Learning for Well-being

LEARNING FOR WELL-BEING

a policy priority for children and youth in europe

A PROCESS FOR CHANGE

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LEARNING FOR WELL-BEING:
A Policy Priority for Children and Youth in Europe.

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AUTHOR
Ilona Kickbusch,
Director, Kickbusch Health Consult

WITH THE COLLABORATION OF
Jean Gordon,
Director, European Institute of Education and Social Policy
and **Linda O'Toole**,
Universal Education Foundation

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VISION

Learning for Well-being: A world in which people learn how to fully engage and express who they are, living in the present moment while developing, challenging and creating themselves for the future in harmonious engagement with one's own self, family and friends, the community and the world at large.

Well-being is realizing our unique potential through physical, emotional, mental and spiritual development in relation to self, others and the environment.

PURPOSE

To inspire, engage and enable people to make all environments more conducive to Learning for Well-being of children and youth

With this discussion paper we begin the call for a NEW VISION which is based on shifting
   ...how we think about children
   ...how we think about learning
   ...how we think about health
   ...how we think about education
   ...how we think about society

By the Learning for Well-being Consortium of Foundations in Europe

In 2009, convened by the Universal Education Foundation, a group of foundations established the 'Learning for Well-being' Consortium of Foundations in Europe to articulate a new vision of Learning for Well-being. They determined to inspire all stakeholders to work in partnership to make all environments more conducive to Learning for Well-being. The members of the consortium are: Bertelsmann Stiftung, Evens Foundation, Fondation Roi Baudouin, Freudenberg Stiftung, Guerrand-Hermès Foundation for Peace, Robert Bosch Stiftung and Universal Education Foundation.

We want to develop and share a new story of what we can create together, for building a different world requires imagining new possibilities. We are asking: how can we all create environments that nurture the Learning for Well-being of children and young people? How can we develop and share a narrative that will inspire us, build on existing knowledge and information, and allow us to make different choices for the well-being of children and youth.

Many policies, initiatives and projects are underway in Europe and around the world towards the well-being of children. We feel that the vision of Learning for Well-being offers the process for bringing together this diversity of efforts through mutually reinforcing activities directed towards a common agenda, sharing a common language, and with a view to developing shared measurement systems and processes. In this sense, we want to co-create a "movement of movements" that will develop into a shared virtual and real space where partners and different alliances can come together to expand Learning for Well-being into mutually reinforcing endeavours.

The creation of Learning for Well-being took inspiration from the resolutions adopted by major international bodies. The *World Health Organization* describes a **state** to be achieved by defining health as "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity". The *United Nations Convention of the Rights of the Child* (UNCRC) emphasizes a child's **right** to achieve their full potential and participate in decisions that affect their lives. UNICEF stresses the **responsibility** "to advocate for the protection of children's rights and to help meet their basic needs and expand their opportunities to reach their full potential". The 'four pillars of learning', as defined in the 1996 report to UNESCO by the International Commission on Education for the 21st Century, *Learning: the Treasure Within*: learning to know, learning to do, learning to be and learning to live together underline learning as **process**. The *Council of Europe* has described well-being as a universal human right, using the vision 'Well-being for All' to encompass individual well-being as well as societal and global well-being, extending to future generations.

Learning for Well-being offers an integrative framework and process that encompasses these elements, giving a purpose to learning and creating a space that gathers different actors to collaborate beyond their specific sectors, creating a common language towards a common agenda. It is a powerful vision for society that aims at fulfilling all the aspirations of the various bodies referred to above, by supporting the realization of our unique potential through physical, emotional, mental, and spiritual development in relation to self, others and the environment. It is the process of fully engaging and expressing who we are as individuals within our common humanity in social, societal and environmental contexts. It inspires us to find ways for being our becoming – living in our present moment while developing, challenging and creating ourselves for the future.

The purpose of the Learning for Well-being policy glossary is to provide a conceptual understanding, and a vision of possibilities, for those in Europe who are responsible for creating and impacting policy.

Learning for Well-being: A Policy Priority for Children and Youth in Europe. A process for change has been developed using a consultative process that we aimed to make as inclusive as possible and which is described in Appendix 1. In this policy glossary we focus primarily on **children and young people**, by which we mean from birth to 18 years old. Throughout this text, when we use the term "children's well-being" we are including young people too, and also recognising the need for policy to take account of young people in those difficult and complex transition years from childhood to adulthood that follow.

We would like to thank all the people who have been involved in developing this policy glossary. Ilona Kickbusch, the main author, has brought to the process her expertise and enthusiasm for finding new and innovative ways of addressing critical issues. Many colleagues and friends generously took the time to respond to the consultations and send us their valuable ideas, experiences and suggestions, which we have done our best to take into account in finalizing the text. Finally, we appreciate the inputs of the friends and colleagues who reviewed the final draft and provided us with thoughtful insights in that crucial final period of drafting. This work could not have been done without the very substantial contributions from all the members of the Learning for Well-being Consortium and all the team of staff, in particular Jean Gordon and Linda O'Toole, who have worked closely with Ilona to make reality the goal of a policy glossary on Learning for Well-being for children and young people. We are grateful for the support of the Fundação Calouse Gulbenkian, Evens Foundation and Universal Education Foundation, which has made the work possible.

INTRODUCTION

Children's well-being is a key dimension of sustainable development and social resilience; it is about our present and our future. It requires recognition as a central building block of the European policy agenda. In Europe we do not invest enough in our children. The European Union does not have a children's policy – nor do many countries. Children have weak or no political representation and most countries and institutions do not offer children and young people the opportunity to have their voice heard and participate in decision-making. Children and youth are particularly hard hit by the financial insecurities in present day Europe – their future is at stake.

But we should not continue as in the past and we do not need more of the same. Most societies are not creative and daring enough in affecting changes for the well-being of children. We require a vibrant debate on what childhood means at the beginning of the 21st century. We need to radically shift our mindsets and transform how we think about children, learning, health, education and society.

We are advocating for a paradigm shift that will:
- consider children as competent partners, nurturing personal responsibility more than compliance
- understand learning not only as a cognitive, but as an integral process with many dimensions
- move from disease and treatment centred healthcare to promoting health and well-being
- move from standardized education to child centred education
- move from sectoral to systemic solutions in policy and society

There is no policy maker that does not underscore the sentence "*children are our future – we must invest in them*". Yet the action that is needed rarely follows, despite the negative economic and social consequences for individuals, communities and society at large. Children's well-being touches

on many sectors of government and it will be a defining factor of Europe's socio-economic future – but in particular it relates to the policy priorities of three of the largest service delivery systems in European welfare states: **social services, education and health**. There is increasing critique that these sectors do not deliver the outcomes that are necessary to ensure a more equitable society, better well-being and a healthy and well educated population – indeed their failure rate is disconcertingly high. Early school leaving and obesity in children are just two prominent examples.

New approaches are needed – but policy makers seeking to reform these systems are challenged by major barriers, due only in part to the impact of budget restrictions and the global financial crisis. Major entrenched interests and the path dependency of the systems concerned also contribute to the resistance to change. **This glossary argues that most of all we require a change in perspective which will lead to a new systems design based on Learning for Well-being.**

The cooperation of many sectors and stakeholders is necessary to move forward an integral children's well-being agenda. Governments need to include civil society and the private sector in such a quest. The challenge at hand is to overcome an "old paradigm" that is focused on deficits rather than strengths, is input rather than output oriented and most importantly does not directly involve those whose well-being is at stake. Too frequently, neither children or parents nor patients and their families are considered as equal partners in the production of health, welfare and education and thus ultimately well-being.

While policy makers do show concern over the negative developments in relation to challenges such as children who live in poverty, the obesity epidemic, mental health and functional illiteracy there is less willingness to take the policy action which will address the "causes of causes". These are not only related to the unequal distribution of power and resources as well as life chances even in the richest European countries but also to a model of education, learning and health that is not oriented towards well-being and is failing the challenges of the 21st century. In this era, we have the opportunity to focus on the right of each individual to pursue a path for personal development. Rather than base long term policies and programmes on an approach that enhances personal and community well-being, empowers families and communities, supports their resilience and allows children to flourish, many countries continue

with constant short term "fix it" approaches that frequently prove to be counterproductive both in terms of cost and outcomes – for example when we opt for expensive medical solutions rather than engaging in the promotion of health and well-being.

This policy glossary understands well-being as "realising one's unique potential through physical, emotional, mental and spiritual development ... in relation to self, others and the environment." It is based on a view of society in which all people have the ability to realize their potential and all parts of society contribute towards children's well-being.

Governments face tough choices and many complex challenges which are "wicked problems", which have no single solution. They need to encourage joined up government action that reaches across ministries and involves many other stakeholders in a whole of society approach. Many issues that were considered sectoral responsibilities assigned to specialized professional systems have now moved "up" the policy agenda as social and economic goals of the whole of government. They require systemic solutions and new forms of governance. These issues include the environment and increasingly education and health. The shifts in the global situation have created competition for the global work force and the brightest minds; the demographic developments have made healthy life expectancy not only a humanistic goal but an economic necessity; climate change is generating the need to protect not just ourselves but others. Supporting a global public goods approach that benefits all countries and peoples is becoming ever more pressing as we begin to understand that what benefits the planet also benefits our health and well-being.

As underlined in the Europe 2020 Strategy, the long-term effects of not investing enough in policies affecting children may have a profound impact on our societies. Many of these policies require determined action by the member states, and the Commission is ready to offer its support and cooperation. The Commission states that it will continue to play its part in joint efforts to achieve well-being and security of all children (European Commission COM (2011) 60 final). A renewed commitment of all actors is necessary to bring to life the vision of a world where children can be children and can safely live, play, learn, develop their full potential, and make the most of all existing opportunities.

CHILDREN'S WELL-BEING: A POLICY PRIORITY

Every society has the option to invest today in happy, secure and flourishing childhoods. As data show us the well-being of children does not correlate with GNP. To meet its challenge set out in the EU Treaty "to promote peace, its values and the well-being of its peoples" the European Union needs to make children's well-being a policy priority. This glossary proposes to base such children's well-being policy on the Learning for Well-being process laid out in this document. Primary goals are to make all environments more conducive to Learning for Well-being and to engage the unique potential of each child.

Modern society requires much of the individual: it puts a strong emphasis on individualization and self-referred values – this assumes that every person is able to be self-reliant, yet many structural difficulties hamper the individual's ability to do so (Grob & Kirchhoff, 2008). Supporting children and young people in developing the capabilities and competences to navigate their world and to achieve their potential must become a priority. Our educational models and our social environments are not providing this kind of support. Parents are often over burdened; institutions are too. Children are pressured to adapt ever earlier to the requirements of the market driven adult world.

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Globalisation and modernisation are creating an increasingly diverse and interconnected world. To make sense of and function well in this world, individuals need for example to master changing technologies and to make sense of large amounts of available information. They also face collective challenges as societies – such as balancing economic growth with environmental sustainability, and prosperity with social equity. In these contexts, the competencies that individuals need to meet their goals have become more complex, requiring more than the mastery of certain narrowly defined skills.

Rychen & Salganik 2003

Policy makers must become serious about the new policy principle introduced through the concept of sustainable development: the regard for future generations. But we are far from implementing intergenerational policies. There is as yet no explicit EU "Children's Strategy" (Ruxton 2005)

although, since November 2011, the European Commission has a "child rights coordinator" who will have a role in mainstreaming children's rights and the United Nations Convention on the Rights of the Child is considered by organizations like Eurochild to provide a crucial holistic framework for developing all policies related to children. **This policy glossary argues that children's well-being must be introduced as a central building block of the European policy agenda – not only as an investment in future adults but as a pledge to the children of today** and to contribute to stronger and more integrated societies today and tomorrow.

It proposes that an agenda for children's well-being brings together three important rationales for action:
- Children's well-being – a happy, secure and flourishing childhood – is a value in its own right.
- Children's well-being is about the moral imperative of social justice and equitable life chances – it contributes to a better and more just society and to well-being for all.
- Children's well-being is about our present and our future, as individuals and as societies. It supports long term social and economic development. It promotes life course physical, emotional, mental and spiritual health – what some define as the development of the whole child.

When many European countries invest in children they frequently do so in a manner that is not well coordinated across portfolios, does not address the range of dimensions of children's well-being and is not well targeted throughout the child's life cycle. (OECD 2009) In addition, policies and programmes rarely recognize children as active agents who can play an important part in shaping their own lives and advocating their own well-being.

We suggest a reframing of what we do. The great social upheavals of the last decades have changed our view of childhood as they have changed our view of older people. A key factor is that within every social group individuals need to be recognized in their diversity and distinctiveness. We need a comprehensive approach which must begin with a significant change in the perception of childhood and children's well-being, education and health. It must recognize children as a specific social group that has commonalities, needs, and value in its own right. (Qvortrup 1994) And it must recognize that every child is unique. Such an approach recognizes that in addressing children's well-being there is no single magic bullet

intervention, or investment, which addresses all children's well-being problems. European policy makers need to consider that while there are multiple developmental pathways to the same well-being outcome, **there needs to be consideration given to the process as well as the outcome.** Evidence indicates that many approaches exist which can provide better outcomes for less resources – if the willingness exists to overcome the path dependency of many systems and programmes and to move the debate beyond ideological confrontation. In so doing we will achieve better outcomes for children and for society and Europe as a whole.

STRUCTURE OF THE DOCUMENT

The first chapter of this document demonstrates the increasing movement towards a new mindset, and presents the new vision of Learning for Well-being. Following that, the Chapters 2 to 4 address the paradigm shifts in how we see children, learning, education, health and society. They present existing examples, as well as focusing on the distance yet to travel. Chapter 5, Bringing it all together, returns to the above policy imperatives and specifies the components that need to be present for the Learning for Well-being approach. The final chapter is a Call to Action focusing on priority principles on which to build policy for Learning for Well-being for children and youth.

At the end of the policy glossary an appendix describes how this policy glossary was developed through an inclusive process of consultation of stakeholders, including youth and is followed by a bibliography.

POLICY IMPERATIVES FOR CHILDREN'S WELL-BEING

Therefore, in recognizing that children's present and future well-being must be a policy priority for ethical, social, demographic and economic reasons, we are asserting that the following general principles must undergird Europe's commitment to children's well-being.

All parts of society must engage at all levels of policy formulation and implementation. This includes families and communities, as well as organizations and professionals.

All policy sectors – within countries and within the European Commission – need to contribute to children's well- being through encouraging Governments to launch an **integrated *Children's Well-being Action Plan*** with a whole of government and whole of society approach. Such a plan must be multi-dimensional and pro-active in order to be effective, efficient and equitable. It also implies a reorientation of education, health care, and social welfare systems to work together on the promotion of well-being.

Children themselves must be part of the decision-making process that will shape their destiny – **their voices must be respected, considered and represented**.

Policy measures need to extend beyond the structural conditions affecting the circumstances of children's lives (e.g., poverty, inequality; environmental and social resources) to also **consider the individual, social and spiritual dimensions** of children's health and well-being.

A positive, holistic, inclusive and systemic mindset should guide policy approaches to children's well-being by **prioritizing processes that address the whole child** through focusing on strengths, developing competences, and recognizing the unique potential of each individual.

Children's well-being must be measured and monitored across a range of objective and subjective domains of well-being. It is **imperative to include children's subjective viewpoints, use positive indicators, and be holistic** in approach. Legislation, policies and structures that promote children's well-being must be regularly assessed and adapted.

All of these imperatives relate directly to the Learning for Well-being perspective.

1

A New Vision

A new mindset for a new century: well-being as a measure of progress of European societies

A PERIOD OF QUESTIONING

Europe is still in the midst of major financial uncertainty. As articles, books, talk shows, web debates and private conversations try to grasp what has occurred the same kind of questions are being asked repeatedly: what kind of world do we want to live in? What is it that European societies should aim to achieve? Had we lost our way? Were we measuring progress in ways that did not really reflect what we value most as individuals, families and society as a whole? Had the focus on economic growth led us to neglect what matters: namely social wealth and social growth as well as individual well-being and happiness? Had the focus on rapid economic gains and GDP growth led us to neglect the concern for our children and the future of the next generation? Have we lost touch with some of the most fundamental values that should guide policy priorities? Does our sectoral and national approach to policies allow us to address 21st century problems adequately? How will we deal with the major inequalities that are being reinforced through the crisis?

