

Learning for
Well-being



ANNUAL
REPORT
2017

TABLE OF CONTENTS

- TABLE OF CONTENTS2
- 1. Introduction3
- 2. The Foundation.....6
 - 2.1 Legal Framework.....6
 - 2.2 Practical Framework.....6
- 3. 2018-2020 Strategic Plan.....9
 - 3.1. The L4WB Community and focus around Competent Systems 10
 - 3.2. Further development of the 4 Thematic Areas of Focus..... 11
- 4. Activities in 2017 14
 - 4.1. Transforming Ourselves 14
 - 4.2. Transforming Relationships 15
 - 4.3. Transforming Societies.....21
 - 4.4. Expanding Research.....26
- 5. The Learning for Well-being Magazine.....27
- 6. Finances31
- 7. Looking Ahead - Objectives for 2018-201931

1. Introduction

The Learning for Well-being Foundation is, at its heart, a group of people who have come together to support a shared vision and the activities that can enliven that vision. We are committed to manifesting a world where each one of us can participate fully, in a holistic and systemic way, to discover and enrich our unique qualities and experience our common humanity, on the individual and collective level.

Our vision is inclusive and supportive societies where everyone realizes their unique potential throughout their life.

Implicit in this vision is the belief that it is only through developing inclusive and supportive societies that everyone will be able to realize their unique potential. Therefore, learning for well-being must focus on supporting environments and processes that allow individuals and groups to develop as competent systems. Changes to societies are only possible through individuals and groups engaging in holistic and systemic processes for themselves and others. We believe this can occur through developing their capacities to make decisions and take actions that serve themselves, others, and their communities, but the question of measuring well-being remains: how can one track the impact of developing capacities or holistic and systemic processes? How does one assess the presence of greater wholeness in the system?

Reminding ourselves to use nature as a guide, we note that living systems offer feedback through the overall health and functioning of the system -- not to examine the parts in isolation but to experience its dynamic wellness.

In that spirit, we offer a set of statements as our response to “how do you measure well-being”? In that sense, they can be considered qualitative indicators of well-being.

In the spirit of play, they begin with the letter “a” as a reminder that this is “a list”, not necessarily “the” list, and we call them “aspirations” to emphasize that they are idealistic -- in keeping with the best we can offer to ourselves and others as humans.

Aspirations

We want children, and adults that support them, to experience:

- Autonomy — I have a sense of my own independence and uniqueness.
- Appreciation — I feel respected and valued for who I am – and respect others.
- Agency — My choices have meaning/significance, and I am able to make decisions that impact me.
- Achievement — I have opportunities and am encouraged to work at my highest and best level.
- Attachment — I have relationships in all aspects of my life for which I care, and by which I am cared for.
- Altruism — I have the means/opportunities to express my caring for others through specific acts/attitudes.
- Adventure — I have opportunities to exercise curiosity and am encouraged to try new experiences /ideas.
- Aliveness — I am filled with vitality, play, a sense of being alive!
- Awe — I feel wonder, peace and connection with the world around me.

Through co-creative partnerships the foundation tries to cultivate capacities in individuals and groups to make decisions and take actions that serve children and adults who support them.

Our aim is to bring together a critical mass of partners to engage in mutually reinforcing activities, sharing a common language that places holistic well-being at the heart of all endeavors.

We are proud to present to you the foundation's Annual Report for 2017 and would like to thank the board, our team and our community partners and extend a warm thanks to all the supporters and friends of Learning for Well-being.

Warmest wishes,



Daniel Kropf

Founder and Executive Vice Chair



Linda O'Toole

Senior Fellow

2. The Foundation

2.1 Legal Framework

Stichting Learning for Well-being Foundation (L4WB-F) is a private operating foundation founded in 2004 and registered in the Netherlands as a not-for-profit organization. Our team and associates are dispersed across Europe, Middle-East and the United States, with our office and activity focal point in Brussels.

2.1.1 Addresses:

Head office: Milletstraat 56, 2nd floor, 1077 ZG Amsterdam, Netherlands
Operations also at: 8 rue Amédée Lynen, 1210 Brussels, Belgium

2.1.2 Board Members

Raymond Georis, Chair
Daniel Kropf, Secretary and Vice-Chair
Corinne Evens, Treasurer
Gabriella Kropf, Board Member

2.1.3 Purpose

We cultivate the capacities of children and of the adults who support them, to make decisions and take actions that serve themselves, others and the environment.

2.2 Practical Framework

2.2.1 Definitions

Learning for well-being (L4WB)

Learning to realize our unique potential through mental, emotional, physical and spiritual development in relation to self, others and the environment.

Competent Systems

A competent system is an individual, group, organization, community or institutions with the capacity to make decisions and take actions that serve themselves, others, and the environment – with well-being at the heart of all their endeavors.

VALUES

Alignment

We keep our vision and purpose in the centre of all our actions and interactions.

