

# Policy Development for Well-being



Cabinet Office

## Overview:

These are some simple exercises to explore a policy area, action plan, strategy or service from the perspective of the well-being of those who will be affected by it. These can be conducted in a workshop or as a short desk-research exercise. They can help to explore, appraise and enhance the social impact of policy options.

## Background:

There has been much focus in recent years on defining, measuring and analysing well-being and there is a large body of evidence and academic research in this area. However, the research and analysis is not always accessible to decision makers in the right format and at the right time. Furthermore, approaches to creating and interpreting well-being evidence can be complex and are often more suitable for analysts and social researchers to make use of.

So what if anything can policy makers do for themselves? We have developed these exercises specifically to bridge the gap between well-being research and practical decision making. They draw on what we know drives well-being and raise some basic questions to prompt deeper thought about the wider impact of policy options.

## Well-being Exercises for Policy:

Five easy exercises and checklists:

1. Stakeholder Well-being Analysis
2. Well-being-Time Analysis
3. Well-being Perspectives Analysis
4. Five Ways to Well-being Analysis
5. Well-being Ten Steps Checklist

## Benefits:

Adding value to policy development:

- ✓ Enable fresh perspectives & new ideas
- ✓ Focus on human/ community impact
- ✓ Promote integration & joining-up
- ✓ Consider short and long term impacts
- ✓ Explore early intervention/prevention

*"The central purpose of economic policies is to improve people's lives. We need to rethink how to place people's needs at the heart of policy-making"*

**OECD**

*Use "evidence on how different factors or interventions affect people's well-being to better understand the impact of policy on people's lives, and thus to improve its effectiveness"*

**All Party Parliamentary Group on Well-being**



## Stakeholder Well-being Analysis

### Objective:

This exercise is designed to help you identify who will be affected by a policy, strategy, action plan or service, and to specifically consider how their well-being might change. It can be a simple standalone exercise or be one of the first to complete as a foundation for the other exercises. It can also support options comparisons. The objectives are to:

- Identify whose well-being will be impacted and in what way
- Identify if there are winners/ losers i.e. the policy improves the well-being of one group at the expense of another

### Approach:

- Identify the different stakeholders and target audiences who might be impacted by your policy:
  - Include audiences at different life stages if relevant
  - Include frontline workers who will be affected and whose well-being could impact quality of delivery  
....then for each....
- Rate to what extent you think the well-being of each stakeholder will be impacted – positive, neutral or negative. Refer to the attached table of domains and factors which influence wellbeing if helpful.
- Justify your ratings – referring to relevant aspects of the policy/ service
- Are there ‘winners and losers’?
- Are there ways the policy can be adjusted to improve well-being outcomes for these stakeholders?

### Tips

- ✓ Repeat analysis on different policy options if required
- ✓ Refer to table of well-being domains if required
- ✓ Use the attached form if helpful

### Well-being Exercises for Policy

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## Stakeholder Well-being Analysis Form

	Key Stakeholders	Impact	Details
	Who will be impacted by the policy, strategy or service?	on well-being: Positive Negative or Neutral?	Justify impact rating: Which domains/ factors of well-being will be impacted (see table)? Can any factors be 'designed-in' so that the policy has a more positive or 'less-negative' impact on stakeholder well-being?
1			
2			

	Key Stakeholders	Impact	Details
	Who will be impacted by the policy, strategy or service?	on well-being: Positive Negative or Neutral?	Justify impact rating: Which domains/ factors of well-being will be impacted (see table)? Can any factors be 'designed-in' so that the policy has a more positive or 'less-negative' impact on stakeholder well-being?
3			
4			