Many of the challenges we face are interconnected and transcend national boundaries, and because of this, the solutions are also interconnected to a large extent. But this does not mean that most of the solutions are technically very difficult; many problems are the consequences of bad management and absence of foresight. www.jamesmartin.com/book/megaproblems.cfm

A NEW CHALLENGE

The new challenge is taking form: Europe needs to consider its place in the world and its future path. One contribution to this debate is an interest in policies that aim to increase well-being and understand economic development as a means of enlarging people's potential and quality of life, not as an end in itself. There are now increasing attempts to gain a better understanding of the interrelationship between wealth and well-being and how this knowledge can be translated into policy. (Diener *et al* 2009)

A significant number of research studies show that despite unprecedented economic prosperity in the last 35 years people do not necessarily feel better as individuals or as communities. While economic output has increased (until recently) over the last decades in many countries, levels of subjective well-being and happiness have remained flat. How then will our societies cope with economic down turn or other major crisis and uncertainties emerging from the global context such as environmental challenges or migration flow? Will our democracies respond in new ways? Will we as individuals and communities be willing to consider other priorities? To accept other policy priorities? A recent study in the UK by the Young Foundation has shown that the public now sees the non material social kinds of need – our need for others, and for emotional support – as just as important as the material needs for housing, transport or money (http://www.youngfoundation.org/).

Policy works with a sectoral approach but people do not live in sectors – they view and live their life in its totality. Studies on subjective indicators of well-being have provided important insights about "the quality of people's lives from their own perspective". (Diener *et al* 2009) In democratic societies policy makers should consider this information as seriously as they view economic, environmental and social indicators. Policies for Well-being – as they are framed in some of the recent economic literature – are one possible reorientation of 21st century public policy goals (Bok 2010).
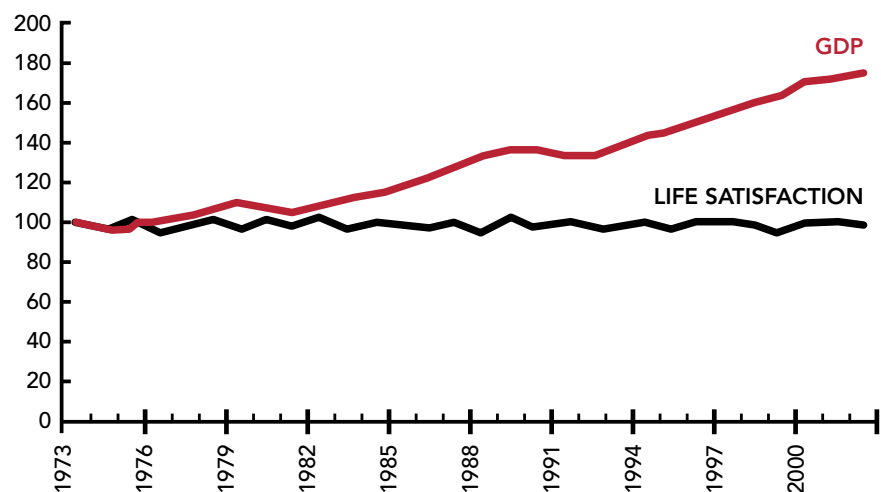
Sourc : Blanchflower and Oswald

B | WELL-BEING: A CHANGE OF PERSPECTIVE

There are six approaches to well-being which have been developed in the international arena, each of which constitutes a significant breakthrough in the field. These are: *human development, sustainable development, Gross National Happiness, Social Determinants of Health, Well-being for All, and measuring well-being.* They aim to overcome policy fragmentation. Although they were formulated for an adult society, each is relevant to children's well-being.

1. Human development Index – The United Nations

For many organisations, academics or social activists at the global level the idea of improving well-being in a holistic manner is not new. Indeed the idea of generating "social wealth and social growth" rather than economic growth measurable only in terms of GDP has been on the international agenda for some time. Many of the United Nations recommendations are based on the integral concept of human development which puts people and their capabilities in the centre of development.

There are four basic pillars of human development: equity, sustainability, production and empowerment. Equity is the idea of fairness for every person; we each have the right to an education and health care. Secondly, sustainability is the view that we all have the right to earn a living that can sustain us and have access to a more even distribution of goods amongst populations. In addition, production is used to show how the government needs more efficient social programs for its people. Lastly, empowerment is providing for people who have been powerless, such as women, to be given power.
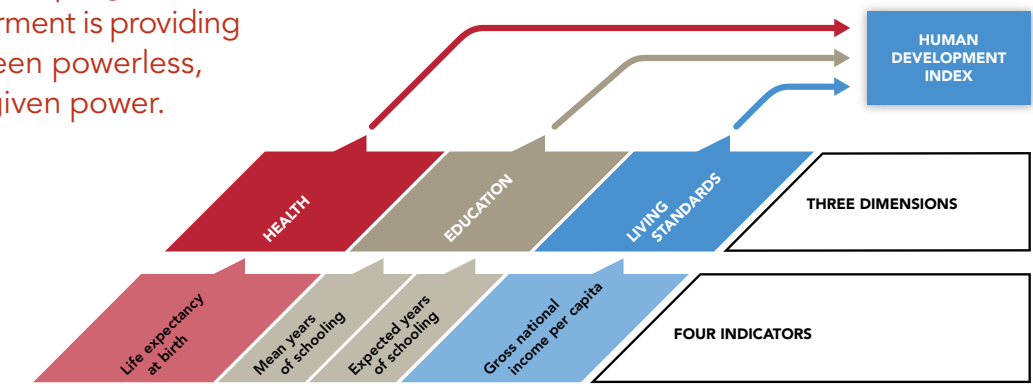
Components of the Human Development Index – three dimensions and four indicators

Source: http://hdr.undp.org/en/statistics/hdi/

Since 1990 the United Nations regularly measures the well-being of nations by the Human Development Index with the intention ''to shift the focus of development economics from national income accounting to people centred policies''. Starting with the 2010 report the HDI combines three dimensions: *a long and healthy life: Life expectancy at birth; Access to knowledge: Mean years of schooling and Expected years of schooling; A decent standard of living: GNI per capita (PPP US$).* **The Human Development Index constituted a breakthrough because it created a single statistic which was to serve as a frame of reference for both social and economic development.**

2. Sustainable development – The Brundtland Commission on "Our Common Future"

The concept of sustainable development complements human development by introducing a shift from a model of development based on inequity and exploitation of human and natural resources to one that requires new forms of responsibility, solidarity and accountability not only at the national but also at the global level. This approach has frequently been represented as the interaction between three circles: economy, society and the environment. Sustainable development is one of the most demanding policy concepts as it is *both trans national and inter gene-rational* – **the breakthrough of the sustainable development approach was to create a mindset that adds an ecological and futures dimension to concepts of development and well-being.**

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Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

(Our Common Future –Brundtland Report, 1987).

ENVIRONMENT
BEARABLE EQUITABLE
SUSTAINABLE
SOCIAL VIABLE ECONOMIC
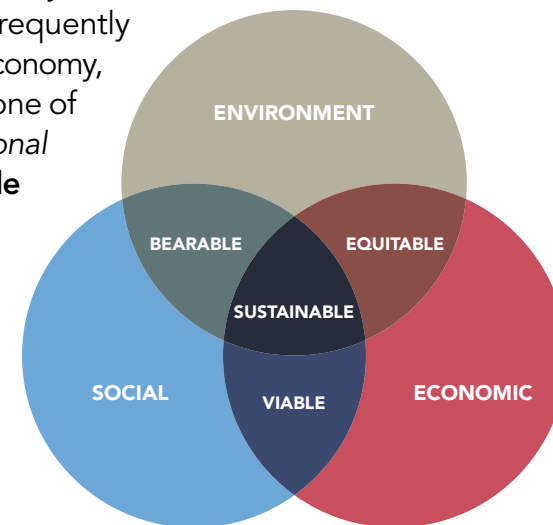
3. Global Gross National Happiness Survey

The "Gross National Happiness Index" was introduced by the King of Bhutan in the 1970s and began to gain increasing attention over the last decade. This survey of subjective judgments of the population's general level of well-being is based on a survey instrument developed in Victoria, British Columbia, Canada. It has 4 pillars and 72 indicators. Policies in Bhutan must pass a GNH review based on a GNH impact statement before they are approved. The index is based on Buddhist principles which underline the interaction of material and spiritual development. **The breakthrough was to present a holistic measure of happiness and well-being with the potential of international adaptability.**

The four pillars of the Bhutan National Happiness Index are:
- good governance and democratization
- stable and equitable socio-economic development
- environmental protection
- preservation of culture

The Gross National Happiness work has been taken further to develop a first GNH Survey by the International Institute of Management (IIM). It includes seven dimensions and measures of well-being. www.iim-edu.org/gross nationalhappinesssurvey.htm

4. Social Determinants of Health – World Health Organization

"Health is created in the context of everyday life where people live, love, work and play." WHO The Ottawa Charter 1986

The World Health Organisation has defined health as more than the absence of disease. Health is understood as *physical, mental and social well-being* and is considered a human right. Studies on health and well-being have drawn our attention to how both our way of life and the unequal distribution of life chances and capabilities have led to unacceptable differences in health and life expectancy, increases in chronic disease and a decline in mental health.

SOCIAL DETERMINANTS OF HEALTH AND HEALTH INEQUITIES
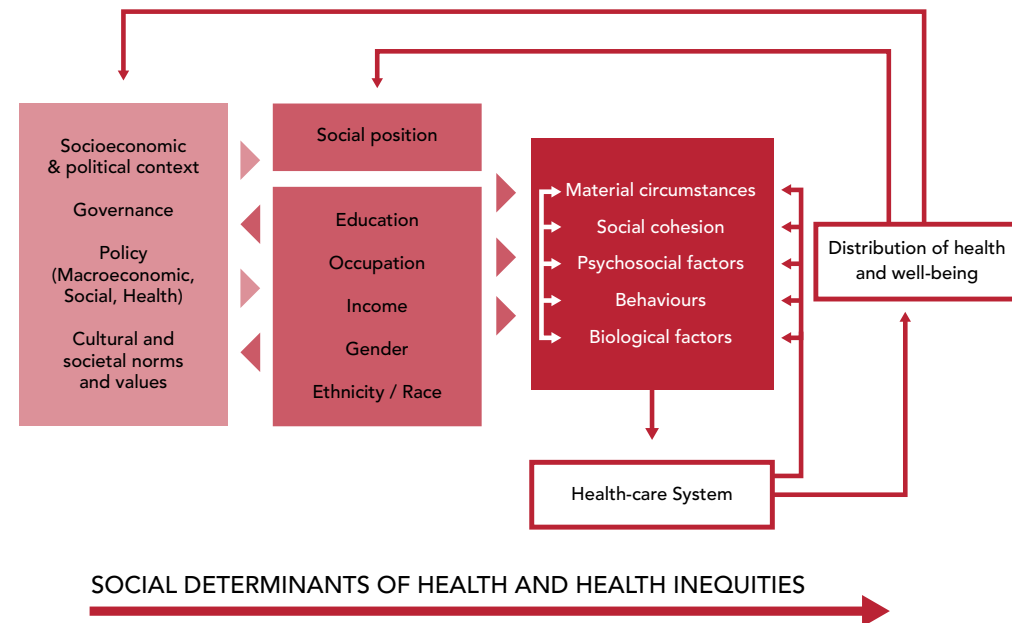
Commission on Social Determinants of Health conceptual framework

Source: http://www.cdc.gov/socialdeterminants/FAQ.html

The social determinants of health are the conditions in which people are born, grow, live, work and age, including the health system. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels, which are themselves influenced by policy choices. The social determinants of health are mostly responsible for health inequities – the unfair and avoidable differences in health status seen within and between countries. (WHO, 2009)

The major report by the Commission on the social determinants of health (CSDH) draws attention to the fact that the freedom to lead a flourishing life and to enjoy good health is unequally distributed between and within societies. "This inequity is seen in the conditions of early childhood and schooling, the nature of employment and working conditions, the physical form of the built environment, and the quality of the natural environment in which people reside. Depending on the nature of these environments, different groups will have different experiences of material conditions, psychosocial support, and behavioural options, which make them more or less vulnerable to poor health. Social stratification likewise determines

differential access to and utilization of health care, with consequences for the inequitable promotion of health and well-being, disease prevention, and illness recovery and survival." **The breakthrough has been to take the health debate back to its social and political determinants and link it firmly to other policy sectors that contribute to health and well-being. This was further confirmed on a Ministerial Declaration on the Social determinants of health adopted in Rio, Brazil 2011.** http://www.who.int/sdhconference/en/

5. Well-being for All – The Council of Europe

In the European context the Council of Europe has built on many of these concepts. It emphasises through its use of the vision *"well-being for all"* that it is important to consider both individual well-being as well as societal and global well-being, making well-being a universal concept and foundation of social cohesion which also extends to future generations. In the revised *Strategy for Social Cohesion* emphasis is placed on the idea that well- being cannot be attained unless it is shared – according to the Council of Europe it is a relational and a participatory concept: "The well-being of one part of humanity is unattainable if another part is in a state of ill-being or if it is to be achieved at the expense of future generations who thereby inherit an uncertain world stripped of resources." **This concept constitutes a break-through because it takes well-being out of the realm of solely individual preferences into the realm of socially agreed preferences so it can enter the realm of policy making: drawing attention for example to policies that promote social contacts and relationships.** (Farrell 2008) The Council of Europe has developed indicators through a participative methodology which addresses 'citizens' in neighbourhoods, towns, enterprises and schools. The approach is conceived to support citizens' initiatives to re-think the objectives of social progress and is embedded in the Council of Europe's *New Strategy and Action Plan for Social Cohesion.* http://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Conf%202011/Charter_en.pdf

Such a concept of well-being poses challenges not only to the priorities of national policies of all Council of Europe member countries, but also to the policies of the European Union and its member states. The EU in the *Consolidated Version of the Treaty on European Union* (the "Lisbon Treaty") sets the goal of promoting the *'well-being of its peoples'* but it defines

well-being more in reference to an older paradigm of economic growth than a broader one of integrated well-being. The EU still has a long way to go before realising this goal for all of its citizens. In 2011 the European Commission published *'An EU Agenda for the Rights of the Child'* (2011) which sets out a commitment that all EU action relevant to children, respects the provisions of the Charter of Fundamental Rights and the UNCRC. The Communication proposes a number of actions that will raise the visibility of children's rights such as developing better data on child rights, and maintaining a regular dialogue with stakeholders in the European Forum for the Rights of the Child. Nonetheless the Communication has been criticised for taking a too narrow, legalistic approach towards child rights, focusing mainly upon the issues of child security and child protection rather than on a holistic vision of children's well-being.

