

Learning for
Well-being



**ANNUAL
REPORT
2018**

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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.

Through co-creative partnerships the foundation cultivates 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 that place holistic well-being at the heart.

The year 2018 was a time of reflection around how our activities reflect the values and principles of Learning for Well-being, and laying the groundwork for a renewed sense of direction and purpose. By the end of the year, we had centered the activities of the Foundation around a new initiative: ACT2gether, which aims to foster partnership between generations for a fair and sustainable world. Within this initiative we are able to find ways to consolidate our diverse activities, focus on areas of deep interest, and expand our network of partners and volunteers.

Our strategic priorities, centered on ACT2gether, include:

- **Create an international social movement** that promotes and supports partnership between generations (children and adults)
- **Facilitate global, regional and national gatherings** to promote children and adults working together
- **Provide learning experiences** for people to understand and develop participatory practice
- **Create an online platform** that links an international community and shares stories promoting child-adult partnerships
- **Run an organization well**, through the principles and practices we promote

We are proud to present to you the foundation's Annual Report for 2018 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 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 head office in Amsterdam and a branch office 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

Taxi Identification number in the Netherlands: 813511860

2.1.2. Board Members

- Raymond Georis, Chairman
- Daniel Kropf, Executive Vice Chair
- Corinne Evens, Treasurer
- Freek Noordman, Board Member
- Maria Herczog, Board Member
- Maria Orejas, Board Member
- Gabriella Kropf, Board Member

Payment of the board

The Board Members of L4WB-F do not receive any remuneration for their services as members of the Board. Reimbursement of out-of-pocket expenses incurred by Board Members of L4WB-F in the performance of their duties is permitted.

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.

2.1.4. 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.
- *Equity*
We nurture conditions that allow everyone an opportunity to thrive.

2.2. Conceptual 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.

2.2.2. Theory of Change

Our particular interest is the dynamic relationship between inner diversity and the expression of the soul (unique potential).

Human beings are equipped with **core capacities**. Foundational capacities that enable us to be “more finely and deeply human”. They represent a form of sacred technology that grants us the ability to listen to our own souls and what they want to express, but also to tune in to the expression of another being’s soul. In other words, they refine our relationship with ourselves, others and our environments.

Such core capacities can be experienced through three aspects (**mental, emotional and physical**) along a continuum from material to **spiritual**. Each of us have a very individual experience and relationship with each of the core capacities. This is why refining our ability to listen (in its broadest interpretation) is so important in any relationship, but in particular in the relationship between children and adults - because of the interpersonal and societal power imbalance.

Engaging and refining our core capacities require environments that follow a few **principles**, conditions derived from nature and living systems that enable development. When such principles are fulfilled in a dynamic way, individuals in such environments are more likely to experience certain **aspirations** - which cultivate their ability to experience and create **well-being**.

This whole process is both learning FOR well-being and learning THROUGH well-being. In other words, it's process, content and outcome. The focus of our perspective, quality of relationships between children and adults, is central to three interconnected areas where we wish to make a difference: leadership, learning and participation.

We contribute to each of these areas that benefit from other influences (e.g. children's rights, ecology) – which is the reason why we work in partnerships, in order to create a holistic perspective in any of our activities.

2.3. Success Factors

- **Offering our whole selves (as people and organisation)**
Our contribution - as individuals and as an organisation - is to be stewards of the L4WB approach by embodying principles and practices at all levels. From structure, to the relationships we create, and the projects we implement — there should be mutual enrichment between the parts and the whole.
- **An integrative framework (4 Perspectives, 9 Core Capacities, 7 Principles)**
The heart of our purpose is to give room to the 'I' and the 'We' by illuminating individual differences, in a shared experience of wholeness. In short, to bring out uniqueness in wholeness. The distinctive aspect of our approach is the relationship between one's unique potential (as an expression of the soul) and one's inner diversity - the intrinsic patterns of functioning as it unfolds.
- **Transforming relationships between children and adults**
We apply our wisdom about the relationship between the soul and its unique patterns and the practice of core capacities to support the quality of relationships between children and adults, across sectors.