Love

We assume good intentions and offer an open heart to ourselves and others.

Courage

We trust we can make any change we believe in.

Inspiration

We allow our hearts, thoughts, actions, and spirit to express fully and spontaneously.

2.2.2 Success Factors

An integrative framework (4 Perspectives, 9 Core Capacities, 7 Principles, 1 Vision) designed to support, in a holistic and systemic way, our unique potential and ways of functioning on the individual and collective level.

2.2.3 The team

Daniel Kropf – Founder and Executive Vice Chair

Linda O’Toole – Senior Fellow, co-editor L4WB Magazine

Yakarah Attias-Rosen – Head of Operations

Luis Manuel Pinto – Education and Participation Programs

Madalina Gherman – Administrative and Financial Support

Catherine Pluys – Event Management

Laura Lassi – Personal Assistant to Daniel Kropf

Shanti George - Senior Associate: Workgroup on Quality of Childhood

Caroline Van Eeghen - Associate: Senior Relationship Manager

Moshe Garelik - Associate: Partnership Advisor

Darren Bird - Associate: CATS Lead / Child Participation Training

Wahid Jubran - Senior Associate: Elham Palestine Education
Jean Gordon - Fellow: Co-editor of the L4WB Magazine

2.2.4 The L4WB Community

Current members: Alliance for Childhood (AfC), Eurochild, International Association Steiner Waldorf Early Childhood Education (IASWECE), European Institute of Education and Social Policy (EIESP), International Step by Step Association (ISSA), Education for Life (EFL), Elham Palestine, European Peer Training Organization (EPTO), Long Life Learning Platform (LLL), 4motion, NIVOZ, Initiatives of Change International (IofC International), Synergos, Evens Foundation, The European Council for Steiner Waldorf Education (ECSWE), Parents International (IPA), Pomoc Deci, Family Child Youth Association (FCYA), Physio Educatief, Active Parenting, Maya Vakfi Foundation, UNICEF – Innocenti Center, l'Allbero Della Vita, EuroDesk, The Youth, Charidy, The Fetzer Institute, The Wellbeing Project, Health Education Learning Psychology (HELP), European Parents Association (EPA), Euroclio.

3. 2018-2020 Strategic Plan

Long Term Goals

Transforming Ourselves

- People feel they are fulfilling their unique potential in all aspects of their lives
- Inner diversity is acknowledged and practiced in all areas
- People learn how they learn and are able to self-organize their learning and their work accordingly

Transforming Relationships

- We learn from ourselves and in interactions with one another how to cultivate our core capacities
- Everyone involved views each other as competent partners, including children and adults

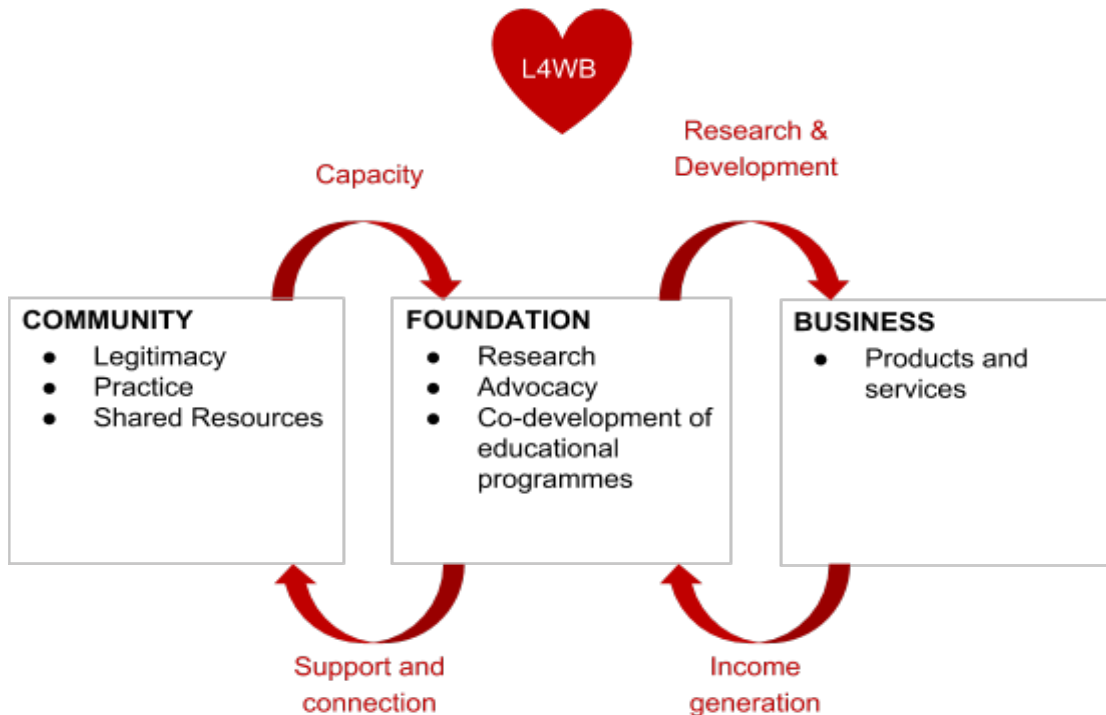
Transforming Societies

- We are able to make decisions and take actions that serve ourselves, others and the environment, individually and collectively
- Representatives from different sectors touching the lives of children feel relaxed and safe to expand towards one another, and work in collaboration
- Actors in a given system have the necessary language, knowledge and processes to create and sustain partnerships within and across sectors to support the development of the whole child