6. GDP and beyond – Measuring well-being

A number of approaches to develop national accounts for well-being – all of them focused on adults – have been developed. At present there is a growing literature that argues that these accounts need to include both objective and subjective measures of well-being. "In the same way that governments collect systematic measures on many aspects of the economy…they should also collect a variety of measures reflecting individuals' subjective evaluation of their lives" (Diener *et al*, 2010)
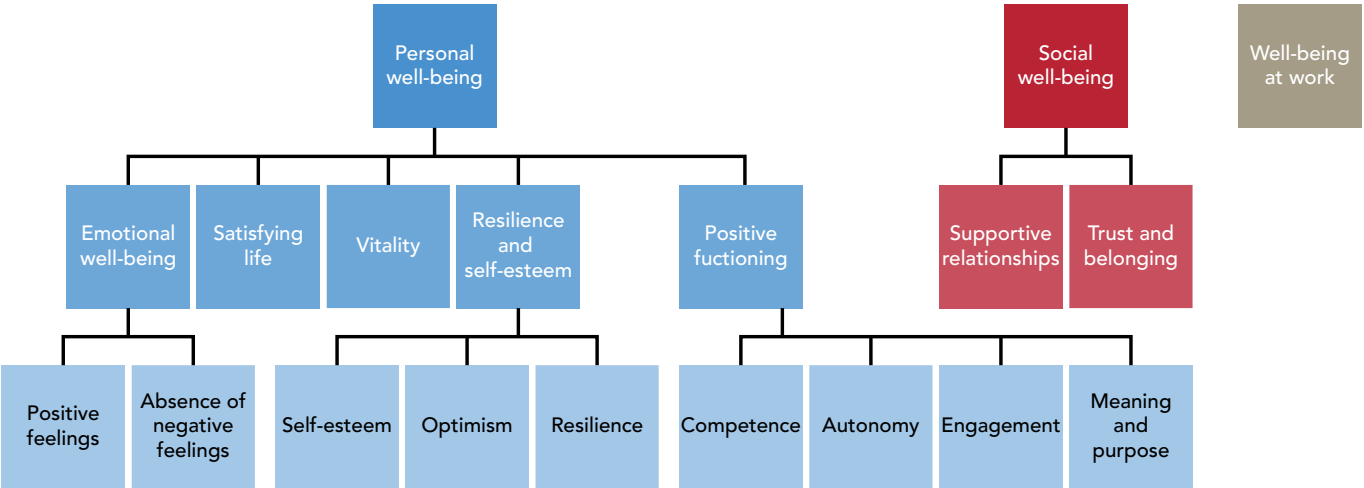
Indicator structure within the example national accounts framework

Source: http://www.nationalaccountsofwellbeing.org/learn/measuring/indicators-overview.html

The diagram opposite presents the framework developed by the New Economics Foundation that calls for governments to directly and regularly measure people's subjective well-being: their experiences, feelings and perceptions of how their lives are going, as a new way of assessing societal progress. http://www.nationalaccounts ofwellbeing.org/

Within the European Union there are regular Quality of life surveys and there has been a major communication on *GDP and Beyond. Measuring Progress in a Changing World* (EU, 2009). Eurofound, the tripartite EU agency that provides expertise on living and working conditions, uses a conceptual framework around "having, loving and being". They stress the value of domain satisfaction indicators, over and above life satisfaction, as they are more sensitive to change. http://www.eurofound.europa.eu/

The Netherlands, Australia and Canada have already developed measures of well-being at the national level over the last decade – Germany and the UK have begun initiatives in this direction. In 2009 the French president set up a Commission on the *Measurement of Economic Performance and Social Progress*, led by two Nobel Prize Winners, Joseph E. Stiglitz and Amartya Sen, to provide suggestions on how to measure societal well-being, acknowledging the limits of GDP as an indicator of economic performance and social progress.

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The whole Commission is convinced that the crisis is teaching us a very important lesson: those attempting to guide the economy and our societies are like pilots trying to steering a course without a reliable compass. The decisions they (and we as individual citizens) make depend on what we measure, how good our measurements are and how well our measures are understood. We are almost blind when the metrics on which action is based are ill-designed or when they are not well understood.

Stiglitz & Sen 2009
http://www.stiglitz-sen-fitoussi.fr/en/index.htm

This type of thinking has also been supported by the OECD which stated recently that "there is a growing consensus that measuring societal progress and quality of life requires a combination of objective and subjective measures for a large range of economic, social and environmental phenomena." OECD, 2011)

The OECD Better Life Initiative and Measuring Well-being and Progress ask whether we are measuring the right things in life. A 2011 report: *How's Life? Measuring Well-being*, looks at the most important aspects that shape people's lives and well-being: income, jobs, housing, health, work and life-balance, education, social connections, civic engagement and governance, environment, personal security and subjective well-being. An online interactive tool allows users to create their "better life index" and compare the topics across societies. Following the launch, an article in The Guardian (13 November 2011) suggested that "The well-being agenda isn't navel-gazing, it's innovation and survival" and that by putting a price on unhappiness we can understand the need for a gentler response to the economic crisis. The journalist went on to underline that "Democracy only functions healthily if we believe we can imagine conditions other than they are. And well-being is an open enough concept, firmly at the heart of government, to allow our policy-brains to stop pressing the panic button."

KEY ISSUES

A SOCIETY THAT VALUES AND SUPPORTS WELL-BEING

1. These policy advances explore what it means to emphasize the underlying values of well-being as opposed to stressing only economic factors. Each of these approaches has contributed towards a shift in thinking about human well-being and development. They have helped compare the progress of countries, drawn attention to major inequalities and highlighted flaws in policy making.

2. In a number of countries these concepts have become part of policy thinking and policy making – in particular the concept of sustainable development.

3. It is uncertain how the impact of the economic crisis will influence the further development and acceptance of these approaches – whether they are considered part of the solution. Indeed Europe will need to engage in an extensive political and economic debate about well-being.

4. The approach of Learning for Well-being builds on this thinking of the recent decades in order to strengthen approaches that aim to ensure well-being for all as a shared social responsibility.

5. There is increased interest in developing approaches to measuring well-being and national accounts for well-being. At present there is a growing literature that argues that these accounts need to include both objective and subjective measures of well-being.

> *For the first time in the modern age adults are seriously considering the inalienable right of the individual to personal growth from a non dogmatic and non authoritarian standpoint. For the first time, we have a basis for believing that each individual's existential freedom does not constitute a threat toward the community but is rather vital to the continued health of community as a whole. For the first time, we are ready to create genuine relationships that bestow equal dignity on man and woman and on adults and children.* Juul, 2011

C | A NEW VISION: Learning for Well-being

1. Learning for Well-being Framework

Learning for Well-being implies developing and sharing a new story of what we can create together through imagining new possibilities. It asks: How can we find a way of doing and being that will inspire us, build on existing knowledge and information, and allow us to make different choices for the well-being of children and youth?

We focus on Learning for Well-being so that children are fully supported in developing the competences they need to live fulfilling, secure, healthy lives and engage in society in a meaningful way.

We imagine a world in which people learn how to fully engage and express who they are as individuals, living in the present moment while developing, challenging and creating themselves for the future in relation to self, others and the environment.

Learning for Well-being requires a central emphasis on the unfolding of each person's **unique potential**, the vital energy and qualities that provide meaning, purpose and direction to an individual's life.

We believe that for this unfolding to happen, we need to understand our inner processes – our way of being in the world and how we learn and develop (**inner diversity**).

We need to cultivate the ways in which we communicate and express ourselves – how to create qualitative relationships with ourselves, with others, with the environment in which we find ourselves (**relationships/communication**).

We need to understand that Learning for Well-being requires us to take individual responsibility, to build practices, to make choices, to take action (**engagement/participation**).

Lastly, we need to recognize that our lives are dynamically interwoven with the systems within and around us (**self-organization/living systems perspective**).

The creation of Learning for Well-being took inspiration from the resolutions adopted by major international bodies. The *World Health Organization* describes a **state** to be achieved by defining health as "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity".

The *United Nations Convention of the Rights of the Child* (UNCRC) emphasizes a child's **right** to achieve their full potential and participate in decisions that affect their lives. UNICEF stresses the **responsibility** "to advocate for the protection of children's rights and to help meet their basic needs and expand their opportunities to reach their full potential".

The 'four pillars of learning', as defined in the 1996 report to UNESCO by the International Commission on Education for the 21st Century, *Learning: the Treasure Within*: learning to know, learning to do, learning to be and learning to live together underline learning as **process**.

The *Council of Europe* has described well-being as a universal human right, using the vision 'Well-being for All' to encompass individual well-being as well as societal and global well-being, extending to future generations.

2. Key components of the framework

Expression of one's unique potential: The unfolding of each person's *unique potential* requires us to encourage self-discovery and to appreciate the expression of one's particular gifts and contributions. In this way, we nurture the flourishing of the undivided and evolving self of each of us.

Respect for uniqueness and diversity of each individual: By natural design, every child is unique. We pay special attention to individual processes through which children learn, communicate, and develop. These are the "inner differences" – the ways in which children uniquely frame their perceptions and understandings – that are often not so readily apparent. Respecting these inner differences is at the heart of a vision centered on learning and the individual learner.

Focus on nature and quality of relationships: We are hardwired for social interactions, and learn primarily through our relationships with other people – family, peers, teachers and other adults in our environments. The nature and quality of those relationships is critical to our Learning for Well-being. We also learn through our relationship to non-human creatures and the natural environment. Of primary importance is the relationship to self from which self-esteem, self-confidence, and self-expression stem.

Participation of those concerned (children and youth): To learn a child must take ownership for his or her own learning outcomes and be an active participant in that learning. Adults can act as catalysts and enablers for helping to create diverse environments for the benefit of children, but well-being is sustainable only when chosen and acted upon by young people. Internalizing the value and practice of well-being is the beginning of choice, responsibility and action.

Ensuring conditions for self-organization: Self-organizing is the way in which living systems adapt to their environments and create themselves anew. The principles apply to individuals, classrooms, communities, and so forth. Disruptions to self-organization – such as attempts to assert control by external forces – have a direct impact on the quality and sustainability of the system. When control is internal (for example, through following the interests, motivations, and enthusiasm of the individual), it is possible to optimize potentials and possibilities for growth, learning, and well-being.

Consider the whole person, the whole process, whole systems: Nature itself, and everything in it, works as living whole systems. The shift from a mechanistic, fragmented model to an organic system changes our view of the way the world works, the nature of reality, and our understanding of human functioning within a web of living relationships. All living systems are greater than the sum of their parts; thus in Learning for Well-being we need to consider the various aspects of the person, the process and the environment – all in dynamic interaction with one another.

Learning for Well-being offers **an integrative framework and process** that encompasses these elements, giving a purpose to learning and creating a space that gathers different actors to collaborate beyond their specific sectors, creating a common language towards a common agenda. 'Learning for Well-being' is a powerful vision for society that aims at realizing our unique potential through physical, emotional, mental, and spiritual development in relation to self, others and the environment.

Children who are nurtured and grow in this way are far more likely to nurture and take care of themselves, other people, and the environment, which will make all the difference in how we live as individuals and in our shared environments. Through the 'Learning for Well-being' perspective, we can invest in children and young people, empowering them to build their competence in an integrated way, capable of stimulating change towards a society that puts well-being for all at the centre of all our systems.

3. Policies and programmes that promote Learning for Well-being must include the following five principles for action

1. *Take the child's perspective:* shift from an adult perspective on children's well-being to a child's perspective, with broad acceptance for children's subjective perspectives on their own well-being and for children as reporters as a preferred method of assessing their well-being.

2. *Encourage expression of each child's unique self:* take account of how children can develop their full potential by relating to the concept of thriving and flourishing, to successful coping and resilience, and to recognition of the qualities that provide meaning, purpose and direction to an individual's life.

3. *Focus on strengths and inner differences:* be explicitly strengths-based, focusing on cultivating children's assets, beliefs, morals, behaviours, and capacities to give children the resources they need to grow successfully across the life course, **and** to understand and express their distinct ways of communicating, processing information, and learning.

4. *Emphasize the nature and quality of relationships:* make use of the critical and pervasive influence of children's relationships and social contexts. The ability to nurture, sustain and enhance our interactions with others is fundamental to children's well-being, learning, and experience of life.

5. *Be holistic:* the learning to learn concept has moved beyond teaching intellectual skills and has embraced a host of emotional, social, spiritual and cognitive aspects that are needed for lifelong learners, such as perseverance, curiosity, self-knowledge and collaboration. This requires considering the whole person, the whole process, and the whole system.

2
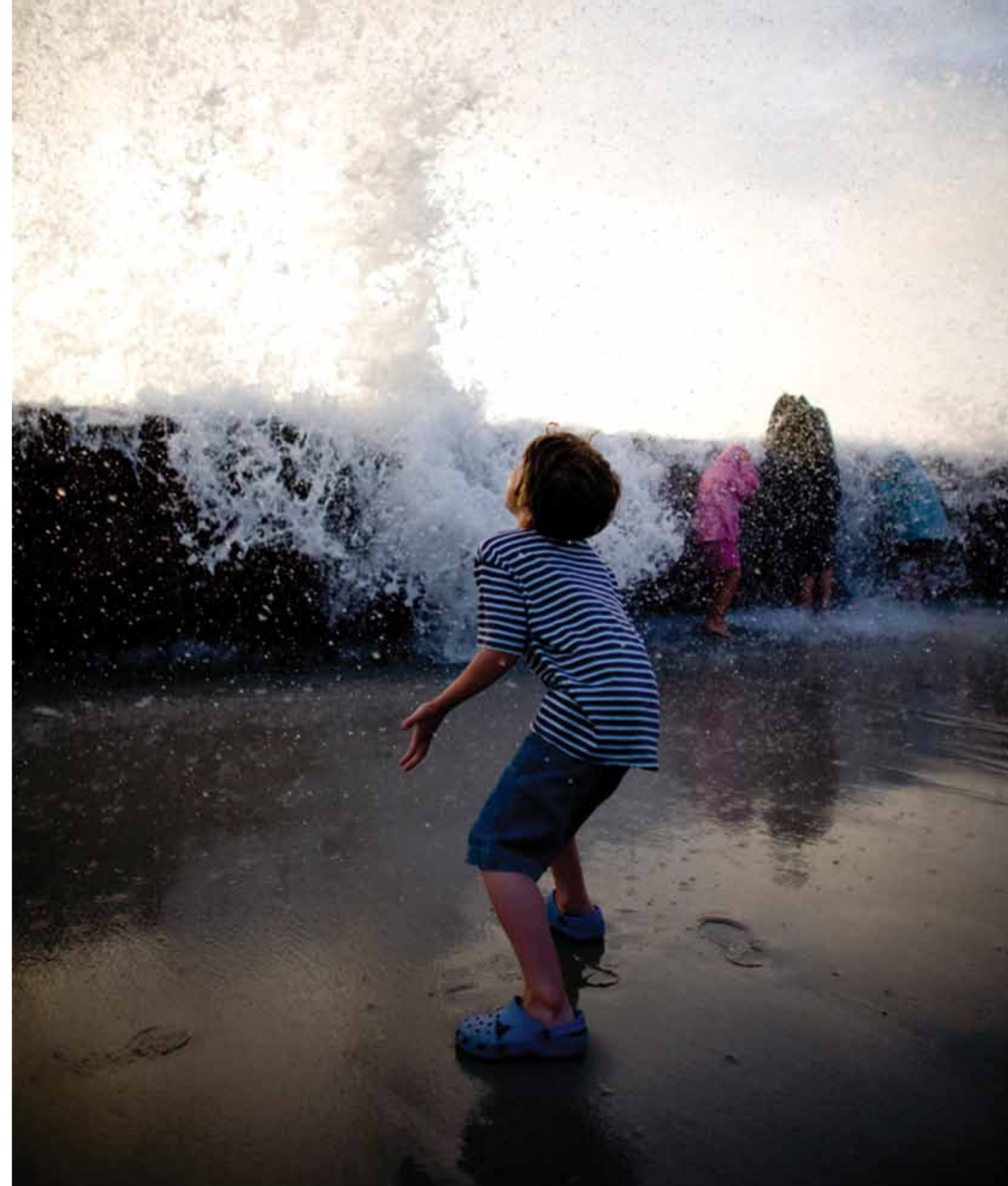
Shifting how we think about children

Consider children as competent partners, nurturing personal responsibility more than compliance

This policy glossary argues that children's well-being must be introduced as a central building block of the European policy agenda – not only as an investment in future adults but as a pledge to the children of today and to contribute to stronger and more integrated societies today and tomorrow. It proposes that an agenda for children's well-being brings together three important rationales for action:

- Children's well-being – happy, secure and flourishing childhood – is a value in its own right.
- Children's well-being is about the moral imperative of social justice and equitable life chances – it contributes to a better and more just society and to well-being for all.
- Children's well-being is about our present and our future, as individuals and as societies. It supports long term social and economic development. It promotes life course physical, emotional, mental and spiritual health – what some define as the development of the whole child.

This chapter will looks at how we think about children from four perspectives: respecting children's rights, new perspectives on children, addressing the vulnerabilities of children and new roles for children. Through these different sections we are setting the baseline for Learning for Well-being, which is founded on children's rights; supports the realisation of each child's unique potential, respecting and celebrating their diversity; and underscores the necessity of all agencies and institutions introducing approaches to children's participation in all the matters that concern their lives.