## Well-being Domains/ Factors – Tick which are relevant to your policy/ service or strategy

✓	<b>“Integrating Factors” (Joining-up with other policy areas)</b>	<b>Well-being Domain</b>	<b>“Innovation Factors” (Not always directly considered)</b>	✓
	Mental Health, Physical Health	<b>Health</b>	Satisfaction with Health, Resilience	
	Family, Marriage/ Partnerships	<b>Relationships</b>	Friendships, Neighbourliness, Loneliness	
	Employment/ Unemployment	<b>What we do</b>	Job Satisfaction, Job Security, Underemployment	
	Art, Sport & Culture		Work-Life Balance/ Leisure/ Time Use	
	Volunteering/ Care Giving		Altruism, Religion	
	Income/ Poverty/ Debt	<b>Personal Finance</b>	Stability/ Financial Stress	
	Growth, National Debt, Prices	<b>Economy</b>	Sustainability	
	Education & Skills, Adult Learning	<b>Education &amp; Skills</b>	Life Skills/ Capabilities	
	Community/ Neighbourhood	<b>Where we live</b>	Trust in People, Sense of Belonging	
	Crime		Fear of Crime/ Safety	
	Housing, Transport, Built Environment		Housing & Transport Satisfaction Commuting	
	Air Quality, Noise	<b>Natural Environment</b>	Nature, Green space	
	Voting, Transparency, Civic Participation	<b>Governance</b>	Trust in Institutions, Social Action	
	Control, Rights	<b>Personal Wellbeing</b>	Happiness, Anxiety, Sense of Purpose	
	Equality, Fairness		Self-Esteem, Dignity	

### Questions to Consider:

- ✓ Is factor relevant to the policy challenge you are trying to solve?
- ✓ Will implementation of policy impact the factor for the stakeholder of interest?
- ✓ Can you ‘design-in’/ influence some of these factors positively with changes to your policy/ service? How?



## Well-being-Time Analysis

### Objective:

This exercise is designed to explore the impact of a policy on a stakeholder's well-being over time. Time is an important dimension to consider for a number of reasons. First to understand the sustainability of impact on different people after a policy is implemented. A short term negative impact might in time dissipate or become a long term positive impact as people adapt to the changes for example. Second to identify whether there is an opportunity to intervene earlier in future to prevent the problem the policy is trying to solve arising in the first place.

This exercise is best undertaken after Stakeholder Well-being Analysis (exercise 1), in which key stakeholders in a policy or service are identified, and the likely short term impact on their well-being assessed. This exercise looks at each stakeholder in turn and asks:

- Is the well-being impact likely to endure, or will people return back to their pre-intervention levels 6-months to a year later?
- Is there an opportunity to intervene much earlier in future, if so, how?

### Approach:

Having already identified stakeholders in a policy, and the likely short term impact on well-being through Stakeholder Wellbeing Analysis:

- Rate the likely impact on well-being in the longer term – e.g. 1 year later. Is it different from your short term rating?
- What more can be done to:
  - Sustain initial positive impacts?
  - Mitigate initial negative impacts?
- Now consider the stakeholder 1 to 5 years before the policy is required. Is there an early intervention option? What is it?

### Tips:

- ✓ Refer to table of wellbeing domains if required
- ✓ Use attached form if helpful
- ✓ Run in a workshop setting or as a desk based exercise

### Well-being Exercises for Policy:

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## Wellbeing-Time Analysis Form

	Key Stakeholders	Impact on well-being: Positive, Negative or Neutral?		Sustainability of Impact (after)	Early Intervention (before)
	Who will be impacted by the policy, strategy or service?	Soon After	1 year After	Is the short-term impact of the policy on the stakeholder different from the long-term? Why? What can be done to sustain initial positive impacts? Or to mitigate initial negative impacts?	Thinking before the policy is necessary e.g. 1 to 5 years before – is there an early intervention or prevention option?
1					
2					

	Key Stakeholders	Impact on well-being: Positive, Negative or Neutral?		Sustainability of Impact (after)	Early Intervention (before)
	Who will be impacted by the policy, strategy or service?	Soon After	1 year After	Is the short-term impact of the policy on the stakeholder different from the long-term? Why? What can be done to sustain initial positive impacts? Or to mitigate initial negative impacts?	Thinking before the policy is necessary e.g. 1 to 5 years before – is there an early intervention or prevention option?
3					
4					