Expanding Research

- Fulfillment of unique potential, understanding of inner diversity, and cultivation of core capacities are part of what is evaluated and measured.

This organigram shows the relationships between three structures operating to develop and operationalize the L4WB framework: the foundation, the community and a potential business in the future, autonomous to the foundation.



3.1. The L4WB Community and focus around Competent Systems

We want to bring together a critical mass of partners to engage in mutually reinforcing activities that support competent systems in Education, Health and Welfare. To do this, we need a way to express our common intentions and understandings about the ways in which systems work and how they can develop. The L4WB integrative framework, is one way to express a common language that is equally appropriate at the individual, organizational, or societal level. Members of the L4WB Community try to implement this framework into their own work and organization.

In January 2015 the L4WB Community was formally established through a meeting of all partners in Caux, Switzerland. This created an opportunity for the partners to know each other and their work, to experiment with tools and practices together, and to envision joint projects inspired by the L4WB-Foundation.

The 4th Annual Community Meeting took place in Caux from the 13th till the 15th of January 2017 where 40 members of the community came together.

This two and half day meeting was an opportunity for deeper insight into ourselves, to connect with our partners in the community, and to further understand and move forward activities in support of Learning for Well-being. The meeting started on Friday after lunch on the 13th of January and ended after dinner on the 15th.

The 2 and a half days were planned around different projects and moved into more of a “working phase” according to the following: Projects that took place in 2016, Projects that either commenced in 2016 or are deep into planning and will take place in 2017 and Projects that were suggested by members of the community and planning started in Caux.

In addition, different practices that emphasized the “Core Capacities” were offered throughout the days we were together, in order to give a “taster” of how the L4WB Core Capacities could be practiced both individually and as a group.

In light of the growth of the Community, it has been decided that in 2018 we will hold a L4WB Community Day in Brussels which will allow for more community members to join together for a full day of celebrating achievements, connecting with each other and L4WB activities and committing towards another year of promoting Learning for Well-being, each in their unique way. The focus of the day will be around the issue of “Competent Systems”, exploring civil society’s contribution to support systems serving children and families by cultivating the capacities of individuals and organizations to function in an integrated way.

The 3-day retreat in Caux, Switzerland will continue, but will focus on the implementation and advancement of projects being done between L4WB-F and members of the community with a smaller group of people. The next retreat will take place in January 2019.

2017 showed an increase in Community Members (information on our community members can be found on our website).

3.2. Further development of the 4 Thematic Areas of Focus

The work of the Learning for Well-being Foundation for the coming year will be to strengthen the on-going projects and the foundation’s work in four thematic areas:

Transforming Ourselves

A central premise is that change begins with oneself. In keeping with this, we design and offer learning experiences to individuals of all ages so that they become more competent individuals in terms of making decisions and taking actions.

A distinctive aspect of the L4WB approach is the focus on the **relationship between one's unique potential (that is, the expression of our soul), and one's inner diversity** - the intrinsic patterns of functioning that impact all crucial dimensions of life, from the most material to the immaterial. Understanding how to relate to ourselves, others and the world requires understanding our own patterns, and those of others, as they unfold through life. The quality of the structures we create in the world, is directly connected to the quality of our consciousness.

Our own challenge in the Learning for Well-being Foundation -- as individuals and as an organization -- is to embody the principles and practices of the L4WB approach: in our organizational structure, in the partnerships we create, and the projects we implement. Our *being* (the qualities we bring to any interaction or situation) is the most important intervention we can offer.

Transforming Relationships

Decisions and actions never occur in a vacuum; they are expressed through relationships. In our programs and activities, we focus on cultivating competent partnerships between children, and the adults who support them. Partnering with another does not imply giving over responsibility. It requires treating one another, regardless of age, social standing, abilities, etc., with respect, curiosity, love, and an honoring of individual competency and experience.

Transforming Societies

We see a world in which increasing personalization is occurring in the midst of growing global connectivity. This can lead to individualizing approaches that disregard how we

are all connected and generalizing approaches that dilute the unique experience of each individual. In the programs and experiences that we offer, we focus on providing a space for both the 'I' and the 'We' to be represented in how individual and group decisions are made. We do this by illuminating individual differences, in experiences of wholeness and group cohesion.