A | RESPECTING CHILDREN'S RIGHTS

The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born. UNICEF

Children's well-being is a global agenda: the health of children in Europe is linked to the challenge of children's well-being at a global level. In a review conducted for UNICEF in 2001 on "*Harnessing globalization for*

children" the uneven development of children's well-being around the world is highlighted. In most regions of the world, the last 20 years have witnessed a continuation of the improvements in key child-welfare indicators initiated in 1960-1980, a period that, in itself, recorded the fastest rate of improvement of the last several centuries. But there has been a slowdown in the rate of improvement in key indicators of children's well-being and a rise in the levels of relative and absolute child poverty despite the commitment of countries to the Millennium Development Goals.
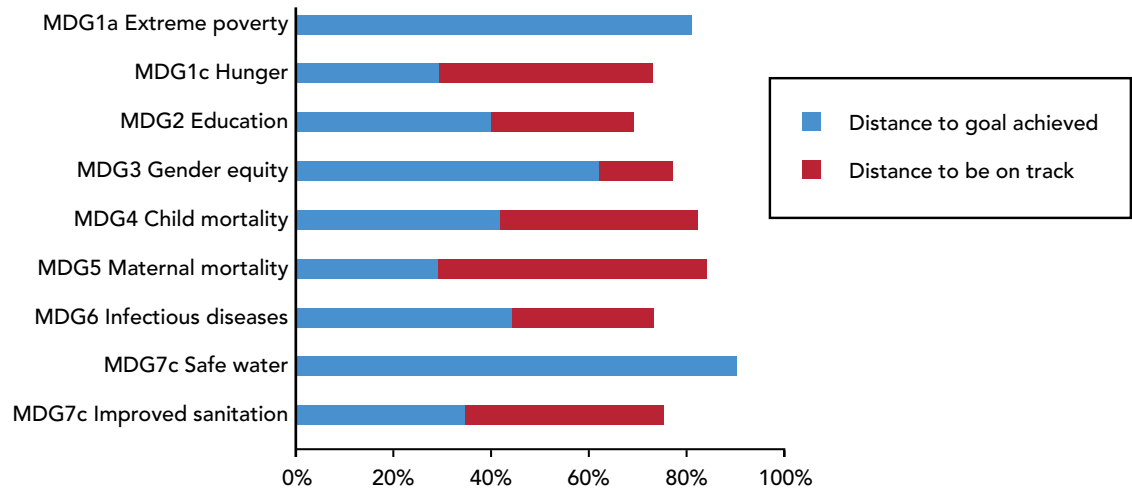
From a child rights perspective well-being is defined as the realisation of children's rights and the fulfilment of the opportunity for every child to be all she or he can be. The UNICEF report concludes that "If globalisation is to be child-friendly there is little doubt that its main objective should be to ensure the gradual realization of the rights of children regardless of their country, gender, social class or income level." (Cornea 2001).

European policies must be seen in the context of global commitments: The United Nations have taken a clear position on the rights of the child: Article

We are not the sources of problems; we are the resources that are needed to solve them. We are not expenses; we are investments. We are not just young people; we are people and citizens of this world.

A WORLD FIT FOR US 2002
http://www.unicef.org/specialsession/documentation/childrens-statement.htm

27 of the UNCRC states that participating nations "recognize the right of every child to adequate standard of living for the child's physical, mental, spiritual, moral, and social development." It provides a crucial, holistic framework for developing all policies related to children and a recent EU Communication sets out a commitment that all EU action relevant to children, respects the provisions of the Charter of Fundamental Rights. *An EU Agenda for the Rights of the Child* (2011) reinforced that the promotion and protection of the rights of the child is one of the objectives of the EU included in Article 3(3) of the Treaty of Lisbon. This article requires the EU to promote the protection of the rights of the child as does the Charter of Fundamental Rights of the European Union in Article 24, which recognises that children are independent and autonomous holders of rights. It also makes the child's best interests a primary consideration for public authorities and private institutions. Since November 2011, new European a "child rights coordinator" has a role of mainstreaming children's rights in all policies affecting them.

B | PERSPECTIVES ON CHILDREN AND CHILDHOOD SUPPORTING WELL-BEING

Our perspective on children and young people is fundamental to shifting how we think about them and how we live, love, play and work with them. In this section we have included three aspects that need to underpin all policy: firstly acknowledging that children are competent and experts in their own lives, secondly that education, healthcare, youth work and social welfare have to see the child as a whole person and thirdly that children and young people seek meaning and interconnectedness in their lives.

1. Children as Competent Humans

It's been suggested that in the second decade of the 21st century, the agency and voice of children and young people will preoccupy agendas in the way that listening and participation did in the first decade (Kellet, 2011). This is crucial to Learning for Well-being, which is about children and young people being empowered through their learning in diverse environments

to be able to make the decisions in their lives that will support themselves in everything they do, in their health, their relations, and the decisions they make about others and the environment.

On the one hand facilitating participation, engagement and therefore agency needs child- and youth-friendly structures. On the other hand they can only work if the shifts in how we think about children, learning, health and education are real – in people's minds, attitudes and practices. Only in this way can the unique potential of every child be nurtured. The UNCRC sets the baseline.

> *Article 12: Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.*

Implementing this involves a profound and radical reconsideration of the status of children in most societies and the nature of adult/child relationships. It requires us to begin to listen to what children say and to take them seriously. It requires that we recognise the value of their experience, views and concerns. It also requires us to question the nature of adult responsibilities and behaviours towards children. Adults need to learn to work more closely in collaboration with children to help them articulate their lives, shape their learning, develop strategies for change and exercise their rights.

Jesper Juul, a Danish family therapist, offers insights on the interactions and relationships between adults and children, becoming more commonplace particularly in the Scandinavian countries, which are based on equal dignity and responsibility rather than resulting from differences in power. He contrasts this with more traditional perspectives: "In my view, we have made a decisive mistake by assuming that children are not real people from birth. Both in the scientific and the popular literature, we tend to regard children as potential rather than actual beings, as asocial 'semi-beings.' As a result, we assume, first, that they need to be subjected to massive influence and manipulation from adults, and second, that they have to reach a particular age before they can be regarded as equals and real people." (Juul, 2011)

2. The Whole Child Movement

A number of initiatives focus increasingly on the concept of the "whole child", emphasizing that education needs to address not just the development of cognitive abilities but also the emotional, social, physical and spiritual development of the child. As an illustration the example below is a brief summary of the Whole Child Initiative led by ASCD (USA)

What will prepare each young person to work in careers that have not yet been invented; to think both critically and creatively; and to evaluate massive amounts of information, solve complex problems, and communicate well? Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow. Every school, community, classroom, educator, student, and family has unique challenges and strengths, and has a role to play in ensuring that each student is healthy, safe, engaged, supported, and challenged. Collectively we have the knowledge, skill, and ability to meet these challenges and share these strengths. Join us and our whole child partners as we change the conversation about education and move from a vision for educating the whole child to action that results in successful, well-rounded young people.

Whole Child Tenets:

Each student enters school **healthy** and learns about and practices a healthy lifestyle.

Each student learns in an environment that is physically and emotionally **safe** for students and adults.

Each student is actively **engaged** in learning and is connected to the school and broader community.

Each student has access to personalized learning and is **supported** by qualified, caring adults.

Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment

http://www.ascd.org/whole-child.aspx

3. Spirituality and Children/Youth

Spirituality refers to something fundamental in the human condition, which is not necessarily experienced through the physical senses and/or expressed in everyday language. Too frequently elements of spirituality, such as feelings of inner peace, strength, interconnectedness and a sense of the sacredness of life, have been linked *only* to religious values – but recently spirituality has begun to be recognized as a construct distinct from religion (Ingersoll, 1998). The right to a sense of spiritual well-being is firmly embedded in the 1989 United Nations Convention on the Rights of the Child and a clear duty is placed on all those involved to ensure that a child or young person's spiritual well-being is nurtured along with his or her physical and intellectual well-being.

Researchers have suggested that spirituality is a physiological need and that human brains are hard-wired toward spiritual experiences. We know that transcendent experiences can actually be identified and measured in the brain (Newberg, 2008). Educators and policy makers alike have stressed the importance of fostering in students a quest for meaning and values that can only come through exploring the universal questions that are traditionally the domain of spirituality (Kessler, 2005; Miller, 2000.) The need to resolve the tension between the spiritual and the temporal in contemporary education – and specifically in relation to children – was raised in both *Learning the Treasure Within*, the report to UNESCO of the International Commission on Education for the Twenty-first Century (Delors, 1996) and highlighted as one of the critical issues in the follow-up conference proceedings (*Learning throughout Life*, 2002): "… commission members feared that under cover of neutrality it is possible to neglect people's spiritual values … Resolving this tension is the responsibility of teachers and institutions where young people are taught." This renewal of connection between scientific and spiritual concerns reflects yet another fundamental shift in how we think of children's well-being.

❝

Three kinds of progress are significant for culture: progress in knowledge and technology; progress in the socialisation of man; progress in spirituality. The last is the most important…technical progress, extension of knowledge, does indeed represent progress, but not in fundamentals. The essential thing is that we become more finely and deeply human.

Albert Schweitzer, The Teaching of Reverence for Life

C | CHILDREN ARE VULNERABLE MEMBERS OF SOCIETY

In too many ways children find themselves in vulnerable situations – frequently these relate to economic and social situations, linked to issues of inclusion and diversity (migrants, Roma, gender, children with a learning difficulty, etc.). However it's important to remember that children and young people are vulnerable due to many types of traumas. These include traumas such as living in conflict zones, bullying, consistent hunger, forms of abuse and neglect. There are also the more ordinary types of trauma that relate to all of the ways in which children are vulnerable to others, as well as to their own fears. Many of these vulnerabilities spring simply from the fact of being a child: having less power and agency; lacking understanding of internal or external circumstances; being afraid without any recourse; and the increasing exposure through the media to natural and human-created disasters, and to the reactions of adults to these events.

In the current crisis there is a growing burden on the child protection system with more and more children being taken into care. Though child protection budgets tend to be ring fenced, other kinds of "softer" interventions that support families and parents before hitting crisis point are being cut in a short-sighted approach that fails to recognize the importance of universal provision of services to families and parents, particularly (but not only) when children are small. Organizations that support children's rights and well-being, such as Eurochild, give more emphasis to investment in family and parenting support that empowers parents and changes attitudes as this is the only way confidence can be passed onto children.

The King Baudouin Foundation (KBF) in Belgium has worked for many years on the issue of child poverty. The foundation aims at improving policies through various channels. It supports projects carried out by NGOs which focus on "Listening to children experiencing poverty". The experiences of these projects were published in a manual jointly with UNICEF Belgium. KBF also gave a voice to professionals working on a regular basis with children to better understand the situations children in poverty are facing and organised with the Belgian EU Council Presidency a conference "*Who Cares? Roadmap for a Recommendation to fight child poverty*". From 2012 on, KBF will focus

on early childhood development for children at risk. Projects are planned to foster inclusive day-care and out-of-school services, sensitise future care givers and teachers to the special situation of children from families at risk and to engage decision-makers in an international exchange to identify best practice and the most recent research.

While these are important policy steps, Learning for Well-being underlines the uniqueness and diversity of all children and the need to develop systems that take account of this fact. Designing and implementing approaches for addressing everyone's needs in the different contexts in which they live, takes us closer to creating inclusive societies that avoid labelling or judging differences. Such societies can celebrate the strengths of each while supporting any limitations or constraints. Furthermore it is important to recognize that each one of us is fundamentally motivated by the deep desire for a sense of meaning. The discovery of it is the process that makes the unfolding of our unique potential possible in all our diverse ways of being. The acknowledgment of that sense of meaning provides us with inner resources (whether we call it resilience, self-esteem, confidence) to work including in the most disadvantaged positions, again without labelling and separating.

Speak up! is a 2-year project led by Eurochild on children's rights and run under a grant from the Fundamental Rights & Citizenship Programme of the European Commission. It aims to address children's own views of their rights, the protection of those rights and their opinions on necessary national and European policy actions. The children involved are particularly vulnerable due to their situation or characteristics, as these children most frequently experience rights violations and are less likely to be heard.

Playing is fundamental for all children and one of the special ways they express themselves. A sick child in hospital also needs to play. Children tell us a lot through their games – about who they are, their fears and what makes them anxious. And playing allows them to deal with their anxieties, for example through re-playing scenes that have frightened them. That's particularly important during difficult moments like being in hospital. While playing they once again become the actors of their lives and, by playing symbolic games (e.g. about their external reality), come out of

the passive state they can go into during treatment. In this way they're in control of the situation. It is crucial for children to have spaces for playing in paediatric hospitals (like a Children's House). While they're playing they're having a good time and once again experience pleasurable feelings (and not just pain). That will help them psychologically feel better and this state of psychological well-being will inevitably have an impact on their physical well-being. Play also is the space for exchanges; creating a relationship between the child and the adult. Without play and these relationships, the child will not find enough strength to fight. It is very hard for a parent to bring a sick child into the world (we're talking here about major and chronic illnesses). In addition to all the feelings of guilt, there's the issue of early mother and child bonding. Every child who is born is different from the child we dreamed of and imagined, but it is even more so for a sick child. Through play the parents can see their child's capacities, their resources and their progress and be proud of their child.

<div align="right">Interview with a social pedagogue
in a children's hospital (France)</div>

D | NEW ROLES FOR CHILDREN

PARTICIPATION AND ENGAGEMENT FOR LEARNING FOR WELL-BEING

❝ *In most countries throughout the world, there is a continued perception of young children as passive recipients of care and protection. Their capacities for participation are underestimated, their agency in their own lives is denied and the value of involving them is unrecognised. Yet there is a growing and persuasive body of evidence to challenge these barriers. This evidence needs to be promoted and shared. Understanding of participation needs to be re-constructed to incorporate and respect the forms of expression and communication used by young children.*

<div align="right">Lansdown, 2005</div>

This section presents some interesting examples of new roles for children and young people. Luckily many more also exist and together provide inspiration for deciders in all policy and service contexts. In the same way, all the policy proposals in this policy glossary must be further developed through child and youth engagement. Only then will the central premise be taken seriously – that we need to think differently about children and young people. There is an evolving

commitment to including young people's voices in matters of policy that concern their lives. They are not yet sufficiently widespread or embedded in local and national policy, nor are they founded on a commitment to learning that enables children's and young people's voices to be heard in a way that reinforces their agency, i.e. supporting and nurturing an awareness of one's particular gifts and contributions; awareness of one's own unique potential; and assessing their ability to make decisions that support one's unique developmental path.
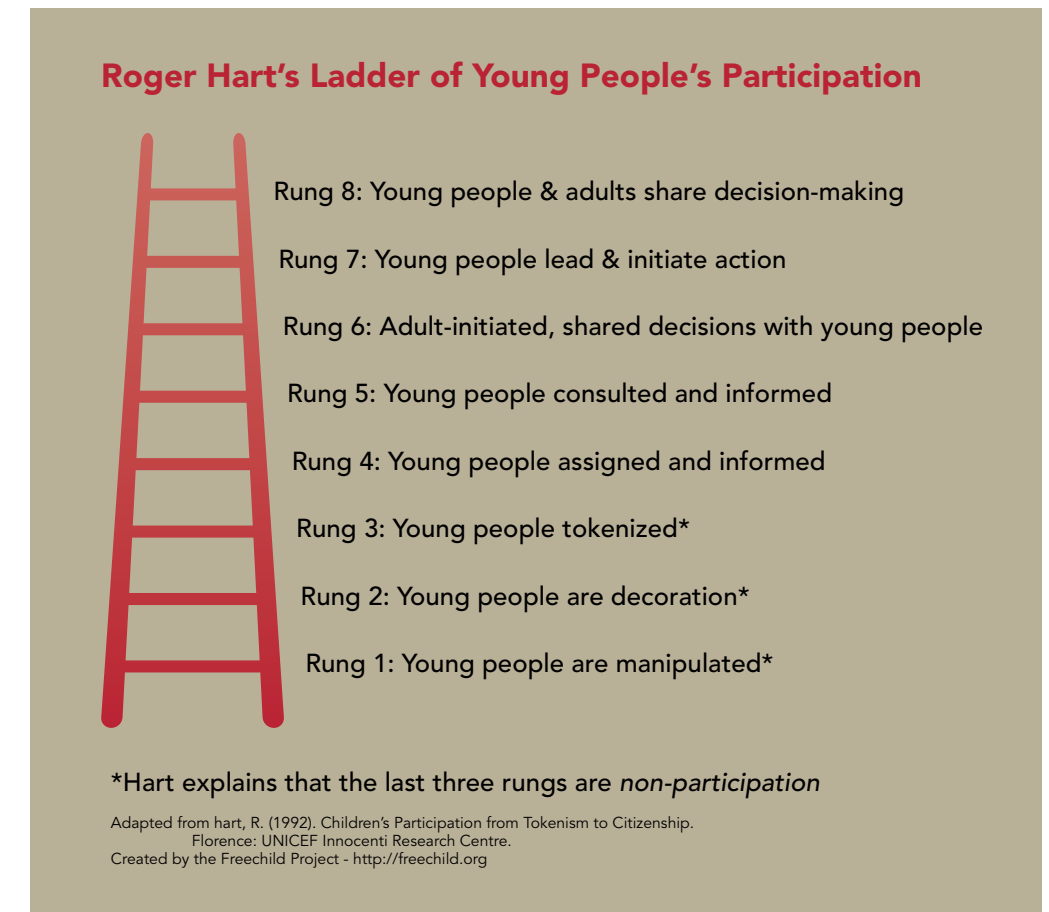
Increasingly organisations committed to the genuine participation of children and youth are developing guidelines and principles. The young people's assembly in Wales, Funky Dragon, has produced this set:

If you want consultation with children and young people to be effective you will need to consider and be committed to these principles of participation:
- Showing Respect Involving us in deciding / organising what / when / where
- Making sure adults don't take over the consultation
- Having Fun – making the consultation more interesting – making things fun
- Not making it too intense – making activities user friendly – facilitating change
- Paying attention and taking notes – don't talk: listen
- Liaising with decision makers
- Finding ways to make us heard in public
- Letting us know what is going on
- Talking afterwards and explaining things
- Evaluating and learning from your experience
http://www.funkydragon.org/attachments/article/60/Breathing%20Fire%20into%20Participation.pdf

These principles show how service providers and all adults working with children can move up the "Ladder of Children's participation" developed by Roger Hart, (http://freechild.org/ladder.htm)

Roger Hart's Ladder of Young People's Participation

Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

*Hart explains that the last three rungs are *non-participation*

Adapted from hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre.
Created by the Freechild Project - http://freechild.org

1. Agency through youth-led organisations

The European Youth Forum is the largest youth-led organization in Europe with over a 100 member organizations, some of which are national or international coordinating bodies. It is an independent, democratic, youth-led platform that works to empower young people to participate actively in society to improve their own lives, by representing and advocating their needs and interests and those of their organisations towards the European Institutions, the Council of Europe and the United Nations. (http://www.youthforum.org/). Their strategy considers that education

is of prime importance to young people as it gives them the possibility to ensure their personal and professional development and their active participation in all spheres of society, thus increasing their job opportunities and contributing to the prevention of social exclusion. They believe that education policy should look at education in a holistic way, by recognising and supporting quality formal and non-formal education, and informal learning. The main focus of their work is building a real life-long and life-wide learning society, in which all learning is valued, where young people can take ownership over their own educational paths and where youth organisations are recognised and valued as providers of non-formal education for young people.

Smaller youth-led organisations pursue specific objectives. EPTO, the European Peer Trainer Organisation (http://www.epto.org) educates youth leaders to discuss issues related to prejudice and discrimination; to lead workshops that challenge stereotypes; and to become activists against exclusion within their youth organisations and schools. They coordinate a network of peer trainers from a dozen European countries working in the belief that young people deliver a message to their peers that is often more credible and efficient than when it is delivered by authority figures. They see youth as "ready-made experts" who have a "unique perspective on the issues that affect youth" and can often "make things happen", which is an important message for policy makers. Other initiatives support youth empowerment through providing the infrastructure for youth in specific towns or localities to address social challenges and improve the lives of children and young people at risk. The Youth Empowerment Partnership Programme (YEPP) aims "to enable disadvantaged children and youth to take control of their lives and to contribute to their local communities as equals alongside community leaders so that they become active citizens of Europe and their national societies". (http://www.yepp-community.org/yepp/cms/index.php)

In the YEPP leadership training I learned how to get people to listen to me.

Muamer, aged 15 from Tuzla, Bosnia and Herzegovina

Youth-led organisations, usually for young people between the age of 15 and 25 (or up to 30) years-old, bring that invaluable direct expertise of children and youth into the conversation at all levels and over a range of crucial societal issues. The challenge is for mainstream institutions and their staff to accept these organisations as full partners in the policy process, going beyond tokenism and establishing mutually respectful and co-creative relationships that allow the young people to be genuinely engaged on the basis of their special expertise in their own lives.

2. Involve children and young people as recruiters and researchers

Over recent years there have been experiences of children and young people being included in recruitment processes for staff who will be working with them, e.g. teachers or social services staff. This may be through children sitting on the selection panel or having a separate interview panel working parallel to the adult one, but methods and tools are always adapted to the age, ability and interest of the children and young people involved must know what is required of them, what their role is and what influence they will have on the outcomes. While quite often it is reported that both the adult and youth panels share the same assessment of applicants, one young person stated that "We can dig deeper and get to know sides of the candidates the adults don't see. Adults don't truly know what children and young people think unless they ask and involve us. They don't see what we see and they can learn from us" (Eurochild 2010b).

In recognising the expertise of children and youth in their own lives, researchers are exploring how they can be supported to take a leadership role in deciding what they want researched, how it should be conducted and disseminated (Mason and Danby, 2011).

In 2006 Funky Dragon (see presentation below) decided to participte in the forthcoming round of U.K reporting to the UN Committee on the Right's of the Child with a clear commitment from all the young people involved that Funky Dragon should do its best to gain the views of as many young people in Wales as possible.

In November 2007, Funky Dragon launched '*Our Rights, Our Story*'. Over period of 18 months they consulted with over 12,000 young people aged 11-18 and over 2,000 children aged 7-10 in Wales to make sure that the reports contained correct information, reflecting how children and young people were claiming their rights in Wales. From the outset, in line with the ethos of Funky Dragon, the project was run by young people. The steering group, made up of members of the Grand Council, recruited the staff for the project, wrote the questions for the survey, designed the activities for the workshops, analyzed the findings and decided on the content of the report. The role of the staff within this project was to support, inform and give the young people on the steering group the necessary skills to carry out their work. (Adapted from the Funky Dragon website and the Introduction to *Our Rights, Our Story*. (http://www.funkydragon.org/attachments/article/98/Our%20Rights%20Our%20Story.pdf)

3. Establish Children's and Youth Parliaments

At the national level in some European countries children's parliaments (e.g. the Finnish Children's Parliament, Cyprus Children's Parliament, Funky Dragon in Wales) or local authority councils (e.g. in France) have been established. They have a consultative and advocacy role to represent the interests of children and young people in all the areas that affect their lives and to make known their views, opinions and proposals towards national and local government as well as towards all the different bodies and agencies whose work affects their lives (e.g. social services). In some cases they manage specific budgets. In most cases the delegates to these parliaments are over the age of 14/15 years (Gordon *et al*, 2010) though in France the delegates of the children's town councils are of primary school age. Two examples follow of Children's and Young people's Parliaments:

Funky Dragon is the Children and Young People's Assembly for Wales. This youth-led organisation was established in 2004 with the main aim of providing an opportunity for 0 - 25 year olds to have their voices heard on issues that affect them by speaking directly to the Welsh Assembly Government and other policymakers. The "Grand Council" is made up of 100 young people from across Wales, representing the views of a wide range of both voluntary and statutory organizations. In order to stand for election the young people have to be aged between 11 and 25 and only young people are able to vote. The management committee (trustees), elected by the Grand Council Members, is composed of four young people aged 18 or over and four under 18. Including young people under 18 on the management committee was ground breaking for charities in the UK.

Every year the Grand Council representatives meet with Welsh Assembly Ministers to question them on issues that are affecting young people across Wales. The questions are decided by the Grand Council, youth forums, specific interest groups and any other groups of young people wishing to ask a question and obtain an answer from Assembly Members. Making participation effective is very important for Funky Dragon. They consider that consultation is most effective when children and young people are empowered, have fun and feel valued – that is when they really participate. This needs to be backed by effective communication, real influence, feedback and evaluation. http://www.funkydragon.org

Finnish Children's Parliament was founded in 2007 and 372 representatives and deputy representatives from municipalities throughout Finland took part in the first session that year. The activities are intended to promote interaction between children and adults, in a way that encourages children to value themselves and their parents, and adults to value themselves and the children. The Finnish Children's Parliament operates as a community for mutual interaction between the children themselves and an important aim is to help to create a culture of democracy for the comprehensive schools. The Parliament considers that every child:
- should be heard, get information about the matters which concern him/her
- should be able to participate and influence decision making
- should learn the principles of how to influence in a democratic society
- should experience how to be important and respected in his/her own community.

How does it work? A virtual parliament building has been constructed online providing representatives with a place, independent of time and location, to interact and further their activities. The Board and Committees meet weekly online in chat rooms, and discuss issues and prepare for future plenary sessions. The members discuss issues online in their own discussion forums, respond to surveys submitted by decision-makers, and hold a two-week long online plenary session. The Board and all the children also meet in person, in decentralised localities.

" *To me, involvement means that I am one of everybody.*

Aleksi, 12 years old

A big challenge remains for policy makers. As Cathrine Skarr (KREM, Norway) states: "Increasingly children and young people are being heard, but this does not necessarily mean that services and policies are adapted to what they say". (Eurochild, 2010b)

> *The EU Strategy for Youth – Investing and Empowering, A renewed open method of coordination to address youth challenges and opportunities* seeks to create favourable conditions for youth to develop their skills and fulfil their potential. It is based on a dual approach. Firstly *Investing in Youth*, which is about putting in place greater resources to develop policy areas that affect young people in their daily life and improve their well- being. Secondly, *Empowering Youth*, which is about promoting the potential of young people for the renewal of society and to contribute to EU values and goals. It calls for greater collaboration between youth policies and other policy areas and for providing young people with an opportunity to have a say and make their voices heard.

4. Involve even young children in active participation

Currently there are few examples of formalised consultation with primary school children or children in early years education and care, though there are examples of practice, for example, in the work of the Bernard Van Leer Foundation (Lansdown, 2005) or the resource packs for improving participation of 0 - 10 year olds developed by the Participation Consortium

in Wales (http://www.childreninwales.org.uk/areasofwork/participation/index.html). There is a general acceptance in policy and research spheres, however, that this is a major gap.

There is no lower age limit imposed on the exercise of the right to participate. Very young children are capable of both holding and expressing views, as long as appropriate forms of expression are used (Lansdown, 2005). "In other words, children, from birth, start to develop the skills and competences for participation. However, the responsiveness and respect they receive from caring adults and their surroundings will enhance and support the development of these competencies and characteristics." Respecting their right to be heard "necessitates a preparedness to create the space to listen to their views in ways appropriate to them – through music, movement, dance, story-telling, role play, drawing, painting and photography, as well as through more conventional dialogue. This requires the provision of time, adults willing to listen, and environments in which they feel safe and comfortable." (Lansdown, 2005)

KEY ISSUES

What policy makers, researchers, and practitioners need to consider in order to support children to develop their unique potential:

1. This policy glossary argues that children's well-being must be introduced as a central building block of the European policy agenda – not only as an investment in future adults but as a pledge to the children of today and to contribute to stronger and more integrated societies today and tomorrow.

2. Children are not the sources of problems; they are the resources that are needed to solve them.

3. There is uneven development of children's well-being around the world. Despite a continuation of the improvements in key child-welfare indicators over the last 20 years there has been a slowdown in the rate of improvement and a rise in the levels of relative and absolute child poverty.

4. Major progress since the signing of the UN Convention on the rights of the Child recognises that children are independent and autonomous holders of rights. It also makes the child's best interests a primary consideration for public authorities and private institutions.

5. A number of initiatives focus increasingly on the concept of the "whole child", emphasizing that education needs to address not just the development of cognitive abilities but also the emotional, social, physical and spiritual development of the child.

6. Designing and implementing approaches for addressing everyone's needs in the different contexts in which they live, takes us closer to creating inclusive societies that avoid labelling or judging differences.

7. In most countries there is a continued perception of young children as passive recipients of care and protection. Their capacities for participation are underestimated, their agency in their own lives is denied and the value of involving them is unrecognised. Yet there is a growing and persuasive body of evidence to challenge these barriers. Understanding of participation needs to be re-constructed to incorporate and respect the forms of expression and communication used by young children.

8. All the policy proposals in this policy glossary must be further developed through child and youth engagement. Increasingly organisations committed to the genuine participation of children and youth are developing guidelines and principles.

9. Youth-led organisations bring the invaluable direct expertise of children and youth into the conversation at all levels and over a range of crucial societal issues. The challenge is for mainstream institutions and their staff to accept these organisations as full partners in the policy process, going beyond tokenism and establishing mutually respectful and co-creative relationships that allow the young people to be genuinely engaged on the basis of their special expertise in their own lives.

10. In recognising the expertise of children and youth in their own lives, researchers are exploring how they can be supported to take a leadership role in deciding what they want researched, how it should be conducted and disseminated. Increasingly children and young people are being heard, but this does not necessarily mean that services and policies are adapted to what they say".

11. Children's parliaments and local authority councils exist in some countries with a consultative and advocacy role to represent the interests of children and young people in all the areas that affect their lives and to make known their views, opinions and proposals towards national and local government as well as towards all the different bodies and agencies whose work affects their lives (e.g. social services).

12. Currently there are few examples of formalised consultation with young children but very young children are capable of both holding and expressing views, as long as appropriate forms of expression are used.

3

Shifting how we think about learning

**Understand learning not only as a cognitive,
but as an integral process with many dimensions**

Learning for Well-being recognizes learning as broad and unconfined to the narrow borders of school-based education; its goals are equally broad, encompassing the physical, spiritual and emotional, as well as the cognitive. Moreover, it affirms that these various aspects of learning interrelate and interact; and that individual learning is an evolutionary process, both for children and for adults, and set within social, societal, and environmental contexts.

While flourishing must ultimately be self-defined, an individual who is flourishing will surely be fluent in multiple dimensions of learning, including the four pillars of education as defined by UNESCO: '*learning to know, learning to do, learning to live together and learning to be*'. (Delors 1996) These pillars constituted a new integrative framework supporting holistic education for the twenty-first century. This global agenda called for an education that must contribute to the all-round development of each individual – "*mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values*". While the this report to UNESCO of the International Commission on Education for the Twenty-first Century chaired by Jacques Delors set a direction that has been widely quoted, the need for implementation and dissemination remains. The many uncertainties that tax the ingenuity and foresight of decision-makers in government, enterprise and civil society, raise critical questions: how will new generations of technologies and interfaces continue to reshape access to and delivery of learning; how will the supply-demand equation be managed; and critically where will the locus of learning be as it continues to develop outside the traditional institutions of education (Carneiro *et al* 2007).

In this first section we give a brief panorama of how learning, in all environments, is changing in the 21ˢᵗ century before looking at some of the developing and evolving understanding that are affecting the ways

we conceive of, organise and undertake learning, whether formal, non-formal or informal. A third section discusses the concept of individualized learning processes. The final section presents some of the diverse learning environments in which Learning for Well-being can be developed and supported.

A | LEARNING IN THE 21ST CENTURY: distinguishing between learning, education, and schooling

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Young people need a wider range of competences than ever before to flourish, in a globalised economy and in increasingly diverse societies. Many will work in jobs that do not yet exist. Many will need advanced linguistic, intercultural and entrepreneurial capacities. Technology will continue to change the world in ways we cannot imagine. Challenges such as climate change will require radical adaptation. In this increasingly complex world, creativity and the ability to continue to learn and to innovate will count as much as, if not more than, specific areas of knowledge liable to become obsolete. Lifelong learning should be the norm.