2.4. The team (including external consultants and pro-bono advisors)

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
Jonathan Wohl	- Legal Advisor
Colin Longhurst	- Financial Advisor (and Secretary to the Board)

Madalina Gherman	– Administrative and Financial Support
Catherine Pluys	– Event Management
Laura Lassi	– Personal Assistant to Daniel Kropf
Shanti George	- Senior Associate: Developing networks
Caroline Van Eeghen	- Associate: Senior Relationship Manager
Moshe Garelik	- Associate: Partnership Advisor
Darren Bird	- Child Participation Training
Wahid Jubran	- Senior Associate: Elham Palestine Education
Jean Gordon (1949-2018)	- Fellow: Co-editor of the L4WB Magazine

2.5. 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. Strategic Plan 2019-2022

3.1. Long-term goals

Our achievement within the next 3 years can be described in terms of transformation.

We wish to transform ourselves, relationships between children and adults, societies, and research.

We **transform ourselves** through constant inquiry, and seeking to practice our message in every gesture. We create moments for our own self-development, and we offer opportunities for our partners and community to develop through our approach.

We transform the way **children and adults relate** to themselves and to each other, so each can realize their unique potential. We do that by offering personalised means to engage and

develop our core capacities, and the way HOW individuals make decisions and take actions in holistic and systemic ways.

We **transform societies** by influencing those WHO have an impact on the lives of children, placing particular emphasis in enabling parents, childhood professionals and children to ‘speak’ a common language and work together for their mutual development.

We **transform research** by expanding what and how we measure. We surface WHAT is known, and what we need to learn, about the capacities that enable us to be more ‘finely and deeply human’, so that we can strengthen, promote and assess them more effectively.

3.1.1. Goals for 2022

OUTPUT	OUTCOME
Transforming Ourselves	
<ul style="list-style-type: none"> • Children and young people are present in activities and in the foundation’s reflection and decision-making • A decentralized way of operating with autonomous projects, linked to a core • Language is (a) adapted to the contexts we operate; (b) scaffolded from the simple to the complex; (c) embodied in our practice and behavior. • Personalized approaches in support of developing core capacities, and help individuals and organizations make decisions/take actions in holistic and systemic ways. 	<ul style="list-style-type: none"> • 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 • Transparent and open communication: accessible, engaging people in what we want to create, not only what was accomplished - communicate in a way that engages children, in multiple ways, engaging different senses.
Transforming Relationships	
<ul style="list-style-type: none"> • An international social movement supporting partnership between generations across sectors directly affecting the lives of children (family, health, education) • A customized, continually evaluated, intervention for municipalities to 	<ul style="list-style-type: none"> • 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

<p>enhance school well-being for children aged 3 to 18</p> <ul style="list-style-type: none"> • Training programme for adults to engage in meaningful relationships with children, and create the necessary conditions for them to participate in decision-making 	
<p>Transforming Societies</p>	
<ul style="list-style-type: none"> • Create alignment around partnership between children and adults: bring in children’s perspectives on their experience of holistic assessment means. • Establish an action plan around L4WB principles with wider benefits of learning group in LLL-P so that we can engage the participating members in bringing partnership between children and adults to the practice of the represented networks. • Use the different positions we are in to influence some of the networks: LLL-P - chairing wider benefits of learning workgroup; AfC - part of council, co-chairing QoC; Eurochild - partnership on child participation training; ECSWE is present in EuC workgroup on schools; AfC is present in EuC workgroup on early childhood 	<ul style="list-style-type: none"> • 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
<p>Transforming Research</p>	
<ul style="list-style-type: none"> • A body of research about the assessment and development of core capacities in education, health and family settings. 	<ul style="list-style-type: none"> • Fulfillment of unique potential, understanding of inner diversity, and cultivation of core capacities are part of what is evaluated and measured.

4. Activities in 2018

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 2018 an introductory workshop (November 29-December 1) was scheduled specifically for partners who had not attended a workshop and with whom we would be working closely in 2019. There were 31 participants, primarily representing three groups: Act2gether; UniOne; EFL.

The recent Introductory Workshop has been redesigned in order to highlight the four perspectives and the core capacities. This design will be the model for standardizing the form and content of the Introductory Workshop.