Through sharing resources and perspectives, we aim to reach a critical mass of individuals and organizations that can help create a new narrative. Transforming societies requires developing competent systems that can respect and work with other systems. Using nature as our model, we propose a living systems approach that allows uniqueness, interconnectedness, and diversity.

Expanding Research

“What you measure gets done”!

We are interested in expanding what we measure so that, as individuals, groups, and societies, we can pay greater attention to areas of life that are sometimes marginalized or ignored. Thus, we aim to initiate and engage in research initiatives that uncover new ground, and new ways in which measurements can occur.

4. Activities in 2017

4.1. Transforming Ourselves

These activities are experiential and focused for individuals. They aim to cultivate greater self-awareness, provide tools for further exploration of one's natural ways of functioning, and challenge participants to develop ongoing practices that support their ways of being, feeling, thinking and doing. As in all of our activities, our intention is to help people in serving themselves, their relationships, and their societies.

4.1.1. Learning for Well-being Introductory and Expanded Workshops

In January 2016 we began to offer workshops based on the L4WB Framework and the seven derived principles. They were offered initially to partners in the L4WB Community, and later to people who were interested in learning more about the framework, the practices, and the community.

Recent topics have included:

- Introduction to L4WB Perspectives
- Applying the L4WB Principles in Organizations
- Enhancing Core Capacities and Practices
- Exploring One's Unique Potential and Supporting the Exploration of Others
- Using Integrative Decision-making Processes

In two years, there have been 12 workshops (in addition to the offerings at conferences and as part of the Community annual meetings).

Four workshops were offered in Palestine (2 to leaders in education; 2 to health practitioners).

Eight workshops were offered in Europe: 4 were introductory sessions, highlighting the seven L4WB principles; 2 were offered as "Intensives" for a selected group of invited partners; 1 focused on the Core Capacities; 1 focused on the Integrative Decision-making Process (IDP.)

These two years have represented a pilot for developing the workshops and offering content to our partners in order to deepen their understanding of L4WB and allowing them to act more congruently with what it entails.

4.1.2. The Wellbeing Project

The Wellbeing Project is focused on both modeling support to social change leaders and cultivating a shift in the culture of the field towards one that is healthier and supportive of inner wellbeing.

In 2017, L4WB-F participated in this project with the hope that it would enable us to better inspire and support all social actors who participate in the Learning for Well-being Community.

The network that emerged from this project were valuable resources in terms of collaboration and access to knowledge and peer learning;

Connections with Fetzer Institute and Synergos both members of the L4WB Community were consolidated through our participation in the project.

The results coming out of the research on connection between wellbeing and social action brings legitimacy to L4WB and we are now looking into a potential partnership in understanding how the Wellbeing project could embed the L4WB principles into practice for social entrepreneurs.

4.2. Transforming Relationships

In the activities identified in this section, we highlight practices that focus on transforming relationships, placing particular emphasis on enabling parents, childhood professionals and children to work together for their mutual development by understanding the common language implicit in the L4WB principles.

4.2.1. Potential for Life (in cooperation with EPTO)

Thanks to the financial support of the Erasmus+ program of the European Union, this project aims to improve the experience of secondary school

students who may feel disengaged or lost their ability to place their school path within the larger context of their lives. We envisage this project as the pilot process by which whole school communities can develop a unique and attractive set of pedagogical activities and materials that offer students with opportunities to:

- cultivate their sense of purpose (unique potential, intrinsic motivation)
- Identify their strengths and their unique ways of learning
- develop strategies for organizing learning individually (metacognition) and in collaboration with their peers, teachers and parents

The Project is based on the Learning for Well Being (L4WB®) framework, in particular as regards the concept of “Inner Diversity”.

In 2017 the pilot implementation in 3 countries: BE, RO, LU went extremely well- Partners were engaged and resourceful.

The program faced difficulties in captivating the youngest 14-15 (adequacy of activities) but was very successful with 16-18 years old’s.

The results of the pilots show that students feel more connected, confident and empowered to ask for support in their learning, and have fun discovering differences and commonalities.

Teachers that supported the program expressed enthusiasm in experiencing the program themselves.

Prototype manuals in EN, FR, DE, LU, RO, have been finalized and an app that supports students individually and teachers, a prototype board game for families, and several video tutorials and testimonials are being further developed.

An evaluation and multiplier event took place in Brussels in October 2017. The group was of about 40 people with an eclectic mix of partners, young peer trainers, representatives from L4WB community, youth organizations, European Institutions and other friends.

Here you can access the resources shared at the event:

- [Presentation](#)
- [Video Testimonials of Students and Peer Trainers](#)

- [Summary of the project in 5 key questions](#)

The next phase, taking place in 2018, will include development of sustainable (product development; business model), refinement of the pedagogical components, standardization of training and developing community of practice, extend pilots to other sites.

L4WB-F will develop the products and services that support young people, parents and teachers involved in developing the program.