EU Commission, *Improving Competences for the 21st Century*, 2008

At the beginning of this century we are experiencing a technological revolution that is changing the way we organize our lives, our relationships and the way we learn. Information technology, the internet, social networks, wikis all contribute to a new approach to information and sharing of knowledge – in short to a new feeling of community. How do children learn to live in the rapidly changing present? How do they learn to be able to participate fully in the future – indeed to shape it? Everything might change – we must question what is a school or a curriculum, who is a teacher and a learner.

Approaches to learning include many new concepts of learning such as flourishing and mindfulness. (Langer, 1997, Seligman, 2011). In an optimum state of well-being, children engage readily with learning (DECS, 2007). A human-centred approach to education embraces this fact and allows

the focus of learning to be on nurturing the child's human qualities – it is essentially about being and becoming more fully human within given socio-cultural contexts, rather than merely acquiring knowledge and skills. There is a strong interconnection between well-being and learning that offers opportunities at the individual, social and societal levels. Three principles of human-centred education have been defined as a sign post for the Learning for Well-being approach:

1. Education ought to respect the child fully as a person, and not treat them instrumentally, i.e. as a means to an end, be it academic, social, political or economic;
2. The main aim of education ought to be the well-being and flourishing of the child as a human being, developing their autonomy, self-awareness, positive attitudes, self-direction, and more;
3. Education ought to be directed at the child as a whole, nurturing their diverse qualities and virtues as well as their inner integrity and harmony (Gill & Thomson, 2009).

The foundation of human-centred education relates to all four pillars of education, but most particularly to 'learning to be' and 'learning to know.' Well-being in all its aspects also requires the capacity for learning specific skills and competences that are necessarily for a fulfilling life. It is clear that lifelong learning, from early childhood onwards and expanding well beyond traditional "years of education," must become the accepted standard as we address the connection between learning and education.

Learning is central for well-being and well-being is central to learning, so there is a strong and mutual interconnection. Well-being is integral to the learning process.

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Schools in the 21st century will move away from the factory model and be much closer to engaging students in addressing real-world problems, issues important to humanity, and questions that matter. We offer the following new definitions for "School", "Teacher" and "Learner" appropriate for the 21st century: Schools will go from 'buildings' to 'nerve centers', with walls that are porous and transparent, connecting teachers, students and the community to the wealth of knowledge that exists in the world." Teacher – From primary role as a dispenser of information to orchestrator of learning and helping students turn information into knowledge, and knowledge into wisdom. The 21st century will require

Nobody could have envisaged the extraordinary growth of knowledge sharing so nobody could have envisaged the spread of social networking though the web. Such knowledge and relationships are no longer bound locally and physically – they are shared around the globe virtually. Uncertainties about new generations of technologies and interfaces will continue to reshape learning policies. Increasingly when questioned young people say that they learn more from the internet, television and their peers, than in school. To function in complex social environments and be competitive in a global job market, today's students must become comfortable with the complexities of ill-defined real-world problems. The greater their exposure to authentic disciplinary communities, the better prepared they will be "to deal with ambiguity" and put into practice the kind of "higher order analysis and complex communication" required of them not only as professionals but also as citizens. (Lombardi, 2007)

B | NEW UNDERSTANDINGS OF HOW WE LEARN: the interdependence of cognitive, emotional, social and environmental factors.

Dimensions of learning: We are beginning to understand, from a neuro-scientific perspective, the many dimensions of learning, which take us far beyond the cognitive realm. Learning is a social endeavour, it has important emotional and spiritual components, it is related to cultural context as well as individual ways of learning and it occurs not only in our brain but in every part of our body. The learning sciences are in an early stage of development but already they demonstrate the validity, on the basis of evidence drawn from brain research, of observations some teachers have always held to be true: for example children who are unhappy or hungry cannot learn as well or as effectively, fear does not stimulate learning, etc. Thus the cumulated wisdom of educators is in some cases being verified.

The experience of well-being is unique for each child. The challenge for all societies is to close the gap between what we know about the determinants of children's well-being and their ability to learn and what we do to enable them to flourish. Cognitive learning processes lead to expertise (function competence) and influence moral learning processes. Social learning processes leads to social competence and influence as well moral learning processes. These competences together with moral learning processes lead to moral maturity. Knowing how to learn and having the capability to explore the ways in which you learn directly effects your sense of well-being.

Holistic approaches recognise the close interdependence of physical and intellectual well-being and the close interplay of the emotional and the cognitive – they focus on minds and bodies together and reinforce the possibilities of taking advantage of the brain's plasticity facilitating the learning process (OECD 2007). They also highlight how critical nurturing is to the learning process. These finding indicate what we must look for if we are to create appropriate learning environments for well-being. Learning environments should be flexible and capable of meeting a wide range of individual differences and they should incorporate multiple means of representation, assessment and engagement to meet the various learning needs and interests of children and adolescents. (Hinton & Fischer, 2010).

In 2007 OECD published *Understanding the Brain: The Birth of a Learning Science.* It is a synthesis of the results of seven years of trans-disciplinary research, studies and seminars led by their Centre for Educational Research and Information (CERI) in cooperation with teams of scientists, experts, research centres and ministries from a number of countries across the world. The project which started in 1999 set out to encourage collaboration between the learning sciences and brain research and also between researchers and policy makers. The result is a fascinating set of observations, questions and pointers which begin to open up new areas of reflection for education policy design and practice, and to supply evidence to support some very familiar notions about learning, while neatly refuting others. It suggests ways in which neuroscience can contribute to our thinking about education (formal and non-formal). In contributing to building a real "learning science", educational neuroscience is both generating new

knowledge and opening up very new avenues for research while building on what we felt we knew already but needed to understand better (moving from correlation to causation) through providing the evidence.

The brain: The brain is dynamic and academic abilities can be built through many different learning pathways. The plasticity of the brain and "sensitive" (rather than "critical") periods for learning can be considered the two key messages of this research. Plasticity is a core feature of the brain throughout life as some neuronal connections will be created or strengthened, while others are weakened or eliminated as part of adapting to environmental demands and giving the brain flexibility to respond to environmental demands and changes significantly over the lifespan. The degree of modification will depend both on the type of learning taking place and the period in life. Research also shows that, though there are no "critical" periods for specific types of learning, there are "sensitive" periods. Therefore we now know that even if the development of the macroscopic structure of the brain is to a big part finalized at birth, there are areas in the brain which are developed at different ages fully and that learning really is a lifelong activity and the more it continues the more effective it is. (Hinton *et al*, 2008)

Emotions: Brain research is demonstrating that emotions have a real effect on learning, including on the neural tissue. The power of positive emotions and the pleasure of learning can be seen in so far as brain imaging shows that the brain reacts well to the illumination that comes with grasping new concepts! Similarly managing one's emotions has often been felt to be a key skill for functioning in society. Research shows (something that many teachers observed) that emotions can direct or disrupt the psychological processes such as ability to focus, solve problems, etc and so are one of the key skills to being an effective learner (OECD 2007) The critical role of emotion in bringing previously acquired knowledge to inform real-world decision-making in social contexts, suggests the intriguing possibility that emotional processes are required for the skills and knowledge acquired in school to transfer to novel situations and real life. (Immordino-Yang & Damasio, 2007)

Natural environmental dimensions: Playing in a natural environment has cognitive as well as psychological benefits for children (Wells, 2000). Also the way children relate to each other can be influenced by the types of natural environments. They are attractive to children because of the

diversity and the feeling of timelessness (White and Stoecklin, 1998), Three types of environmental learning can be distinguished: learning about the environment (learner gains knowledge about the environment), learning for the environment (learner is able to act in a adequate way in the environment), and learning in the environment (learner is encouraged to interact and make experiences in the environment) (Malone & Tranter, 2003). School grounds are outdoor classrooms and therefore have a rich potential as resource for formal learning and are important for children's development of social and cognitive skills (Malone & Tranter, 2003).

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Animal assisted activities are a means among others of supporting children with severe social difficulties, who have developmental or learning issues. Some of the benefits are in assisting them in finding their place in their social group, both in the classroom, but also more broadly in society, which is especially important in the case of a "guide dog". These activities also develop their capacity for communication (dialogue, self-expression, understanding what's being requested, expressing one's emotions); their self-confidence (through placing value on the competences of the child outside of the school environment) and developing a sense of responsibility, improving concentration and motivation while developing the patience and compassion necessary for the interaction with an animal and more generally with other living beings. It is quite simply finding comfort and a source of unconditional love, which is an indispensable factor in the development of all children.

http://www.nytimes.com/2009/10/06/health/06pets.html?_r=1
http://www.greenchimneys.org/

C | DIVERSE LEARNING ENVIRONMENTS

In addition to acknowledging a shift in the traditional time span we have associated with education, we also are facing the proliferation of environments in which learning and education occur. Children and young people have always learned in the diverse environments in which they live, but the advent of internet and social networks has exploded their access to a variety of sources stimulating desires to learn "where you want, how you want and when you want". Looking at the complexity of the world as well as all opportunities and choices with which children are confronted, there

are two main challenges they have to face: transfer and decision-making. These both have to be managed by every child all the time and each in their own way, based on their own abilities, needs and goals. So it is important to enable children to meet these challenges in a way that fit with the uniqueness of each child. Can we then expect dramatic changes in the ways we organise and transmit knowledge between generations?

Information and Communication Technologies: Information and communication technologies are part of our everyday lives and underpin our children's education as well as being considered a core element in honing 21st century skills (Eurydice, 2011). Increasingly research and futures scenario-building allow us to envisage a near future where ICTs make a marked contribution to diversity and realizing one's unique potential across different types of learning. The Eurydice report identified across Europe a range of innovative pedagogic uses of ICTs in learning, including increased student motivation, more learner control over the learning experience as well as facilitating personalized and individualized learning. Despite these observations, their regular use in learning leaves considerable room for improvement and unfortunately practical ICT-related skills for the classroom are not sufficiently part of the initial and continuing education of teachers, with the inherent risk of widening the gap between students and teaching staff. ICT is recognized by many schools in Europe as a way of strengthening the involvement of family engagement in children's learning and encourages learning outside the classroom.

Recent research highlights the contribution of ICT's to the future of learning in supporting personalization, informalization and collaboration that will be underpinned by the emerging technologies (open source technologies, cloud computing, etc.) enabling a continuum through learning that is centred on the student, rather than the institutions (Redecker & Punie, Eds., 2011). This inevitably presents a major challenge to schools to re-invent themselves as flexible systems open to the community. It is envisaged that in 2025 students will be supported in developing personal, social and learning skills using a wide variety of technologies (Redecker & Punie, Eds., 2011).

2025 Imagining the Future: A Story About a Leap in Learning Productivity proposes a scenario in which, by this date, "even the reasons we learn have changed – it is not only to survive or get a job but to enjoy, to better know one's self and the world of freedom and diversity encountered anew every day" (Miller, 2010). The author identifies three primary sets of activities that dominate everyone's projects, whatever their age: identity-based projects, learning-based projects and eco-habitat projects. In the case of the first one, the scenario emphasizes how virtual worlds and multiple avatars will allow learners to seek shared meaning through many different communities. The scenario also envisages that the "Advances in understanding the interaction between learning and the environment through research into the physiological "brain" and cognitive functioning helped in the development of new approaches to gaining mastery over concentration and relaxation, focused learning and ambient appreciation of the world around us" so that "Now everyone starting at an early age learns through experience to appreciate the role of contemplation, natural beauty and the advantages for thinking and well-being of physical activities".

Non-formal learning environments: As a support to formal education systems, but also in situations where such institutions are falling short or simply are not accessible, peer-to-peer education, in a youth organisation context, has proved successful. The peer-led educational methods of non-formal education in youth organisations are well suited to helping young people learn positive skills regarding a wide range of topics while developing their social and personal skills. Through their activities, projects and programmes, youth organisations also provide alternative leisure activities which can contribute to overall well-being, and the tools, knowledge and skills to make their own choices and to resist pressure – be it from peers, the media or marketing. These peer organisations can play a strong role in social inclusion, by building confidence to make healthy choices and by providing secure spaces irrespective of illness or disability. (EU Youth Forum http://www.youthforum.org/)

Perhaps the most informal learning environment to be acknowledged occurs through play. For children of all ages, playing, including the freedom to imagine and to explore within one's immediate environments, is one of the most significant ways of learning. To enhance well-being it is critical to promote non-academic focused activities such as sports and the arts. Equally critical is to allow children to have time, security, encouragement and places to pursue their own interests and passions.

The **Evens Foundation** has supported the development of *Belfedar*, which is an extraordinary, new cooperative board game. It is the fruit of a partnership between the University of Peace and the Evens Foundation. The game encourages constructive communication and a sense of belonging within a group. It also helps to develop useful social skills in order to prevent violence and manage conflicts positively. These objectives are pursued through amusing exercises designed to better understand both one's self and others, develop self-esteem, encourage creative expression, and the expression and management of emotions, listening, cooperation, etc. The 250 challenges offered are active and interactive: mime, drawings, games involving words, writing, movement, singing, and so on. Their goal is to create an encouraging, pleasant and playful atmosphere by using different means of expression. But this game is not only entertaining due to its diversity, it is also an opportunity for everyone to exercise their particular talents so that the players combine resources to successfully complete the challenges. The game exists in French and the Evens Foundation plans to translate it into other European languages soon. www.evensfoundation.be

The School of the Future movement in Finland is an attempt to operationalize how learning, education and schooling can function together to support children and adult learners, as well as the community. It uses a broad base of participants and stakeholders (companies, researchers, teachers, students) to design and implement schools that address the needs of 21st century learners through a combination of basic skills, learning management skills, media literature skills, and life skills. They state their vision as creating a community where learning is continuous, purposeful, and dynamic. The learning and education environment benefits through access to electronic tools and learning materials, but just as important is that learning becomes meaningful because it is tied to real world requirements, tailored to the specifications of each student. It is worth noting that in this example, there is an emphasis on a broad base of community involvement, including parents. In considering diverse learning environments, it is critical to remember that the family, or its surrogate, is the first learning environment for children. (Mattila P & Miettunen J., 2010). See also page 81.

D | LEARNER-CENTRED LEARNING: embracing the diversity of each individual child

One of the implicit themes in the last few pages is the need to orient our policies on learning, education and schooling around individual children. In the 21st century we have the opportunity and the challenge to create educational systems which fit the needs of each student, not simply requiring the student to fit into an existing education system. The opportunity is available through technology, a growing body of research from the still-young learning sciences, and the awareness that young people must have the tools and competences to engage in lifelong learning. At a minimum, children must be encouraged to understand that their learning is within their control, and conversely, adults, systems and policies must support placing this locus of control in the learner.

The opportunities to address each individual as a unique human requires us to take account of all the ways in which each one is different – whether these differences emerge from cultural, social, physical circumstances or whether they relate to differences that may be less obvious, such as differences in how one learns and particular talents and strengths. In focusing on the uniqueness of each individual, we are also moving beyond labels and categories that separate and marginalize. Equality of opportunity emerges from being recognized as a unique individual. Impacting the system so that it takes account of how young people/children can understand and express their unique ways of communicating, processing information, and learning, we will naturally find ourselves addressing the needs of all of those who are disadvantaged in one way or another.

One of the key conclusions merging from the OECD work on The Nature of Learning (2010) is that an effective learning environment is one that "makes learning central, encourages engagement, and in which learners come to understand themselves as learners." Much has been written on the tendency of educational processes to address predominantly certain types of interests, talents, learning and communication processes. Young people, who differ from mainstream processes of learning and communicating, or from the approach of their specific teacher, may find themselves neglected, even considered incompetent or problematic. In studies of Swedish school children, certain themes emerged as critical

in how students are frequently misunderstood by teachers, by other students, and indeed often reaching negative conclusions about their own ways of learning (Bergstrom, 2004).

The understanding that people perceive, learn, and make sense of their environments in distinct ways is neither new nor exclusive to any one culture or system of thought – these are aspects of diversity which the Learning for Well-being approach calls inner diversity. Increasingly the convergence of cognitive sciences, brain physiology, and complexity theory points to the importance of acknowledging diversity and individual uniqueness in human learning. It is critical for children to have ways to recognize, accept and explore their own specific processes of learning, and the ways in which they are unique. Research suggests there is a real opportunity for children and young people to learn to work directly with integrating the diversity in the functioning of their own brains.

