SPORT
ACTIVE · COMPETITIVE · INNOVATIVE

CASE STUDY:
SCOTTISH ACTIVE STUDENTS SURVEY 2016

Case study



RETHINKING THERAPEUTIC SUPPORT – TALK FOR HEALTH

Case study



THE POWER OF SONGS: AN EVALUATION OF PLYMOUTH MUSIC ZONE'S 'KEEP SINGING, KEEPSAKE' PROJECT

Case study



What do you think?

What do you think?