4.2.2. CATS (in cooperation with Initiatives for Change and Caux Foundation)

With CATS (Children as Actors Transforming Society) we create the experience, in a week-long conference, of a society where children, youth and adults are collaborating in mutual respect and on an equal base. CATS models, celebrates and strengthens practice of collaboration between children and adults. Coming from all over the world, children (and adults) learn about their fundamental rights and skills and how to participate in changing their behaviors and mentalities. They literally bring into practice an inclusive world on a small scale; as a result, they can bring their experiences into their own communities.

Achievements in 2017:

The theme for the 2017 CATS Forum was "Inclusion".

The program included a 90-day challenge to encourage action in participants. Once again, we had a full house for the forum.

CATS secured partnership with IDKIDS (clothing and toys) for GOODWORLD award - money and support for projects initiated by children. In 2017 the projects focused only France.

A big investment was made in a CATS crowdfunding campaign that took place on the 10th of July 2017 through a platform called "Charidy", which proved to be extremely successful.

A new website for CATS was launched

A full report on CATS 2017 can be read [here](#)

The next Cycle for CATS 2018 is underway with the theme for this year being: “Safe Together: working together to end violence against children”.

Regional conferences are being developed in India (taking place in February 2019) and Bolivia (Summer 2019) and the establishment of a French and Israeli network is underway.

L4WB-F has been actively involved in running and supporting CATS for 5 years now, with 2018 being the 6th year cycle.

4.2.3. INTESYS - Integrated Systems in Early Childhood (in cooperation with KBF)

INTESYS is a three year (November 2015 – October 2018) Forward Looking Cooperation Project co-funded by the European Commission's Erasmus+ Program undertaken by a consortium of partners.

The INTESYS Consortium is led by the King Baudouin Foundation and is composed of nine partners bringing diverse and complementary expertise in the field of Early Childhood Education and Care. L4WB-F is one of these nine partners.

Additional Partners: ISSA (the International Step-by-Step Association (The Netherlands), Compagnia di San Paolo (Italy), Emanuela Zancan Foundation (Italy), Fundação Calouste Gulbenkian (Portugal), Aga Khan Foundation (Portugal), VBJK (Belgium) and Pedagogical Institute (Slovenia).

INTESYS focuses on piloting new approaches to Early Childhood Education and Care (ECEC) systems in Europe with a view to ensuring that children and families in vulnerable situations have access to high-quality ECEC provided by services that are better integrated across the different sectors (education, health, welfare, etc.), professions and across age groups and governance levels.

The INTESYS partners decided to start the project with a mapping exercise in order to understand the state-of-play concerning integrated policies, systems and practices for ECEC across Europe and in pilot countries, paying special attention to children and families in vulnerable situations (poverty, migrant, minorities). It also contributed to framing the thinking for the rest of the project. L4WB-F was responsible for coordinating this WP which finished in March 2017.

Three activities were undertaken:

- Literature review: to give us a well-rounded picture of the state-of-play in integration. It covers: integration and alignment of services; transitions in ECEC; what we mean by focusing on the 'whole' child'; service delivery and the workforce.
- European survey of inspiring practices: designed to take a broader European perspective and gain insights from a range of stakeholders in different countries.
- Local survey in the 4 pilot countries: aimed at gaining a better understanding of how the stakeholders working in those systems envisage and experience the issues of moving to a better level of integrated working, where they situate the big issues for their districts/towns/cities and the problems they encounter. The interviews also acted as an informal start to capacity-building and are a way of deepening understanding by pilot teams in each country of the concerns of local stakeholders.

From these activities [reports \(short and long\) on the surveys](#) are available on the project website and also the [joint report integrating the results of the literature review and the European survey](#).

L4WB-F is also involved in the overall management via the Steering Group and in dissemination through newsletters.

4.2.4. PeaceJam

In 2016-2017 L4WB-F helped PeaceJam USA launch its work in Europe together with the European Peer Training Organization (EPTO) and bring it to scale.

In 2017 the PeaceJam “Compassion in Action” curriculum for 12 to 18-year-olds was piloted in schools and youth organizations all over Belgium. Thus, preparing the ground for the youth conference held in November 2017, where PeaceJam Belgium went to scale, increasing the number of participants to 500 young people.

Achievements in 2017:

Building a European network.

Established a network with 5 key people in DG Education and Culture – senior advisor, core competences people, Erasmus and social inclusion people, school network people.

PeaceJam Belgium became recognized as one of the 7 friends in the e-twinning network – network of 700,000 schools Europe wide.

Building a University network confirmation from vice rectors in KUL and VUB (Universities) taking an active role in the PeaceJam conference in November 2017.

Building alliances with Schools and Youth Organizations.

At the end of 2017 PeaceJam Belgium was awarded a 3-year Erasmus+ grant under Key Action 3: Support for policy reform: Social inclusion through education, training and youth. This project will be led by EPTO and taken further by them and other partners.