## Well-being Domains/ Factors – Tick which are relevant to your policy/ service or strategy

✓	<b>“Integrating Factors” (Joining-up with other policy areas)</b>	<b>Well-being Domain</b>	<b>“Innovation Factors” (Not always directly considered)</b>	✓
	Mental Health, Physical Health	<b>Health</b>	Satisfaction with Health, Resilience	
	Family, Marriage/ Partnerships	<b>Relationships</b>	Friendships, Neighbourliness, Loneliness	
	Employment/ Unemployment	<b>What we do</b>	Job Satisfaction, Job Security, Underemployment	
	Art, Sport & Culture		Work-Life Balance/ Leisure/ Time Use	
	Volunteering/ Care Giving		Altruism, Religion	
	Income/ Poverty/ Debt	<b>Personal Finance</b>	Stability/ Financial Stress	
	Growth, National Debt, Prices	<b>Economy</b>	Sustainability	
	Education & Skills, Adult Learning	<b>Education &amp; Skills</b>	Life Skills/ Capabilities	
	Community/ Neighbourhood	<b>Where we live</b>	Trust in People, Sense of Belonging	
	Crime		Fear of Crime/ Safety	
	Housing, Transport, Built Environment		Housing & Transport Satisfaction Commuting	
	Air Quality, Noise	<b>Natural Environment</b>	Nature, Green space	
	Voting, Transparency, Civic Participation	<b>Governance</b>	Trust in Institutions, Social Action	
	Control, Rights	<b>Personal Wellbeing</b>	Happiness, Anxiety, Sense of Purpose	
	Equality, Fairness		Self-Esteem, Dignity	

### Questions to Consider:

- ✓ Is factor relevant to the policy challenge you are trying to solve?
- ✓ Will implementation of policy impact the factor for the stakeholder of interest?
- ✓ Will the impact endure or will stakeholders adapt over time?



## Well-being Perspectives Analysis

### Objective:

Well-being offers a different 'lens' through which to look at policies and enables alternative perspectives which are helpful to the development and formation of solutions. This exercise explores eight of these perspectives including:

- Whether **people's** circumstances and experiences will improve
- Opportunities for **integration** with other policy areas and joint working
- **Innovation** by exploring factors not always considered in decision making
- Building on **assets**, helping people/ communities to help themselves
- Promoting **capabilities** for people to enhance their own well-being
- **Prevention** of problems rather than their treatment
- **Sustainability**; well-being now, but not at the expense of future generations
- **Fairness** and equality of impact

This exercise can be completed standalone from other exercises but it is also complementary to Stakeholder Well-being Analysis, and Well-being-Time Analysis - with some helpful overlap.

### Approach:

- Think about your policy or strategy from each of the 8-perspectives.
- Fill out the form attached – using the questions as prompts.
- Refer to the relevant results from previous exercises if you have done them: Stakeholder Wellbeing Analysis for *Integration* and *Innovation*. Wellbeing-Time Analysis for *Prevention*.

### Tips:

- ✓ Refer to tables of well-being domains and Nussbaum's 10 capabilities
- ✓ Workshop or desk based exercise

### Well-being Exercises for Policy:

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## Well-being Perspectives Analysis Form

	Perspective	Description/ Prompt Question(s)	Analysis
1	<b>People/ Community</b>	<p><b>Aim:</b> to focus on human impact and quality of life</p> <p>Will the policy improve both objective circumstances and people's experiences?</p>	
2	<b>Integration</b> <i>(see integration factors in table)</i>	<p><b>Aim:</b> to make connections to other policy areas and with other organisations</p> <p>How does your policy relate to each of the wellbeing domains? (see table)</p> <p>Do other organisations benefit if your policy boosts well-being? What could they do to help?</p>	
3	<b>Innovation</b> <i>(see innovation factors table)</i>	<p><b>Aim:</b> to consider factors not always considered in policy.</p> <p>Are any of the well-being 'innovation factors' relevant to your policy?</p> <p>Could your policy also promote these factors?</p>	
4	<b>Asset</b>	<p><b>Aim:</b> to consider people part of the solution rather than 'doing to' or 'for them' as the default.</p> <p>Can you help people/ communities to solve the policy challenge for themselves?</p> <p>Can you co-design/ co-produce a solution?</p>	

