

Title: Happiness and Education. *A Research Study on Value-Based Education*

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In line with the increasing recognition of children's agency as active individuals who help create their reality and are no longer an "object" receiving isolated services while waiting to enter "real life"; this research suggests that value-based education favors children's education as an essential element to rebuild the quality of human relationships by forming individuals who feel, think, and understand in harmony and thus dignify themselves, others, and the environment.

Hence the article explores the impact that a specific values education program has on children's values. It questions as well whether value's instillation has a positive impact on children's well-being and if this impact has different magnitudes for girls and boys due to the frame of values in which they have been educated.

In order to fulfill the purposes of empirical analysis, it was selected the educational program *Jugar y Vivir los Valores (JVLV)*; an educational communication model for pre-school and elementary school. The program works in accordance to the official education program while it enhances specific values on children's lives as: responsibility, generosity, friendship, cooperation, tolerance, to mention some. The analysis is based on children's self administered surveys conducted in elementary schools in Chiapas, México.

Through econometric analysis it is shown that JVLV has a positive impact on children's values apprehension. Two well-being indicators were used; each leading to different results about the impact of values on it. When the Personal Well-being Index is used the effect was found to be more positive for boys than for girls. Cultural explanations are explored. When using the general life satisfaction question, however, values had the same positive impact for boys and girls. The results address a research niche about these indicators discrepancies on childhood research.