The model will be finalized in the orientation session of the Core Capacities Research Project which will take place in the first quarter of 2019.

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. CATS (in cooperation with Initiatives for Change and Caux Foundation) – Final Edition.

With CATS (Children as Actors Transforming Society) we created 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 modeled, celebrated and strengthened practice of collaboration between children and adults. Coming from all over the world, children (and adults) learned about their fundamental rights and skills and how to participate in changing their behaviors and mentalities. They literally brought into practice an inclusive world on a small scale; as a result, they could then bring their experiences into their own communities.

The theme for the 2018 CATS Forum was “Safe Together: working together to end violence against children” and the Forum took place at the end of July 29 - Aug 5 2018.

In this edition of CATS we explored – through lived experiences and examples of inspiring practice – how children’s participation can be an important catalyst for ending violence against children.

The framework that was chosen to frame the forum was the “Protective Environment Framework” (PEF) developed by UNICEF, in which there are 8 areas that we need to work on at the same time in order to make a real difference to ending all violence against all children.

6 editions: 1600 children and adults

The original partner’s commitment enabled the Forum for 5 years, which had then been extended to two more years until 2019.

Throughout the 6 editions of the C.A.T.S. Forum, more than 1600 children and adults have participated in a living experience of intergenerational collaboration to advance children’s rights and wellbeing, in particular the right for children to be heard and be taken seriously. The C.A.T.S. Forum has inspired initiatives from school days (Belgium), to national networks (Israel), national forum (France) and regional fora (Latin America and Asia). 6 years modelling, inspiring and enabling child participation. [Click here to read all reports from the previous CATS editions.](#)

Ending of C.A.T.S., beginning something new

In spite of the magic lived at the Forum, holding the event and its associated activities was not always easy. For all those involved, this process has been a source of great learning about the meaning and the boundaries of creating environments where all children can engage in meaningful participation, at all levels.

This learning journey led the above-mentioned partners to reach the conclusion they would now like to give a different expression to their commitment to children's rights, in a way that best suits their respective vocation.

Therefore, the CATS partnership is being dissolved at the beginning of 2019 and as such the CATS program has come to an end.

A full report on the final edition of CATS 2018 can be read [here](#)

In addition, for this final Forum we also created a Year Book of Activities – so that participants could take home a recipe book to recreate the workshops and activities they experienced at the Forum. You can find this document [here](#)

4.2.2. ACT2gether – Partnership between generations for a fair and sustainable world – A global movement

Out of the learnings from CATS, together with our partners of the L4WB Community we created Act2Gether: a global movement to create partnership between generations, across all sectors, such as Health, Education, Governance, Art, Sports, Religion, Welfare and Justice. Setting the example of a holistic approach by including the transformative power of children.

With this initiative, we wish to fulfill children's right to participate in decisions that affect them, as means to support the fulfillment of all of their other rights, while at the same time enabling adults to benefit from the qualities and perspective of children.

We are bringing to light the latent wisdom and intelligence of children, legitimizing and exploring it. From a rights and well-being point of view, as well as from the point of view of driving innovation, there is a lot to be learned by and from children in such a way that has broad ramifications for human beings. Elevating this knowledge is something which the world may not yet fully appreciate. It is an unmined asset that we are not sufficiently utilizing as a species.

Act2Gether consists of:

- 2GetherLand: Gatherings for all ages to play with the serious challenges in our world today
- 2GetherLearn: Training that helps children and adults to be better partners
- 2GetherLink: Online Platform for a global community sharing stories of partnership

Milestones in 2018:

- Finalized the branding of ACT2gether.
- Planned associated events already scheduled:
 - Germany (National), 7-12th Oct 2019 - Social Equity (with the Bertelsmann Foundation)

- Bolivia (Regional - Latin America), 12-15th Nov 2019 - Children as Humans Rights Defenders (with partners at a local and regional level)
- Global 2getherLand in the Netherlands, July 20-24th 2020 (With partners from the Learning for Well-being Community)

More about ACT2gether and our plans for this movement can be read in this [presentation](#)

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

INTESYS is a three year, with a 6-month extension, (November 2015 – April 2019) 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 already in 2017.

