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Excellence for Impact

# Education for Human Flourishing

Promoting Ecosystemic Wellbeing in Schools



January 2026

## **PUBLICATION DETAILS**

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## **AUTHORS & CONTRIBUTORS**

Author: Zista 3E4I Research Team

Editorial Team: Anand Krishnaswamy & Puja Shrivastav

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## **REFERENCES**

### **Education for Human Flourishing: A Conceptual Framework, Technical Paper**

This work focus on education for human flourishing, reframes education beyond human capital, aiming to develop the human capacities, well-being, and purpose learners need to thrive and act responsibly in an AI-shaped future, published in 2025

### **Global Flourishing Study: A Global Journey to Understand What It Means to Flourish**

The global flourishing study is grounded in a broadly inclusive understanding of what it means to flourish: living in which all aspects of a person's life are going well.

### **Education for Human Flourishing in Adolescents: A Scoping Review**

This research was carried out under the project 'Education, Purpose, and Human Flourishing in Uncertain Times.' The aim of this review was to map and synthesize the literature on educational initiatives to promote human flourishing in adolescents across cultures, published in 2025.

### **Flourishing as an Educational Aim**

This paper is promoting student flourishing as a key goal of education that extends beyond academic achievement, published in 2025.

### **Education for Human Flourishing**

This paper focuses on introducing the concept of education for human flourishing and outlines key competencies, assessment directions, and system design trajectories, published in 2022.

### **Meaning(S) of Human Flourishing and Education**

This paper provides a definition of human flourishing, education, learning, teaching and student evaluation, more commonly known as student assessment, published in 2021.

### **Ecosystemic Wellbeing in Schools**

This article presents the Flourish Project's educational work, examining how schools function as living systems and how current curricular frameworks may unintentionally promote human languishing rather than flourishing. Published in 2022.

### **Education for Flourishing and Flourishing in Education**

This chapter aims to elucidate theoretical meanings of 'flourishing' and 'education' and the relation between them, published in 2022.

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# EXECUTIVE SUMMARY



During a recent counselling intervention, Aarav, an academically excellent twelve-year-old student, was asked to define a "good future". His initial response centred on conventional indicators of success: financial security, homeownership, and material assets. The counsellor smiled and responded back with 'What about your health?', 'Your future relationships', etc. Slowly he began to express broader ethical concerns, stating, "I believe we should also consider our surroundings, as people should stop throwing food waste outside. It harms the birds." This transition represents a pivot from individualistic achievement to genuine flourishing, characterised by an awareness of interconnectedness and a commitment to the "common good".

*Education must move beyond exam performance to nurture confident, compassionate, purpose-driven human beings. If we want students to thrive in a complex world, human flourishing must become the foundation, not the fringe, of every school programme.*

This scenario is precisely what our education systems must now confront. Human flourishing is not an enrichment activity; it is the essential foundation for learning. When schools prioritise safety, relationships, curiosity, and purpose, they prepare children not just to score well but to live well, to think ethically, adapt creatively, contribute meaningfully, and build futures grounded in wellbeing. An important point to remember is that one should not get confused between flourishing and wellbeing, as wellbeing is a component of flourishing. Leaders must therefore re-centre flourishing as the organising principle of curriculum, pedagogy, assessment, and school culture. If we want young people to thrive in a world of complexity and rapid changes, we must build educational programmes that cultivate whole human beings, not simply high achievers. To meet this context, multiple frameworks and models are being presented, including some from the civilisational clarity of the Indian Knowledge Systems.

# SUMMARY OF THE RESEARCH

## Key Findings

### Education for Flourishing

Education for Flourishing recognises that schools must nurture more than academic success, emphasising the holistic development of young people into grounded, capable, and compassionate human beings (*Education for Human Flourishing, 2022*). Rather than centring learning solely on examination performance, this approach promotes resilience, meaning-making, and contribution to community life (*Flourishing as an Educational Aim, 2025*). In doing so, education shifts from a system focused on attainment to one that strengthens wellbeing and human potential, equipping learners to navigate real-world complexity with confidence and care (*Education for Flourishing and Flourishing in Education, 2022*).

