

# **Title :** **The Implications of the Quality-of-Life Movement for Education and the Case of the OECD PISA Wellbeing Framework**

**Meeting ID:** 838 2760 2545

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## **Speaker Bio**

Denis Francesconi is a Senior Scientist in the Department for Teacher Education at the University of Vienna. He earned his master's degree in Educational Sciences from the University of Verona and his Ph.D. in Cognitive and Educational Sciences from the University of Trento. His research focuses on educational theory, with particular emphasis on sustainable wellbeing, embodied education, systems theory, and cultural evolution. He was awarded the Marie Skłodowska-Curie Fellowship and is currently the co-leader of a project funded by the Austrian Science Fund (FWF) titled "Education for Quality of Life – EQoL."

## **Abstract**

Over the past few decades, there has been a growing focus on the topics of quality of life, well-being, and happiness. This trend represents a historical novelty, encompassing not only philosophy—which has long addressed the concept of the good life—but also science, economics, politics, psychology, and education. It suggests the emergence of a new public awareness that places the quality of life at the core of both individual and collective considerations (Costanza et al., 2014). This trend has also influenced educational and school systems (Francesconi et al., 2023).

The author focuses on a specific facet of this broader trend: the rise of the so-called Quality-of-Life (QoL) Movement—also referred to as the Beyond-GDP Movement (Stiglitz et al., 2019)—and its repercussions on the education system. Particular attention is given to one significant initiative, the OECD PISA Well-being Framework (OECD, 2017b; 2019). The QoL Movement comprises various initiatives, policies, and indexes, such as the OECD Better Life Index (2017a) and the UN World Happiness Report (Helliwell et al., 2020).

After presenting the history and the content of the QoL Movement, the author engages in a theoretical analysis of unresolved critical issues, namely: the use of happiness big data and macro metrics in education; happiness as new normative value; and, on a broader scale, the challenges posed by societal hedonism and hedonic adaptation.

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