L4WB-F will continue to support EPTO in this process as they are a member of the community but will no longer have an active role in PeaceJam activities from 2018 onwards.

4.3. Transforming Societies

In the activities included in this section, we highlight practices that focus on transforming societies, with an understanding that this necessarily rests on a foundation of transforming ourselves and our relationships. The distinction is that these projects operate on a macro level of national policy makers and structural interventions.

4.3.1. With Children, For Children (with Eurochild)

By creating a dialogue between children and politicians, L4WB-F cultivates a culture of children's participation in European policy-making.

For Children's Day 2016, children from eight European countries went to the European Parliament in Brussels to participate in decision-making. Children were informed on how money is spent in order to participate in decision-making. How can we take children's participation to the next level in the European Parliament? By working together to determine how the European Parliament can generate the culture change we need so that children are equal voices.

L4WB-F will continue to collaborate with Eurochild in this program to support a shift in children's participation in European Institutions.

4.3.2. Unfolding Symposium (with Alliance for Childhood and NIVOZ)

Dialogues about the future of schools

How can schools foster social connectedness as well as diversity? How can they move away from standardized instruction? How can a paradigm shift take place within schools?

The 'Unfolding' symposium held in the Netherlands on the 9th and 10th of February 2017, creatively addressed these challenging questions about education today. The symposium was hosted by NIVOZ in collaboration with L4WB-F.

Inspiring examples of everyday interaction in classrooms and schools provided a powerful start to each session. Using high quality short videos specially filmed for the symposium, interviews followed with the teachers and school principals who featured in the films. Then mixed tables of practitioners and academicians discussed the themes that emerged. Only then was the floor given to academic experts who put theory at the service of practice.

The symposium was organized in four chapters: relationship between pupils and teachers, teacher training, school leadership, research and policy; The rationale of these chapters is generated by the question what kind of questions should be answered when we want to talk about quality of educational provisions that aim at the wellbeing of people and the experience of being responsible for other people and the environment.

125 people participated to the Symposium and the feedback was extremely good.

Feedback on the symposium, plus testimonials and video's that were made after the event can be found on the Unfolding website: <http://nivoz.nl/4835-2/unfolding-human-potential/post-symposium-communication/>

To integrate into L4WB thinking the Unfolding symposium that was jointly organized with Nivoz in February, two articles and an editorial were published in Issue 4 of the Learning for Well-being magazine (links: <https://goo.gl/6CQoL6> , <https://goo.gl/c1hXMk> , <https://goo.gl/mRE8fj>

Preparations have begun well in advance for a possible third Unfolding conference in Spring 2019, in collaboration with the Lifelong Learning Platform (LLL-P).

4.3.3. Alliance for Childhood - QoC and Post QoC's

L4WB-F became a member of the Alliance for Childhood group in 2013 and in April 2014 both parties agreed to sign a Memorandum of Understanding, which includes, among other initiatives, the co-organization of the QoC Talks at the

European Parliament and the publication of the current edition of the associated QoC book.

The sessions are organized six times per year

The sessions are hosted by MEPs

The sessions are open for public. They are announced in the Parliament Building and via a mailing list by Michiel Matthes, Secretary-General of the Alliance for Childhood.

In 2017, the six Quality of Childhood sessions at the European Parliament enabled L4WB-F to strengthen and expand its strategic relationships with the Alliance for Childhood, with specific Euro-Parliamentarians, with knowledgeable speakers from relevant organization and with civil society organizations more generally.

The January QoC focused on Children with Imprisoned Parents: How to Support Children to Cope with Their Parent's Imprisonment and Enhance Their Potential to Lead Safe, Included, Happy, Achieving Lives?'

The March QoC focused on 'Innovation in Education. Improving Learning & Well-Being'

The April QoC focused on 'Primary Health Care for Children in Europe. Similarities and Differences between Countries - what do they Mean?'

The June QoC combined opposed views on early childhood research that L4WB helped moderate as valuable dialogue rather than acrimonious debate.

The September QoC on arts education by a Finnish specialist enabled the L4WB commentator to highlight 'wholeness' in education as well as core capacities and practices.

The year's final QoC in November was about guiding principles and underlying values in curriculum reform and resonates with L4WB perspectives on unique potential and on children as competent partners.

Following each QoC session, L4WB-F hosts an informal discussion on the theme with the aim of eliciting action plans among those participating.

4.3.4. EU Alliance for Investing in Children - a multi-sector alliance

The EU Alliance for Investing in Children headed by Eurochild, brings together 23 European networks sharing a commitment to end child poverty and to promote child well-being across Europe.

At a time when over a quarter of children in the EU face poverty and social exclusion, the added-value of this Alliance is to push for full implementation of the European Commission Recommendation “Investing in Children – Breaking the Cycle of Disadvantage”.

The Alliance partners believe the EU policy framework and funding opportunities can catalyze political commitment and policy reform within Member States, thereby improving the quality of life of children and young people in Europe.