	Perspective	Description/ Prompt Question(s)	Analysis
5	<b>Capability</b> <i>(see Nussbaum's capabilities table)</i>	<b>Aim:</b> to build people's capability and freedom to achieve well-being themselves  Are any of the Nussbaum's capabilities relevant to your policy? Can any of these capabilities and skills be actively promoted by your policy?	
6	<b>Prevention</b> <i>(also covered in exercise 2)</i>	<b>Aim:</b> to focus on prevention rather than treatment of the problem  Is there a prevention/ early intervention approach?	
7	<b>Sustainability</b>	<b>Aim:</b> to think about long term impact particularly on future generations  Will the impact be short-lived or endure? How does the policy impact the well-being of current vs future generation?	
8	<b>Fairness and Equality</b>	<b>Aim:</b> to ensure the policy is fair and the impact will be distributed evenly among beneficiaries.  Is the policy transparently fair? Can the policy be made fairer?	

## Well-being Domains/ Factors – Tick which are relevant to your policy/ service or strategy

✓	“Integrating Factors” (Joining-up with other policy areas)	Well-being Domain	“Innovation Factors” (Not always directly considered)	✓
	Mental Health, Physical Health	<b>Health</b>	Satisfaction with Health, Resilience	
	Family, Marriage/ Partnerships	<b>Relationships</b>	Friendships, Neighbourliness, Loneliness	
	Employment/ Unemployment	<b>What we do</b>	Job Satisfaction, Job Security, Underemployment	
	Art, Sport & Culture		Work-Life Balance/ Leisure/ Time Use	
	Volunteering/ Care Giving		Altruism, Religion	
	Income/ Poverty/ Debt	<b>Personal Finance</b>	Stability/ Financial Stress	
	Growth, National Debt, Prices	<b>Economy</b>	Sustainability	
	Education & Skills, Adult Learning	<b>Education &amp; Skills</b>	Life Skills/ Capabilities	
	Community/ Neighbourhood	<b>Where we live</b>	Trust in People, Sense of Belonging	
	Crime		Fear of Crime/ Safety	
	Housing, Transport, Built Environment		Housing & Transport Satisfaction Commuting	
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### Questions to Consider:

- ✓ Is factor relevant to the policy challenge you are trying to solve?
- ✓ Will implementation of policy impact the factor for the stakeholder of interest?

## Nussbaum's 10 Human Capabilities

The capability approach focusses on what individuals are capable of and their freedom to achieve well-being. Martha Nussbaum has framed 10 capabilities, opportunities based on personal and social circumstances, that should be supported and promoted. These are listed in the table below.

Policies and services might be directly addressing a deficiency of one of these capabilities, or might be shaped in such a way as to promote one of more of the capabilities.

Review the list below and tick those which might be relevant to your policy or service.