This idea in its Western form draws on two psychological frameworks: Richard Barrett's Seven Levels of Consciousness Model and Abraham Maslow's Hierarchy of Needs. Barrett's work expands upon Maslow's understanding of human development as a layered, evolving process (*Education for Human Flourishing: A Conceptual Framework, Technical Paper, 2025*). In its Indian form, Flourishing is at the centre of every single exploration, whether done via the 'Panchakosha' or in 'Kautilya's Arthashastra' or in 'Patanjali's Yogasutra'. The Flourishing paradigm builds on these foundations to promote sustainable, ecosystemic wellbeing that links personal growth, healthy relationships, and environmental care (*Education for Human Flourishing—A New Conceptual Framework for Promoting Ecosystemic Wellbeing in Schools, 2022*).

### The Seven Core Aspects of Human Flourishing

Education for Flourishing identifies seven essential aspects of human growth. These go beyond academics and help young people understand themselves, connect with others, and engage meaningfully with life. (*Education for Human Flourishing in Adolescents: A Scoping Review, 2025*):

- 1. Feeling Safe:** Building a sense of physical, emotional, and environmental safety, including healthy routines like sleep, movement, and self-care.
- 2. Relationships:** Practising kindness, empathy, active listening, and mutual respect, are the core ingredients of strong human connection.
- 3. Being Brave and Independent:** Developing agency, resilience, and confidence to set goals, try new things, and learn from challenges.
- 4. Engagement:** Encouraging curiosity, playfulness, and joyful participation in learning.
- 5. Fulfillment:** Celebrating personal strengths and self-expression so students can show who they truly are.
- 6. Contribution:** Helping students recognise that their ideas matter and that they can make a positive difference in their communities.
- 7. Finding Purpose:** Supporting long-term thinking, meaning-making, and care for the planet and future generations (*Meaning(s) of Human Flourishing and Education, n.d.*).

Together, these aspects serve as energetic drivers of growth and motivation, guiding students toward flourishing throughout life (*Education for Human Flourishing, 2022*).

# SUMMARY OF THE RESEARCH

## Key Findings

### Flourishing Competencies

To thrive in an unpredictable world shaped by rapid technological change and global challenges, young people need human competencies in addition to subject knowledge (*Education for Human Flourishing: A Conceptual Framework, Technical Paper, 2025*). Education for Flourishing identifies five such competencies:

#### A. Adaptive Problem-Solving

This emphasises the ability to adapt to a new situation and adjust one's thinking and behaviour accordingly. This involves transferring knowledge across contexts, using tools including ICT responsibly, and integrating creativity, critical thinking, decision-making, and self-regulation to address complex challenges (*Education for Human Flourishing in Adolescents: A Scoping Review, 2025*).

#### B. Ethical Decision-Making

The ability to make effective choices grounded in integrity, intellectual humility, and a commitment to the common good (*Flourishing as an Educational Aim, 2025*).

#### C. Understanding the World

Developing the ability to interpret cultural, social, political, and environmental factors across contexts and to navigate tensions among them (*Meaning(s) of Human Flourishing and Education n.d.*).

#### D. Appreciating the World (Aesthetic Perception)

Learning to perceive and value beauty, mystery, and the sublime in art, nature, and human achievement, thereby cultivating emotional depth and reflective awareness (*Education for flourishing and flourishing in education, 2022*).

#### E. Acting in the World

The central competency is finding one's purpose and taking meaningful action. It draws from adaptive problem-solving and ethical reasoning to help individuals lead intentional and purpose-driven lives (*Education for Human Flourishing—A New Conceptual Framework for Promoting Ecosystemic Wellbeing in Schools, 2022*).

Together, these five competencies are teachable, assessable, and anchored in foundational literacies (maths, science, reading, and digital skills) as well as social and emotional learning. They form the bridge between basic skills and the ultimate goal of human flourishing, which is happiness, meaning, connection, and accomplishment.

# THE IMPERATIVE FOR CHANGE:

## Why Your School Must Act Now

Young people are growing up in a world marked by rapid technological change, rising mental-health concerns, and increasing social and environmental complexity. **While many students perform well academically, a significant number struggle with confidence, connection, meaning, and the ability to navigate real-life challenges.** This disconnect demands urgent action. There is evidence that developing these skills as part of the learning process helps students make long-term progress.