The Alliance's **mission** is to promote child-centered, quality and comprehensive policies to tackle child poverty and promote child well-being, by providing expert support in the development of EU and national policies, legislation and funding programs.

The EU Alliance has produced two key publications on implementing the Investing in Children Recommendation:

- [Implementation Handbook – Putting the Investing in Children Recommendation into Practice](#)
- [Advocacy Toolkit](#) to support national and sub-national advocacy work of networks and organizations.

The Alliance for Childhood (a L4WB Community Member), is part of this network and is represented at the meetings by L4WB-F, by Mrs. Shanti George, our senior associate.

Meetings take place every two months and are hosted by different members of the Alliance.

4.3.5. Elham Palestine Education (with Palestinian Ministry of Education) Seventh Cycle of Elham Palestine

Elham Palestine is the first - country-level - pilot developed by L4WB-F and its partners. Elham is an Arabic word meaning 'inspire', and the genesis, design and structure of this program is intended to celebrate those who are developing initiatives in the educational systems that can inspire other intrapreneurs.

Elham was created and operated in a national partnership that engaged education, health, ICT, civil society and children in a collective effort to enhance learning environments of Palestinian children to become more conducive to their holistic development and well-being.

In 2008, Elham was awarded in Helsinki the Global Best Award for an Innovative Partnership in Education. In 2012, Elham was awarded the Arab Achievement Award in Education. It has served as inspiration for other bottom-up and top-down approaches to systemic change.

In 2017 Elham underwent its 7th cycle. In this cycle Elham Palestine received 879 initiatives. 587 initiatives passed the preliminary revision phase and were transferred to the local evaluation phase that was implemented by 21 committees (85 evaluators) in the districts.

The second phase included a field visit to the school where the initiatives were implemented to gather evidence and meet beneficiaries. Then 142 initiatives reached the final evaluation phase which took the form of an interview that was preceded by revising and evaluating the initiative's portfolio.

After ten active years of operating, we are currently reviewing our activities to reorient them more closely to the L4WB principles, and to offer greater support in cultivating capacities for making decisions for individuals, groups and communities.

4.4. Expanding Research

Currently our research and assessment activities focus on exploring the practice and development of core capacities, children's participation, and bringing pluralism to educational assessment.

4.4.1. Research on Core Capacities

The purpose of this work is to assess and then address the gap in the literature on the core capacities, their development and use. The aim is for this work to inform real, positive, and efficient change in general education policies and practices, and more broadly in policies for children, through the recognition and strengthening of core capacities in childhood.

At the end of 2017, a partnership between L4WB-F, the UNICEF Innocenti center and the Fetzer Institute of Kalamazoo, Michigan was created.

On October 19 and 20 2017, Daniel Kropf and Linda O'Toole hosted Dominic Richardson and two representatives from Fetzer, Xiaoan Li and Mohammed Mohammed, in Brussels to create an overall plan for the research.

Decisions included:

The project will be extended from one to two years.

The project will start in May 2018 through the end of 2019.

Fetzer will provide approximately half the funding and possibly invest more during the project.

Plans for an expert meeting in Kalamazoo in May 2018 have started.

4.4.2. Pluralism in Assessment (Campaign)

Series of interconnected events advocating for pluralism/holistic approaches in assessment (what is being assessed and how).

A link has been made to the European Commission's encouragement to provide good examples, in this case of assessment.

ECSWE is looking within its schools for such examples and is developing a

relevant template. The idea has developed of a document that opens with an inspiring evocation of assessment as it could be and then moves to innovative examples from ECSWE schools and elsewhere.

A template for a survey to collect these good examples is being developed by ECSWE and we will use connections within the community to find examples outside of the ECSWE network.

5. The Learning for Well-being Magazine

The magazine was designed to illustrate and explore the principles and practices underpinning L4WB. Each issue explores a theme of interest for all those who wish to expand their perspectives on creating and encouraging inclusive and supportive societies, cultivating capacities and environments that place well-being at the centre of all our endeavors. The themes are explored from multiple perspectives by inviting contributors who work (and learn) in different fields, professions, disciplines and countries, in accordance with the principles of L4WB.

It is aimed at professionals working in different sectors, interested academics and researchers, students, practitioners, international experts and government officials with the purpose of enlivening and deepening their understanding of L4WB through demonstrating projects and other initiatives which illustrate the principles; sharing and discussing related research; engaging in critical reflection on policy implications; and contributing to tools for professionals' development.

In 2017 Issues 3 and 4 were published.

There are two issues a year. The themes selected so far all relate to one of the principles of L4WB.

	Title	Date of publication
Issue 1	Measuring what Matters	January 2016
Issue 2	Relationships for Learning	Sept. 2016
Issue 3	Engaged Participation	March 2017
Issue 4	Meaning and Purpose in all our Endeavors	September 2017

We chose to publish under Creative Commons in order to open access as broadly as possible to a wide audience in different countries. We felt this was an important way to encourage readership and, hence, build the circle and community of people in different places and walks of life who are interested in finding out more about Learning for Well-being.