An integrated framework taking account of new understandings about learning and the individual learner: Some authors outline the vision of a "second enlightenment" which moves away from the fragmented learning of the past towards an integrated framework of learning with the goal to "sustain human aspiration in an interconnected world" (Carneiro 2010). We are faced with a unique opportunity where the three forms of human progress as defined by Albert Schweitzer can come together in a new vision for Learning for Well-being: progress in knowledge and technology; progress in the socialisation of man; progress in spirituality.
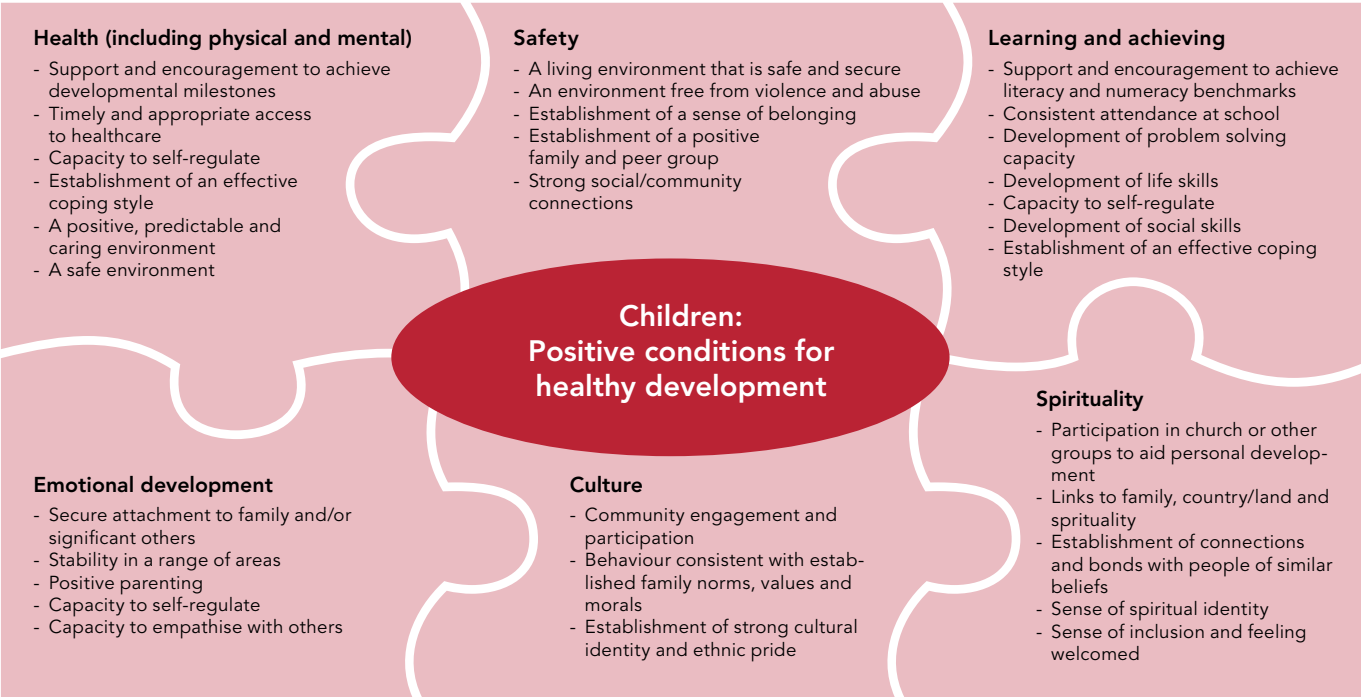
> *So the challenge is to ask, how do we re-think and re-enact the world in our lives, in such a way that instead of thinking of the world as a collection of objects, we think of it as a **communion of subjects**.*
>
> Carneiro 2010

KEY ISSUES: A FLOURISHING INDIVIDUAL

Policy makers need to consider the multiple dimensions to be taken into account in order for all the learning environments to respect and nurture the diversity of human needs, talents and capacities.

In the model below developed by the Australian government, different types of well-being are shown as related and interdependent – together they provide the basis for healthy development. By including all aspects the complexity of children's well-being and well-becoming becomes clear. The challenge is to create a positive cycle and reach an optimal developmental climate for children's Learning for Well-being.

Health (including physical and mental)
- Support and encouragement to achieve developmental milestones
- Timely and appropriate access to healthcare
- Capacity to self-regulate
- Establishment of an effective coping style
- A positive, predictable and caring environment
- A safe environment

Safety
- A living environment that is safe and secure
- An environment free from violence and abuse
- Establishment of a sense of belonging
- Establishment of a positive family and peer group
- Strong social/community connections

Learning and achieving
- Support and encouragement to achieve literacy and numeracy benchmarks
- Consistent attendance at school
- Development of problem solving capacity
- Development of life skills
- Capacity to self-regulate
- Development of social skills
- Establishment of an effective coping style

Children: Positive conditions for healthy development

Emotional development
- Secure attachment to family and/or significant others
- Stability in a range of areas
- Positive parenting
- Capacity to self-regulate
- Capacity to empathise with others

Culture
- Community engagement and participation
- Behaviour consistent with established family norms, values and morals
- Establishment of strong cultural identity and ethnic pride

Spirituality
- Participation in church or other groups to aid personal development
- Links to family, country/land and sprituality
- Establishment of connections and bonds with people of similar beliefs
- Sense of spiritual identity
- Sense of inclusion and feeling welcomed

http://www.fahcsia.gov.au/sa/families/pubs/std_out_of_home_care/Documents/3_grow.htm

These points, offered by Robert Carneiro (2010), provide a useful summary of the issues raised in this chapter, and which are necessary to provide the integration of a powerful approach to lifelong and life-wide learning in the 21st century.

Seven major thrusts in the changing patterns of education and learning:
- Learner-centred, self organized learning rather than teacher-centred learning;
- Encouraging variety, not homogeneity: embracing multiple intelligences and diverse learning styles;
- Understanding a world of interdependency and change, rather than memorising facts and striving for right answers;
- Constantly exploring the theories-in-use of all involved in the education processes;
- Reintegrating education within webs of social relationships that link peers, friends, families, organisations, and communities;
- Overcoming the knowledge fragmentation that is typical of a first enlightenment mode of understanding in favour of more holistic and integral ways of knowing;
- Favouring an increasing role to non-formal and informal learning.
  (Carneiro 2010)

A broad encompassing view of learning should aim to enable each individual to discover, unearth and enrich his or her creative potential, to reveal the treasure within each of us. This means going beyond an instrumental view of education as a process one submits to in order to achieve specific aims (in terms of skills, capacities or economic potential), to one that emphasises the development of the complete person…

Learning the Treasure Within, UNESCO, 1996

4

Shifting how we think about health and education

Move from disease and treatment centred healthcare to promoting health and well-being
Move from standardized education to child centred education

REDEFINING HEALTH AND EDUCATION AS LEARNING ENVIRONMENTS FOR WELL-BEING

We are calling for a shift in thinking about policy from disease and treatment centred health care to promoting health and well-being; and from standardized education to child-centred education. It is essential that systems such as the education and the health sectors reorient their approaches enabling children to learn for well-being – they need to define themselves as learning environments for well-being since the school or the health care sector can both be entry points for well-being. In both systems children are still frequently seen as passive recipients and many of the procedures of care and education are standardised, rather than centred on a child's unique needs.

For too long, health and well-being have been put in a silo, both logistically and philosophically, apart from school and education. Rarely has health been included in or required to be an integral part of the school's educational process. But when it has, the results have been surprising. Schools that work purposefully toward enhancing the mental, social, emotional, and physical health of both their staff and students frequently report the results that principals and administrators want to hear (ASCD, 2010). The integration of health and education is a major emphasis within Learning for Well-being and hence the choice of concepts and practices presented in the sections below as illustrations of how this can be formulated and implemented in policy and practice.

A | HEALTH

Learning happens everywhere – well-being is created in the context of everyday life, where people live, love, work and play. The WHO definition of health already guides the way to new thinking. It defines health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". So in many ways it includes the same integral components as a holistic approach to learning for well-being.

In particular a health promotion approach highlights the need for supportive environments for health, which empowers people, allows them to participate, enables healthy choices and addresses vulnerabilities (Kickbusch 2003). Mental health promotion aims to enhance the capacity of individuals and communities to take control over their lives and improve their mental health. Mental health promotion uses strategies that foster supportive environments and individual resilience, while showing respect for culture, equity, social justice, interconnections, and personal dignity. (Joubert *et al*, 1996) These approaches in mental health promotion are particularly close to the mindset of Learning for Well-being.

Protective factors: While the health system has a long tradition of identifying and counteracting risk factors it has not yet developed a deep understanding of protective factors. But Learning for Well-being becomes central for a new understanding of and approach to health, particularly in relation to the protective factors. Protective factors buffer a person in the face of adversity and can moderate the impact of stress on social and emotional well-being, thereby reducing the likelihood that disorders will develop (CDHAC, 2000). Protective factors may be internal (e.g., temperament, cognitive abilities) or external (e.g., social, economic or environmental supports). They enable a person to protect his or her emotional and social well-being and cope with everyday life events (whether positive or negative). Protective factors act as a buffer against stress and may be drawn upon in dealing with stressful situations. Protective factors also reduce the likelihood that a mental health disorder will develop, by either reducing the person's exposure to risk or reducing the effect of risk factors, or both. http://www.camh.net/About_CAMH/Health_Promotion/Community_Health_Promotion/Best_Practice_MHYouth/theory_def_context.html)

Health promotion *The Ottawa Charter for Health Promotion (WHO, 1986) has defined health promotion as a "process of enabling people to increase control over and to improve their health". It identifies five key health promotion strategies: building healthy public policy; creating supportive environments; strengthening community action; developing personal skills and reorienting services toward promotion, prevention and early intervention.*

Resilience: Studies suggest that resilience is reflected in the ability to respond over time as various things change in one's life. It is dynamic rather than static and it has a direct effect on a person's coping process. Resilient children and young people believe they can cope with adverse events because they have some control over what happens and are able to give deeper meaning to the adverse event (Silliman, 1994). People who have high resilience (i.e., have the capacity to "bounce back" after adversity) are still vulnerable to adverse events and circumstances (CDHAC, 2000). However, a person's level of protective factors – regardless of the number of risk factors – has been shown to lower his or her level of risk.

Resilience has been defined as "the ability to manage or cope with significant adversity or stress in ways that are not only effective, but may result in an increased ability to respond to future adversity" (CDHAC, 2000). Resilience is influenced by risk factors and protective factors.

Programmes that focus on such an integral well-being and resilience-based approach can be found in many countries and many institutions but rarely are they brought to scale, too frequently they remain pilots and experiments, often dependent on motivated health professionals or teachers. One exception is the *DECS Learner Wellbeing Framework Programme* in South Australia which is implemented in schools throughout the state and has become fundamental to the educational approach. (See page 77)

The exemplar approaches below illustrate nicely how change can be effected through applying a new mindset about health in formal education settings.

EXAMPLE: HEALTH PROMOTING SCHOOLS

Initially launched by the World Health Organization the approach of health promoting schools has since been applied throughout Europe to improve children's health and well-being in an educational setting. The concept is holistic and dynamic: *a health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working.*

SHE
Schools for Health in Europe

In Europe, the Schools for Health in Europe network is the European platform for school health promotion, "Acting for better schools leading to better lives".

A health promoting school:
- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
- Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.
- Implements policies and practices that respect an individual's well-being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
- Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

http://www.euro.who.int/en/what-we-do/health-topics/Life-stages/child-and-adolescent-health/publications/Pre-2005/european-network-of-health-promoting-schools-the-the-alliance-of-education-and-health

Bertelsmann Stiftung's programmes, Anschub.de ("good and healthy schools") and Kitas bewegen ("good and healthy kindergarten") aim at shaping healthy learning environments and are implemented in a number of regional Ministries of Education in Germany, through mixed public and private partnerships. They link health and education, carrying out health interventions to achieve long-lasting improvement in the quality of education and learning within an overall context of children's development. Indicators of success include different aspects of the learning and teaching process; leadership and management; as well as the school climate and culture. http://www.bertelsmann-stiftung.de/cps/rde/xchg/SID 2AEBC698-3FD87EE4/bst/hs.xsl/336.htm

EXAMPLE: CHILD FRIENDLY HEALTH CARE SETTINGS

GO Create! Is an arts programme at the Great Ormond Street Hospital (GOSH) for children that makes a vital contribution to the healing environment and hospital experience. It aims to create relaxing, engaging and child-friendly surroundings and support creativity and learning that reflects the diversity of the patients, visitors and staff and appeals to a wide range of cultural backgrounds and age groups.

The health care sector is a sector that in general is not very participatory – patients in most countries do not have sufficient opportunities to participate. This applies in particular to children, who are even more frequently seen as not able to contribute in their health care. A number of recent studies are now indicating that this must not be so and that children's involvement in decision-making can lead to better outcomes in terms of their health and well-being. A recent study (Kilkelly & Donelly, 2006) in Ireland has drawn the following principles from *Best practice in communicating with children in the health care sector*:
- The child must be involved in treatment decisions as far as possible, bearing in mind his/her capacity to understand and willingness to be involved.
- The patient's parents or carers must be involved in treatment decisions.
- The views of children must be sought and taken into account.
- The relationship between health professional and child should be based on truthfulness, clarity and awareness of the child's age and maturity.
- Children must be listened to and their questions responded to, clearly and truthfully.
- Communication with children must be an ongoing process.
- Training in communication skills with children is an essential component of appropriate professional education.

EXAMPLE: BEST PRACTICE GUIDELINES FOR MENTAL HEALTH PROMOTION

Mental Health Europe has developed a directory of projects of mental health promotion for children up to 6 years. It recommends to pay particular attention to vulnerable children, such as children with health or psycho-social vulnerabilities (e.g. premature, disabled or chronically ill children, children with developmental or early behavioural problems); children within a vulnerable family environment (e.g. abused or neglected children;

children of single or teenage parents; adoptive/foster children; conflictive families (children from mentally ill or addicted parents); and children with socio-cultural vulnerabilities (refugees, immigrants, unemployed parents). http://www.camhee.eu/images/default/source/attachments/useful/MH%20 promotion%20for%20children%20up%20to%206%20years.pdf

Best practice guidelines for mental health promotion programmes: Children and Youth
- Address and modify risk and protective factors that indicate possible mental health concerns
- Intervene in multiple settings, with a focus on schools
- Focus on skill building, empowerment, self-efficacy and individual resilience, and respect
- Train non-professionals to establish caring and trusting relationships
- Involve multiple stakeholders
- Provide comprehensive support systems that focus on peer and parent-child relations, and academic performance
- Adopt multiple interventions
- Address opportunities for organizational change, policy development and advocacy
- Demonstrate a long-term commitment to program planning, development and evaluation
- Ensure that information and services provided are culturally appropriate, equitable and holistic
http://www.camh.net/About_CAMH/Health_Promotion/Community_ Health_Promotion/Best_Practice_MHYouth/theory_def_context.html

The *European Pact for Mental Health and Well-being* focuses on five priority themes, one of which is *Mental Health in Youth and Education*. A major European conference in Stockholm (September 2009) emphasised key messages and actions. The conference made a strong argument that mental health and well-being has to be the responsibility of all the adults with a responsibility for and relationship to children (family, carers, front-line professionals, specialists, etc.). The importance for children's mental health of involving children and young people from all backgrounds and giving due attention to their views was underlined. The key messages stressed the need for joined-up approaches across policy fields and services, the importance of socio-emotional competence and empowerment of children and young people in the management of their mental health.

The interlinking between mental health, education and learning towards Learning for Well-being are clearly evident in the above key messages.