Education for Flourishing offers a future-ready solution. It equips students not only with knowledge but also with the human capacities, resilience, purpose, ethical judgement, creativity, and emotional intelligence needed to thrive in a rapidly changing world. Schools that continue to rely solely on academic attainment risk leaving students unprepared for the demands of modern life.

The call for change is immediate. Research shows that learning is connected to key aspects of flourishing, including well-being; children learn best when they feel safe, supported, and motivated. By acting now, your school can create an environment where every child feels seen, valued, and capable of shaping their future. Adopting a flourishing approach is not simply an educational improvement; it is a moral and strategic responsibility to ensure that all children grow into confident, compassionate, and capable contributors to society.

This is the moment for schools to redefine success and lead with purpose. The students in your classrooms cannot wait. The future of our society and, verily, the world requires this.



# IMPLEMENTATION ROADMAP

## Phase 1:

### Establish the Imperative and Vision (The Why)

**Purpose:** Redefine success and build commitment for a whole-system shift.

- **Reframe the purpose of schooling** from exam-driven achievement to nurturing confident, compassionate, purpose-led young people who are aware of being human in the larger context of the world.
- **Prioritise wellbeing, yama, niyama, safety, and agency**, recognising that children learn best when they feel supported and motivated.
- **Align with future demands** and timeless connection with the self and spirit, emphasising the need for human competencies such as critical thinking, ethics, creativity, and resilience in an AI-shaped world.



## Phase 2:

### Design and Integration (The What)

**Purpose:** Embed flourishing principles into curriculum, relationships, and school culture.

- **Core Aspects of Growth:** Build environments that cultivate safety, empathy, independence, curiosity, fulfilment, contribution, and purpose.
- **Flourishing Competencies:** Teach adaptive problem-solving, ethical decision-making, global understanding, aesthetic appreciation, and purposeful action.
- **Relational Mindset:** Apply the Triple Nature of Wellbeing—supporting the self, others, and the natural world—while strengthening a caring, inclusive community.

# IMPLEMENTATION ROADMAP

## Phase 3:

### Whole-System Implementation (The How)

**Purpose:** Transform teaching, assessment, staff culture, and community partnerships.

- **Pedagogy & Curriculum:** Integrate meaning, ethics, and real-world relevance; promote flow; nurture the individuals' growth and development while recognising their inevitable interconnectedness.
- **Assessment & Feedback:** Use assessments wellbeing assessments and digital tools to guide decision-making and school improvement.
- **Ecosystem Support:** Strengthen teacher wellbeing, deepen parent engagement, and leverage community organisations to enrich learning.