In 2018 the following activities took place:

- Pilot countries - Belgium FR/NL, Portugal, Slovenia and Italy completed their activities.
- First results of evaluation showed a small impact on outcomes for children, but great benefits for teams from the integration process.
- The Toolkit was infused with inputs from pilots and is aimed to be ready for the end of the project which was lengthened to April 2019 by the commission.
- The last Steering Committee of the project was held in Turin in October 2018.

All reports are available on the project website which can be accessed [here](#)

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

The project will end in April 2019.

4.2.4. Child Participation Training with partnership with Eurochild

L4WB Foundation is developing a modular training on child participation to be used by grass-root child-focused organisations wanting to support children and young people in their role as advocates.

The programme is based on L4WB framework, and conditions that are required for meaningful participation (UNCRC). It trains adults and young people in supporting young people playing a role as participants, facilitators and representatives.

Towards the end of 2018 a partnership agreement was signed between the Foundation and Eurochild for the development of this training of which some parts were to be piloted in 2019 at the Eurochild GA.

4.2.5. School Community Development

In partnership with Education for Life in Israel, we are piloting a coaching process for educational communities (schools and municipalities) to engage in clarifying partnerships between professionals, parents and pupils.

We hope to create optimal conditions that will enable the unfolding of the unique potential of the individual and the group through the four aspects: Spiritual, Physical, Emotional and Mental. Through the development of the capacities of adults and children, and their communities, we want to try and inspire a shift of mindset and behavior that places wellbeing at the heart of everything they do.

The work in Israel is aimed to serve as a pilot so as to create an example of what works which could then be duplicated and shared with other countries and societies.

Achievements in 2018:

- Worked with 6 schools and 2 different regional councils/municipalities
- Finished the development of the L4WB Survey:
 - This survey gives us a picture of the situation in the schools of the regional council /municipality we are working with and becomes the basis for discussion and deciding what interventions and work would be needed in order to improve the well-being of the pupils in the school and community. It is also in itself a tool to evaluate and understand the functioning of the school as a system.

- The questions have been built on the basis of the L4WB principles and core capacities keeping the four perspectives in mind the whole time, so that they give us information on the quality and quantity of these elements in the school and help us see which of the capacities need work and further development.
- Moreover, the questions have been derived from day to day situations that are familiar to the children so that they can relate and connect to what they are being asked. Use of the survey will start in 2019
- Implementation of School Charters:
 - A written document in the form of a covenant designed to reduce tensions, promote optimal communication and create infrastructure and rules to promote conditions for well-being.

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. The Learning for Wellbeing Community

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.

After holding 4 Annual 3-day Community meetings in Caux, it was decided that in 2018 we would hold a one-day meeting in Brussels which would 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.

This day took place on the 24th of April 2018 and was held at the Royal Library in Brussels. The focus of the day was 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.

A discussion paper with the title of “Towards systems competent for nurturing children’s holistic development from birth through school: Coherence and continuity” was drafted by the late Jean Gordon and Mihaela Ionescu from ISSA for the Learning for Well- being Foundation in preparation of the gathering.

The purpose of presenting this paper as part of the L4WB Community Day was to provide context for discussing the extent to which the L4WB principles could contribute to developing a vision or overarching goals for childhood that include health, social services, youth policy, cultural, etc. as well as ECEC and school education. The paper can be [read here](#).

More about this day can be found on our [website](#), including a report from the discussion groups and feedback on the different sessions.

4.3.2. Alliance for Childhood – “Quality of Childhood” Sessions

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 open to the public and are hosted by MEPs.

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

2018 opened with another well attended QoC in March, at which a lively presentation about the 'experiential learning' approach at the University of Leuven described naturalistic methods of assessing children that evoke L4WB's 'core capacities.'

In June 2018, Nancy Mannix of the Palix Foundation in Canada responded to a special invitation from Daniel to speak to a crowded QoC and Post QoC about an initiative in Alberta that influences policy makers to work on the basis of brain science research when addressing the daily lives of children and young people. Nancy followed this with a strong presentation at a subsequent event on 'Investing EU money in a transformative way' co-organized by Eurochild and L4WB-F.