Capability	Description/ Summary	✓
Life	Being able to live to the end of a human life of <b>normal length</b> . Not dying prematurely.	
Bodily health	Being able to have <b>good health</b> , including reproductive health; being adequately <b>nourished</b> ; being able to have <b>adequate shelter</b> .	
Bodily integrity	Being able to <b>move freely</b> from place to place; being able to be <b>secure against violent assault</b> , including sexual assault; having choice in matters of reproduction.	
Senses, imagination, thought	Being able to use the senses; being able to <b>imagine</b> , to <b>think</b> , and to <b>reason</b> ; being able to use one's mind in ways protected by guarantees of <b>freedom of expression</b> with respect to both political and artistic speech and freedom of religious exercise.	
Emotions	Being <b>able to have attachments</b> to things and persons outside ourselves; being able to love those who love and care for us; being able to grieve at their absence, to <b>experience longing, gratitude, and justified anger</b> ; not having one's emotional development blighted by fear or anxiety. . . .	
Practical reason	Being able to <b>form a conception of the good</b> and to engage in critical reflection about the planning of one's own life.	
Affiliation	Being able to live for and in relation to others, to recognize and <b>show concern for other human beings</b> , to engage in various forms of social interaction; being able to imagine the situation of another and to have <b>compassion</b> for that situation; having the capability for <b>both justice and friendship</b> . Being able to be <b>treated as a dignified being</b> whose worth is equal to that of others.	
Other species	Being able to live with <b>concern for and in relation to animals, plants, and the world of nature</b> .	
Play	Being able to laugh, to play, to <b>enjoy recreational activities</b> .	
Control over one's environment	Being able to participate effectively in political choices that govern one's life; having the rights of <b>political participation, free speech and freedom of association</b> . Being able <b>to hold property</b> (both land and movable goods); having the <b>right to seek employment on an equal basis</b> with others	

# Policy Development for Well-being



Cabinet Office

## Five Ways to Well-being Analysis

### Objective:

The [Five Ways to Well-being](#) are five evidence based actions for promoting people's well-being. They are: *Connect*, *Be Active*, *Take Notice*, *Keep Learning* and *Give*. They apply to children but with one addition: *Creativity and Imagination*. They can be applied by people to their own lives, or can be 'designed in' to policies and services by organisations.

How you deliver a policy or service can clearly impact the well-being of those involved. For example, the [#HelloMyNameIs](#) campaign in which hospital staff pledge to introduce themselves to patients before delivering care is a simple example of treating people with dignity, compassion and respect - and where '*Connect*' is being designed into a service to promote patient satisfaction and well-being.

This simple exercise helps you to think proactively about 'designing' the Five Ways to Well-being into a policy, service or strategy.

### Approach:

- Identify the different stakeholders, target audiences who might be impacted by your policy. Think about any frontline staff involved in delivery also.
- Add these stakeholders to the table attached and then consider:
  - Are aspects of the 'Five Ways' in your policy or service design?
  - Can they be actively 'designed in'? If so, how?
- If any of the stakeholders are children and young people consider whether you can stimulate "creativity and imagination"

### Tips:

- ✓ Refer to Stakeholder Well-being Analysis if already completed and use the form attached
- ✓ In some cases more than one of the 'Five Ways' might be relevant

### Well-being Exercises for Policy:

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Five Ways to Well-being Analysis Form

	Key Stakeholders	Five Ways to Well-being – can they be ‘designed-in’? How?					For Young People
	Who will be impacted by the policy, strategy or service?	Connect	Be Active	Take Notice	Keep Learning	Give	Creativity/ Imagination
1							
2							

	Key Stakeholders	Five Ways to Well-being – can they be ‘designed-in’? How?					For Young People
	Who will be impacted by the policy, strategy or service?	Connect	Be Active	Take Notice	Keep Learning	Give	Creativity/Imagination
3							
4							

# Five ways to wellbeing

A review of the most up-to-date evidence suggests that building the following five actions into our day-to-day lives is important for well-being:

## Connect...

With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

## Be active...

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.

## Take notice...

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

## Keep learning...

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

## Give...

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.



## Well-being ‘Ten Steps’ Checklist

### Objective:

There are some common types of action that are happening within organisations which are promoting the use of well-being evidence in decision making. This exercise simply asks whether any of these actions:

- i. are relevant to your policy, service or strategy
- ii. will help you as you develop your policy, service or strategy
- iii. can be implemented by your organisation

### Approach:

- Review the list of actions/ ‘steps’ in the table.
- Consider each one in turn, and using the prompt questions decide whether:
  - The action is relevant
  - Implementation of the action could benefit policy development
  - There is a way to implement the action – if so how?
- Refer to the list of examples if helpful.