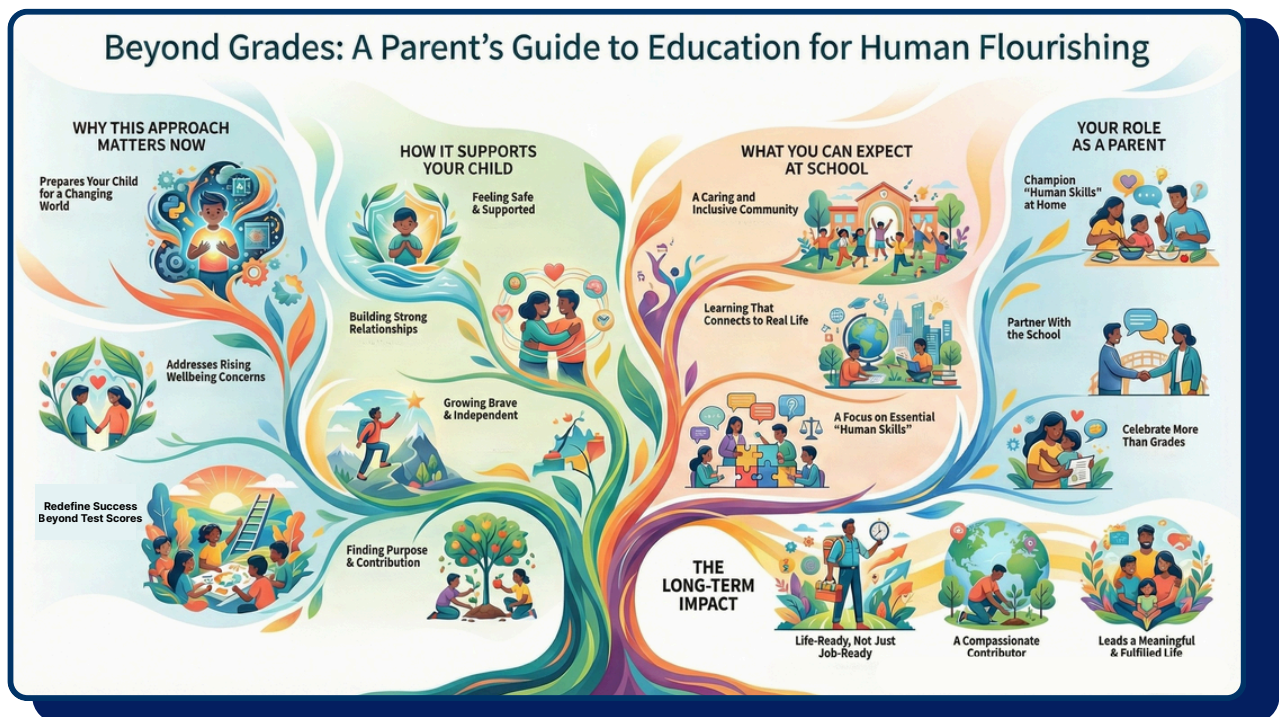
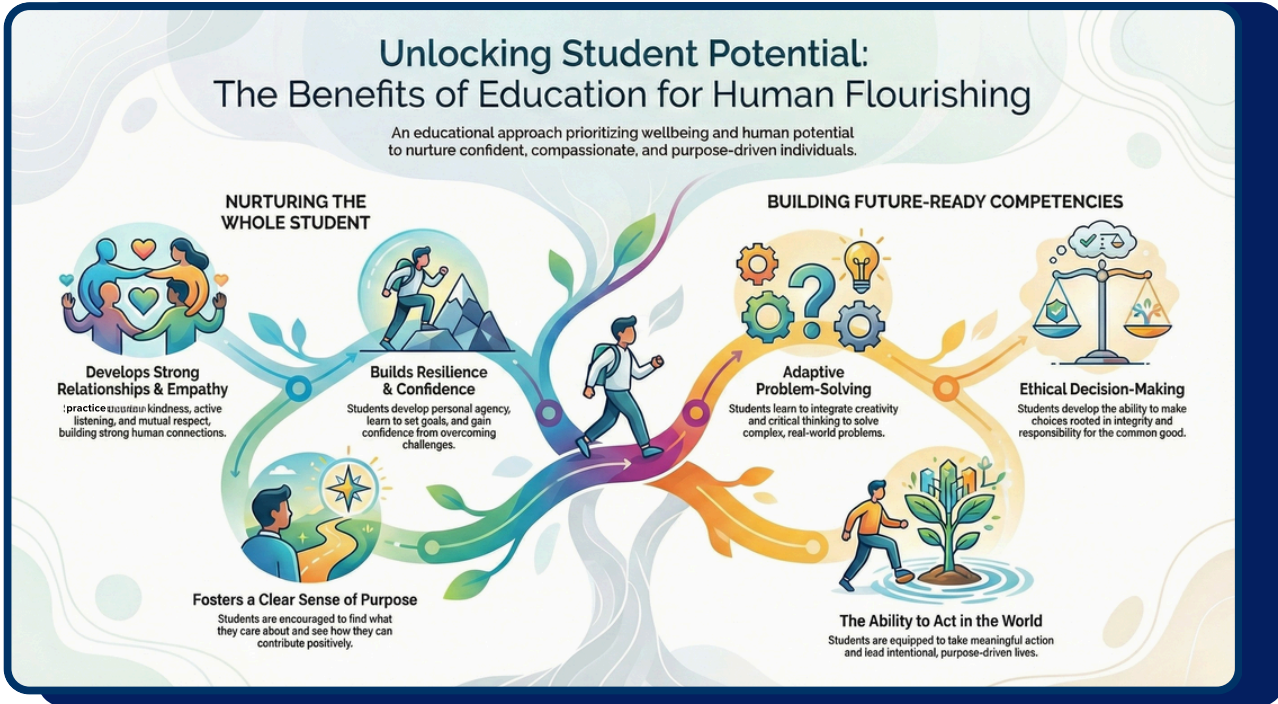
## Phase 4:

### Outcomes and Leadership (The Result)

**Purpose:** Position the school as a leader in preparing future-ready young people.

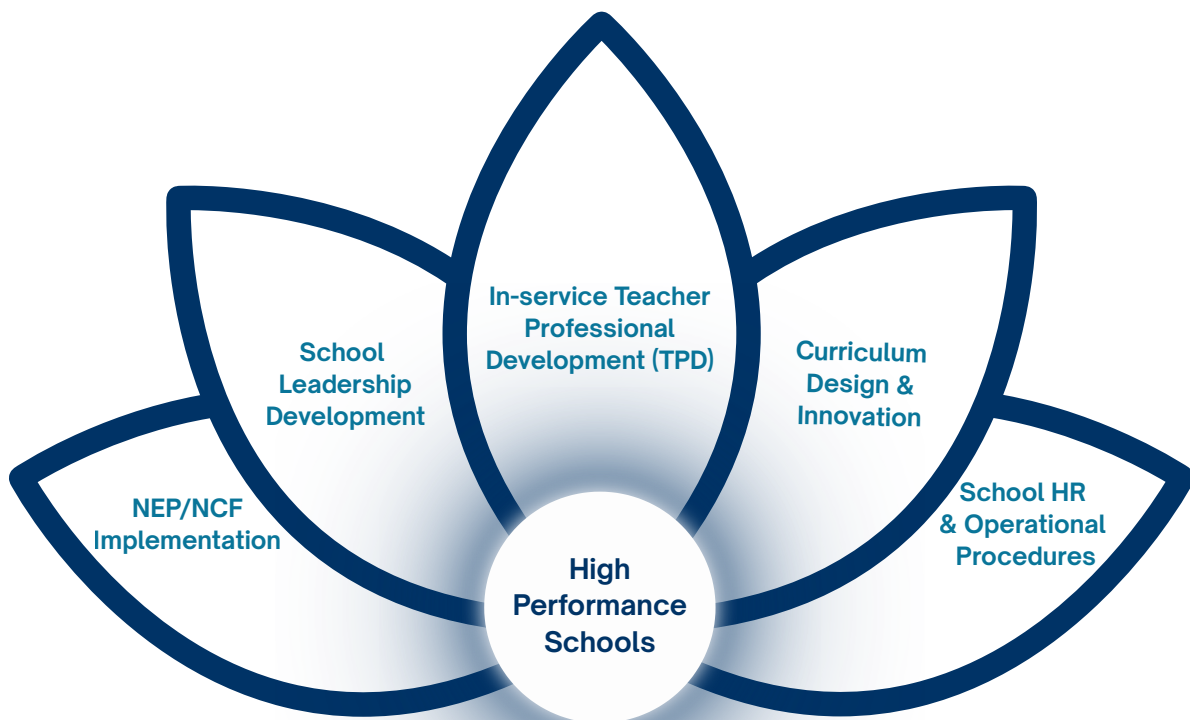
- **Stronger Mental Health:** Greater safety, connection, and engagement reduce anxiety and improve wellbeing.
- **Deeper and More Sustained Engagement:** Motivation and focus increase, supporting academic growth.
- **Future-Ready Students:** Learners develop resilience, ethical judgement, creativity, and purpose.
- **Cohesive School Culture:** Relationships strengthen across all groups—students, staff, and families.
- **Visionary Leadership:** The school becomes a forward-thinking exemplar of purposeful, human-centred education.

# ARTICULATING THE VALUE PROPOSITION



# PARTNER WITH US

We believe that the most profound educational change happens through collaboration. This report is the beginning of a conversation. We invite you to join us in shaping the future of learning.



## LET'S BUILD THE FUTURE OF EDUCATION, TOGETHER.

**Contact Our Partnership Team Today:**

Email: [Partnerships@zistaeducation.com](mailto:Partnerships@zistaeducation.com)

Phone: +91 9152003567

Website: [www.zistaeducation.com](http://www.zistaeducation.com)