The 'QoC Talks' in September and December 2018 highlighted how widely L4WB perspectives can resonate, especially since speakers on both occasions were identified from outside L4WB-F's networks -- yet in both cases, there were clear commonalities and linkages.

'The importance of art in childhood,' the September QoC talk, featured Ruth Churchill Dower from EarlyArts in the UK and Iina Berden who is a special government representative of the Ministry of Education and Culture in Finland. Their presentations on arts education supported L4WB's advocacy of 'wholeness' and suggested means to express unique potential and inner diversity.

Prominent representatives from the Janusz Korczak Association in the Netherlands gave the December QoC Talk. Korczak's ideas prefigured important current themes around children's rights and well-being -- long before such ideas were widespread -- and reverberate with L4WB affirmations that children and adults can be competent partners.

The seventh edited volume based on QoC presentations -- the new 'QoC' book -- has now been published with L4WB-F support and impresses various L4WB-F contacts to whom it is given. [The QoC books can be accessed here.](#)

In 2018, the 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.

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

L4WB-F has also put forward suggestions for 2019, notably ways in which younger people could be included, for example a youth concert in the European Parliament instead of the usual QoC Talk, or a youth panel discussing some current issue, or a reflection from a young speaker after each QoC presentation.

4.3.3. 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.

On 6 November 2018, this Alliance organized a Roundtable in the European Parliament to emphasise that the new Multi-annual Financial Framework that commences in 2021 should fight social exclusion and poverty among children in Europe. This Roundtable proved a vibrant and well attended occasion that was appreciated by the MEPs present as well as by the Permanent Representatives from Finland, Sweden and the Netherlands. All these speakers expressed support for lobbying and advocacy by the Alliance for Investing in Children, as did officials in key positions within the European Commission.

The Roundtable followed many months during which members of this Alliance joined forces to scrutinize and successfully suggest amendments to the Common Provisions Regulation and the European Social Fund Plus, as proposed by the European Commission.

4.3.4. Long-life Learning Platform

L4WB-F's chairing role within the LLLP's Working Group on the Wider Benefits of Learning gained strength, after the LLLP's annual conference in Vienna in July 2018 where L4WB introduced the meditative practice of a 'gong bath,' followed by the LLLP's General Assembly at which L4WB-F was invited to carry out an exercise in plenary based on the Stillness-Lift-Choose-Connect experience and the Working Group met for the first time and members expressed encouraging resonances with the L4WB principles.

Two online meetings of the Working Group followed, complemented by a face to face meeting in early December when the QoC and Post QoC -- see above -- were incorporated as events into Lifelong Learning Week.

L4WB-F's suggestion has been adopted that the Working Group embark on a Ten-Year Plan to revitalise the educational system.

At the December meeting of the Working Group, members representing parents, vocational training and Steiner Waldorf education combined to direct this Plan towards valuing young people's choices in secondary education.

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.

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.

We are also looking into how we can implement the L4WB framework in a more explicit way in Elham Health in Palestine.

For 2019 the Elham Education project is put 'on hold' so we can use this time to create a 5-year plan and budget of expanding Elham to many other fields, based on the social determinants and to integrate the L4WB principles and ideas more into Elham.

A document 'Vision Elham Palestine' has been created, which aims in integrating the Elham program in more fields, like Health, in Palestine and integrating the L4WB principles into Elham more and more.

A new course at the University of Ramallah, called 'My journey' has been created by locals who have followed the L4WB training. During this course Palestinian students learn about the principles, core practices of L4WB.