### Tips:

- ✓ Use the form attached if helpful and read the examples in the table
- ✓ Not all of them will be relevant
- ✓ The steps do not all have to be completed in sequence any of the actions can be taken independently

### Well-being Exercises for Policy:

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## Well-being Actions Checklist

#	Action	Questions:	Relevant? Beneficial?	How can you implement the action?
1	Measure Well-being	<i>Do you have personal well-being data on your target audience to inform decisions? If not, can you add personal well-being questions to a relevant policy survey?</i>		
2	Monitor Well-being	<i>If you have sources of well-being data – can you monitor trends over time for relevant groups? Can you set additional goals or outcomes in well-being terms?</i>		
3	Analyse & Research	<i>There is much well-being data available - Can you ask analysts to find it, analyse it and interpret it for your policy area?</i>		
4	Value & Appraise	<i>Do you know the potential well-being impact of your policy options? Do you need to value outcomes in monetary terms? Can you ask analysts value impact for you using the Green Book Well-being Valuation Approach?</i>		
5	Evaluate Policy Impact	<i>Are you evaluating the impact of a policy or service on people/ communities or the nation? Can you ask evaluators to add personal well-being questions into the evaluation?</i>		

#	Action	Questions:	Relevant? Beneficial?	How can you implement the action?
5	Build Capacity/ Capability	<p><i>Do decision makers in your organisation understand how to use well-being evidence?</i></p> <p><i>Can you do more to raise awareness among analysts and decision makers?</i></p> <p><i>Are there staff who have taken training courses?</i></p>		
6	Staff Well-being	<p><i>Does your organisation have a staff well-being strategy?</i></p> <p><i>Are there people who are critical to the success of your policy e.g. frontline workers? Will improving their well-being lead to better policies/ services?</i></p>		
8	Inform and Engage	<p><i>Would well-being data be useful to your stakeholders to inform their own decisions e.g. for individuals, communities, businesses, charities?</i></p> <p><i>Can you release data or evidence in accessible formats to them to inform their own choices?</i></p>		
9	Regulation and legislation	<p><i>Does your policy require regulation/ legislation?</i></p> <p><i>Can this regulation explicitly consider the well-being of those who will be affected by the regulation?</i></p>		
10	Direct Well-being Policies	<p><i>If the target audience for your policy had higher well-being – would this also help your policy?</i></p> <p><i>Can you improve their well-being directly?</i></p>		

## Examples of Approaches

	Approach	Example
1	<b>Measure</b> <i>Add questions into Policy Surveys</i>	Well-being questions have been added to Crime Survey of England and Wales to research victim well-being.
2	<b>Monitor</b> <i>Trends and set outcomes/ goals</i>	Well-being indicators are in the Public Health Outcomes framework.
3	<b>Analyse &amp; Research</b>	Analysis on the association between aircraft noise and well-being has been conducted by the Airports Commission.
4	<b>Value &amp; Appraise</b> <i>Policy options</i>	The Well-being Valuation Approach has been used to value participation in different sport and cultural activities in monetary terms.
5	<b>Evaluate Policy Impact</b> <i>Add wellbeing to evaluations</i>	The impact of different interventions on the well-being of the long term unemployed has been evaluated.
6	<b>Build Capacity/ Capability</b>	A well-being tool for transport decision makers has been developed.
7	<b>Staff Wellbeing</b>	Many organisations have staff well-being strategies.
8	<b>Inform and Engage</b> <i>Wellbeing info in hands of individuals</i>	Well-being by occupation data has been released to inform the career choices of employees. Neighbourhood well-being data has been released in open data format.
9	<b>Regulation and legislation</b> <i>Which account for well-being</i>	The Social Value Act promotes well-being. National Planning Guidelines promote more sociable spaces.
10	<b>Direct Well-being Policies</b>	There are actions to tackle loneliness. There are programmes supporting young people's resilience.