Published content:

Each issue contains an Editorial that presents the theme and the articles, and then 8-10 articles of about 2500-3500 words each. In issue 3 we introduced a new feature: Viewpoints for which we ask two people to write a short piece (1000-1500 words) giving their point of view on the theme.

Our aim is to include contributions from authors living in different countries and working in different fields, disciplines, etc. In this way we hope to publish different perspectives on the themes, which will encourage more integrated thinking and approaches.

For the first four issues the breakdown is:

Authors: 31 female and 17 males (some articles are authored by more than one person)

From following fields/disciplines/areas of interest:

Anthropology	Children's rights	Health, mental health, psychology, health research	Local activism, addressing complex social problems
Child social data	Early childhood	Intergenerational dynamics	Organizational development
Children and media	Education, teacher training, non-formal learning, peer learning, rights respecting schools	Learning for well-being	University students

Children's participation, children as researchers	Families and conflict	Parenting, parenting education	Art and music
Women's personal development	Philosophy		

From (or based in) the following countries:

Belgium	Italy	Netherlands	USA
Bolivia	Malaysia	Serbia	UK
France	Malta	Spain	Israel
Sweden			

Different ways to read articles:

In order to give multiple choices about reading 'when you like, where you like, how you like', the articles can be read directly online in a layout that has been carefully thought out to make it reader-friendly, or on a mobile device in an adapted version, again to ensure reader-friendliness.

In addition, all articles can be downloaded as single pdfs or, since issue 3, the whole issue can also be downloaded as a pdf. This new choice was in response to feedback received. In issue 3 an article was translated from French and so both versions are available in pdf form. We hope that these different formats and possibilities will respond to different reader needs.

Visuals:

As many articles as possible are illustrated with photos and diagrams.

In issues 3 and 4 embedded videos have also been included as well as a piece of music to illustrate one of the Issue 4 Viewpoints. The aim is to increase the visuals, including using videos which are the article.

For issues 1 and 2 an illustration of the theme was included on the table of contents page. For issues 3 and 4 there is an illustration/photo and one sentence introduction for each article in a slide-show format. This is part of capturing attention and giving readers different routes to the abstract of the article and the full text.

Sign-ups:

There is the possibility to sign up on the magazine website in order to be informed about new issues. To date over 100 people have signed up. Most do it shortly after the publication of an issue.

Over the last 12 months there has been a sharp increase in visits to the site following the publication of each new issue. We need to increase consultation between issues.

In 2017 there have been 1400 users of the site and 2200 sessions. Over the last 12 months there have been 7400-page views mainly via a desktop (76%) but also using a mobile device (20%) which confirms the usefulness of the magazine having a mobile device format as well as the desktop/laptop format. 62% are new users and 38% returners. Our readership is predominantly under 45 years old: users of 18-24 make up 27.5%, 25-34 33.5%, and 35-44 15.5%. 51% are male and 49% female.

Having a mobile version also helps to get a higher ranking in Google Search.

Most visits are during working hours and the top 5 countries over the last 12 months have been: US, BE, NL, FR & UK but we have also had visitors from RU, DE, PT, IT, IS, SE, SB & RO (at least 30 visits each).

Altogether in the last year there have been visits from users in 88 countries. Many are from European countries or other rich countries (US, Canada, Australia, New Zealand), but it is interesting to note that there have been visits from other regions of the world including 8 countries in Latin America; 11 in Africa; 12 in Asia; and 7 in the Middle East.

The range is interesting. We need to think about how to increase outreach to different parts of the world.

6. Finances

To see the L4WB Foundation Financials, please click [here](#)

7. Looking Ahead - Objectives for 2018-2019

Transforming Ourselves

- The foundational knowledge for Learning for Well-being is consolidated and transferable.
- The first version of an integrative decision-making process is piloted.

Transforming Relationships

- Finalized intervention for municipalities, addressing relationships of parents, professionals and children from ages 3 to 18 with standardized and continually evaluated process.
- Training program for adults to create the necessary conditions for children to participate in decision-making.
- Digital application that supports exploring and using inner diversity.
- A board game for families that help them make decisions together.
- L4WB Magazine: increased readership. Our partners are engaged in reading and contributing to it.
- CATS has become a meaningful and collaborative space for major actors in children's rights and L4WB.

Transforming Societies

- European-based alliance developing, exemplifying and advocating for the practices of competent systems that encourage the holistic development of each child.
- Completed piloting of intervention supporting integration of early childhood services locally, with distilled recommendations.
- 10 years of Elham Palestine in Education evaluated and recommendations finalized.
- First round of Elham Palestine Health completed.

Expanding Research

- A body of research that supports the assessment and development of core capacities.
- Documentation of existing educational assessment and recommendations for policy.