4.4. Transforming 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, with a project start of May 2018 through the end of 2019, possibly longer.
- Fetzer will provide approximately half the funding and possibly invest more during the project.
- An expert advisory meeting was held at the Fetzer Institute in Kalamazoo, in May 2018. Approximately 15 specialists, from Europe and North America participated in the three-day session which aimed to provide advice regarding the concept of the research, specific fields that needed to be included, and multiple directions of the research. Areas represented by participants included mainstream and alternative education, social emotional learning, cognitive psychology, and researchers in spirituality and science.
- A project steering committee was formed consisting of seven members: 2 from UNICEF; 2 from Fetzer; 2 from Learning for Well-being; and one independent educational entrepreneur. In addition, a senior UNICEF researcher was assigned to the project to oversee the research, and manage project logistics.
- The steering committee continued to meet regularly through 2018 to finalize contractual agreements among all parties, detail the scope of the work, identify participants for the research committee and ad hoc advisors, and develop a description of those hired to prepare the literature reviews.
- By the end of 2018, a four-day orientation meeting was being planned for the first quarter of 2019 with representatives for the research committee and the professionals conducting the literature reviews.

4.4.2. Pluralism in Assessment Workgroup

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

This year the work has been taken forward in a more focused way by ECSWE and L4WB. This has allowed, among other developments, the possibility to use L4WB's 'core capacities' at various levels of qualitative research within schools, with 'core capacities' employed in ethnographic studies of assessment as well as in investigation of how teachers use core capacities in the assessment process and how pupils learn through these capacities.

The collaboration with ECSWE will involve the stimulating process of exploring the commonalities between Steiner Waldorf pedagogy and L4WB's 'core capacities.'

The ECSWE Board has just approved investing in the preparation of a related proposal to be submitted for Erasmus Plus funding. Such a plan, ECSWE feels, can provide a framework for clarity and coherence in taking this initiative forward and identifying an appropriate division of contribution between the members of the L4WB Community who are involved.

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.

The target readership is aimed at professionals working in different sectors, including academics and researchers, students, practitioners, international experts and government officials. The intention is to enliven and deepen 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.

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

We have published 6 issues (see table below) up until the end of 2018.

Sadly, at the end of 2018 Jean Gordon, founding co-editor of the L4WB magazine, died. Prior to Jean's death, a decision had been made to suspend publication of the magazine for one year in order to redirect resources and to allow reflection on the best format for an online publication.

However, we have decided to publish issue 7 in Fall 2019 as a remembrance of Jean and her interests. The issue will focus on the application of Learning for Well-being principles to the development of a new initiative, ACT2gether, which aims to develop an

international social movement promoting partnership between generations (children and adults) in all sectors.

The topics explored through the articles – such as social equity, education, children’s well-being -- are ones for which Jean had particular passion, experience, and knowledge. The authors for issue 7 have all worked closely with Jean in various projects.

	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 Endeavours	September 2017
Issue 5	Living System Perspective	April 2018
Issue 6	Towards Competent Systems	December 2018

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 6-10 articles of about 2500-3500 words each.

In issue 3 we introduced a new feature: Viewpoints for which we ask people to write a short piece (1000-1500 words) giving their point of view on the theme.

To date we have published:

- Editorials: 6 (one per issue)
- Articles: 47
- Viewpoints: 9

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 past six issues the following fields and areas of interest have been addressed:

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 NGO sector	Philosophy	Employment and training	Vocational education and training

These have been sourced from (or based in) the following countries:

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

6. Finances

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

7. Looking Ahead - Objectives for 2019-2022

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.
- Standardization of the introductory workshop will allow selected team members and partners to be trained both to deliver the workshop, and to develop specific training programs described in the Transforming Relationships section.

The process of standardizing the workshop format and content will proceed concurrently with writing the book to support L4WB.

- The team feels prepared to use the same planning methodology and to articulate L4WB framework in their communication and relationships.

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 and children (12+) to create the necessary conditions for children to participate in decision-making.
- Concept for a board game for families that help them make decisions together.
- ACT2gether has become a meaningful and collaborative space for major actors in children's rights and L4WB.
- More people across the world access impactful stories of partnership between children and adults from different sectors.
- Global 2getherLAND reaches full capacity and attracts international attention from media and influencers. Participants feel inspired and prepared to work in intergenerational partnerships.

Transforming Communities

- European-based alliance developing, exemplifying and advocating for the practices of competent systems that encourage the holistic development of each child.
- More organizations in the L4WB Community have committed to involve children in their work and decision-making.

Expanding Research

- A body of research that supports the assessment and development of core capacities has been completed and disseminated to more and more people.
- Documentation of existing educational assessment and recommendations for policy.