B | EDUCATION

FROM AN INHERITED PRESENT TO A VISION FOR THE FUTURE

Numerous thinkers and educationalists have criticised standard approaches to education for many decades putting forward (and frequently into practice) their ideas and the results of their observations. Whatever their specific background, their recommendations are similar. They are about the importance of educating and empowering the whole child, giving children more space to express their diversity and for self-organisation, encouraging them to take responsibility, work in teams helping each other, learn by doing, etc. Approaches to continuing professional development and training that put value on team-working, solving problems, setting objectives, critical thinking have been quite common in the business world for several decades. But for many reasons progress in formal education systems is too slow, the old paradigm remains deeply embedded and needs to change.

Though we are focusing on learning in the broad sense, school nevertheless holds a central place as nearly all children spend a large part of their childhood in schools – during compulsory education it can be up to about 1000 hours per year. This also underscores the importance of teachers as key adults in a child's life.

However, in many systems they find themselves expected to solve a range of problems for which they have not been prepared and cannot solve alone. Jesper Juul has pointed two factors needing attention. "The first was the isolation of teachers – most of them working alone – and a culture within the public school system that pays little or no attention to their human and professional needs and the need to focus more on the interpersonal pedagogical processes as a source of energy, inspiration and improved learning." (http://www.familylab.de/files/Artikel_PDFs/familylab-Artikel/ Understanding_of_education.pdf). Regular debates about their roles as facilitators of learning or transmitters of knowledge, as contributing to the "instruction" of children or to their general upbringing create a sense of instability. Young, inexperienced teachers find themselves in front of "difficult" classes in districts cumulating many disadvantages and begin to question their choice of profession. Success, for example in PISA, is attributed to good government policy; perceived failure to the inadequacy of teachers. Teachers may be educated in learner-centred approaches,

but under the pressures of accountability for example in exams systems they resort to standard methods. Personalization and individualization of learning are well understood principles, but many teachers feel discouraged about implementing such approaches in large classes of over 30 students with an over-crowded curriculum. Not all teacher education systems in Europe support student teachers in developing the competences they are required to then develop in their students (Gordon *et al* 2009.) It is unsurprising that many European countries are asking how they can make teaching a more attractive profession to young people.

There are many excellent initiatives in schools that move away from standardized approaches towards supporting the holistic development of each child. They tend to take "whole school" approaches and include the need for the adults working in the schools to feel supported, appreciated and motivated in order to successfully put the child at the centre of the learning process. This also entails excellent links with families and carers and involving them in the life of the school functioning as a learning community (Soler, 2011).

Guerrand-Hermes Foundation for Peace supports initiatives in schools (Columbia and England) that encourage a proactive attitude towards learning, fostering a love of learning and autonomy as well imagination, a sense of wonder and joy in discovery. The approach encourages children to find their own spirit, develop a sense of community, cultivating appreciation of and respect for others. The Lewes New School is developing an approach to learning using an open curriculum, conversation-based teaching in mixed-age classes, with a 'no rewards no punishment' approach and encouraging parental involvement. http://www.ghfp.org/education/lns.aspx

South Australia has developed a policy that contains a learner well-being framework that goes beyond the "whole school" to the "whole system".

EXAMPLE: DECS LEARNER WELLBEING FRAMEWORK

The DECS framework identifies well-being and learner engagement as key directions for educators. It acknowledges the strong and mutual interconnection between well-being and learning and states and that children's well-being is more than the absence of problems It recognizes that the influence of continuous and rapid change upon today's learners and the consequent complexity of their lives require educators to inquire into new ways of working that support the well-being and learning connection. The Framework supports educators to build upon and improve on current effective practice through the use of an inquiry approach. It is consistent with the Declaration of the Rights of the Child (United Nations 1959) and the Adelaide Declaration on Healthy Public Policies (1988). The dimensions of well-being need to be considered in the context of four domains within the site or service as a whole.

Care and education settings

The learning environment, curriculum and pedagogy, partnerships, and policies and procedures interact and are interdependent. What is learned through the curriculum will be practised in the learning environment, supported by partnerships with family and other agencies, and made explicit in the policies and practices of the site. http://www.decs.sa.gov.au/learnerwellbeing/files/links/link_72840.pdf
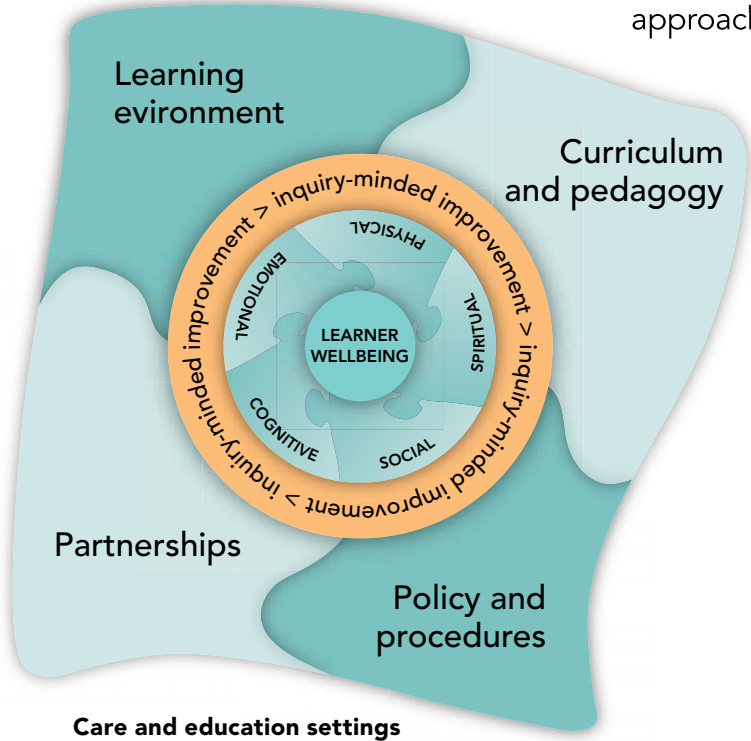
Elham Palestine is a national programme (Gaza & West Bank) supported by **Universal Education Foundation**, aiming at improving the physical, mental, psychological and social well-being of Palestinian children and youth, and enhancing their learning environments to become more conducive to their Learning for Well-being. It identifies, supports and disseminates innovative practices that 'make a difference' and is supported by a multi-stakeholder

partnership of government ministries, UNWRA, business, foundations, NGOs and many local structures, nurturing entrepreneurship in the educational community, based on a belief in the capacity of local communities to make a difference in their own lives and stimulate systemic change. http://www.elham.ps/

In the examples below we highlight firstly examples of schools reinventing their roles and way of functioning and secondly the range of capacities in which children need to become literate to successfully navigate the complexities of the world in which they are growing up.

1. Invest in making schools more conducive to Learning for Well-being

We imagine a world in which people learn how to fully engage and express who they are as individuals, living in the present moment while developing, challenging and creating themselves for the future in relation to self, others and the environment.

Schools need to become organisations of the 21st century which enable Learning for Well-being by which we mean that they respect the individual development of each child. The functioning of schools is slowly shifting from input and subject based curricula designed essentially for cognitive development to a learning outcomes approach that identifies foundational and transversal key competences that underpin the curriculum and promote active learning approaches. But schools can go a lot further in supporting learning that aims at realizing our unique potential through physical, emotional, mental, and spiritual development in relation to self, others and the environment. Education systems can and should support children in developing the competences they need to live fulfilling, secure, healthy lives and engage in society in a meaningful way.

Schools need to become learning communities that are well integrated into the broader community. They can no longer see themselves in isolation. In a globalized world this also includes being better prepared for diversity and integrating it as a positive dimension rather than as a threat (Soler 2011).

"When parents are respected as partners in the education of their children, and when they are provided with organizational support which enables them to channel their interest to the benefit of the school, the entire culture of the organization can be transformed. Parents have knowledge of children's lives outside of school, which teachers typically do not have, and that knowledge can prove helpful in developing effective pedagogical strategies (Ladson-Billings, 1992; Spindler and Spindler, 1988). More importantly, the familiarity between school and parent that develops as a result of such partnerships can also begin to generate social closure and transform urban schools from alien and hostile organizations, into genuine community assets.

Noguera, 1999

International comparisons such as PISA that measures knowledge, skills and cross-curriculum competences for full participation in society, and surveys such as Health Behaviour in School Aged Children have helped understand children's physical and mental health and their health behaviours. But in general we still do not know enough about how children assess their well-being in their school environment (Bradshaw & Richardson, 2009), which may be why a lot of intervention and prevention programmes introduced into schools often fail to meet the expected success. The first example presents a competence-based curriculum, the next one the characteristics of a whole school approach and the third one is how one country is thinking the school of the future.

EXAMPLE: COMPETENCES-BASED APPROACHES

Increasingly we understand that schools need to support not only cognitive learning but a wide range of **competences** which allow the individuals to participate well in society. A competence-based approach enables students not just to acquire subject knowledge but to understand, use and apply it within the context of their wider learning and life. It also offers students a more holistic and coherent way of learning which allows them to make connections and apply knowledge across different subject areas. This must also include becoming multiliterate in a digital learning environment. The RSA, which aims at 21st century enlightenment, in its *Opening Minds* curriculum has suggested five key 21st century competences that schools

need to promote: 1. Citizenship, 2. Learning, 3. Managing information, 4. Relating to people, and 5. Managing situations. www.rsaopeningminds.org.uk

A competence refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain. .... Competence implies a sense of agency, action and value.

Hoskins & Crick, 2010

EXAMPLE: A WHOLE SCHOOL APPROACH

A whole school approach is one that involves all the members of the school community (students, staff, parents and carers, and other community members), and works across all the areas of school life. It implicitly acknowledges that learning occurs not only through the formal curriculum, but also through students' daily experience of life in the school – and beyond. Whole-school approaches seek to engage all key learning areas, all year levels and the wider community. They include many aspects of school life, such as curriculum, culture, teaching practices, policies and procedures. Advocates of whole-school approaches understand that real learning and sustainable change is most likely to occur when a common vision is widely shared throughout the school community, and when all members of that community are supported to operate in ways that are consistent with it. Possibly the most critical thing to understand about a whole-school approach is that the process a school community engages in to develop a programme is as important as what they finally put into action. http://www.bullyingnoway.com.au/resources/nssfp/A_whole_school_approach.doc

The **Robert Bosch Stiftung** awards the *German School Award* (Der Deutsche Schulpreis) with the weekly "stern" and the TV network ARD to honour outstanding schools where students assume responsibility for their own learning and which demonstrate an atmosphere of encouragement, in a rich, diverse school life. They emphasise schools promoting individual learning with innovative ways of addressing each student as an individual with regard to his/her interests, capacities, diverse cultural and national origins, gender and educational background. They value schools where mutual respect, non-violent resolution of conflicts and careful treatment of objects is embraced by all; where personal involvement, democratic participation and a sense of solidarity are present during lessons, at school and beyond. http://www.bosch-stiftung.de

EXAMPLE: THE FUTURE SCHOOL, OULU, FINLAND

HOMEBASE – LEARNING AREAS

The classroom of the future:
- the learners of the future achieve knowledge skills and capacities to survive in the information society and their future works.

Learning arrangements:
- responsibility from education lies in the parents schools and the community around the pupil – responsibility for learning lies further to the adults, teacher and schools
- people with new job descriptions

Learning process:
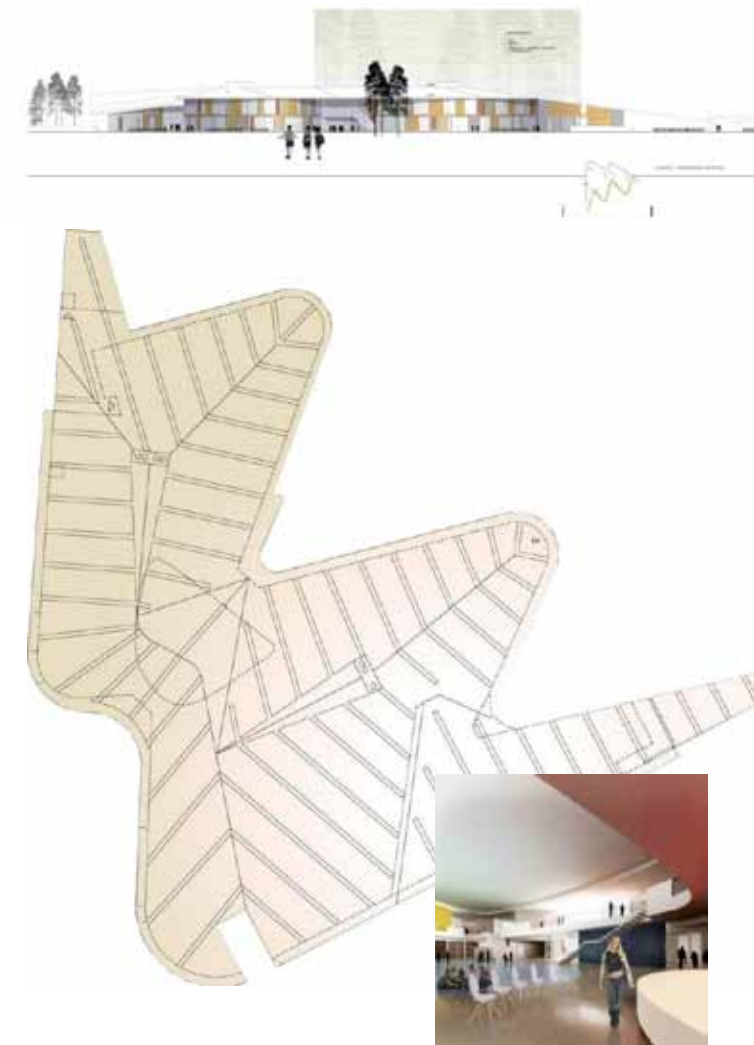- inquiry learning, problem based learning, project based learning

Learning approach:
- surrounding world and neighbourhood
- curriculum

Learning technology:
- using the most modern technology like mobile device innovative way
- ubiquitous learning environments
- real need and pedagogy behind the use

The aim of the School of the Future programme is to guide traditional schools, school buildings and learning environments into the 21st century. The focus is on pupils' ability to learn and the functional entities that support this. The pressure for change is particularly directed at the role of teachers, leadership, educational support services, technology and spatial and learning environment solutions. The architectural plans made in the programme display the latest ideas of building and renovation of public premises. Functional aspects based on agreed values and the new operational culture based on the 21st century ideas of learning and learning environment control the use of space. Pupils, teachers and auxiliary staff working in the 'nest' form a learning community. The pedagogical framework relies on investigative, project- or event-based learning methods, learning from creative problem-solving or communal learning processes. The usage of space and activities are based on an open learning environment which utilises movable walls and flexible structures. It is also important that small-scale lessons can be arranged anywhere in the area. In a good school environment, furniture and technology are designed keeping the users' needs in mind, and these are designed to work together as effortlessly as possible. (Mattila P. & Miettunen J., 2010)

2. Invest in multiple (digital, ecological and consumer) literacies

The OECD has presented a new understanding of literacy which is related not only to personal development, but also to positive educational, social and economic outcomes. While this work on literacy has focused on adults it can be applied in a Learning for Well-being framework for children and young people. The new concept of literacy highlights the new skills that are needed in a modern knowledge-based society. This work defines literacy as: "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". *OECD/PIAAC (Programme for the International Assessment of Adult Competencies)*

The learning environment of the 21st century is radically different from even the turn of the century. Information technology provides access to information and social contacts as never before – but it also creates new pressures, new understandings of learning and privacy and a new mindset in relation to time

and distance. Early on children need to be able to manage and navigate a consumer and an IT world that is both enabling and invasive, that bears both enormous potential and significant risks. New types of literacy are emerging that need to be considered part of the Learning for Well-being spectrum: they include Ecoliteracy, Cyberliteracy, Media literacy and consumer literacy. They will be essential in their interface with key dimensions of learning for well- being. This is where not only government policies are relevant, but a wide rage of stakeholders also need to be involved and corporate social responsibility becomes a key dimension for action. Multi-stakeholder approaches aim to ensure participation in identifying, debating and resolving the challenges at hand of all those who are affected by such challenges.

Increasingly the emphasis is placed not on *what* children and young people (or adults) need to learn but the *capacities* they can be supported in developing to understand and live optimally in diverse situations.

Health literacy entails the ability to make sound health decisions in the context of everyday life – at home, in the community, at school, at the workplace, in the health care system, in the market place and in the political arena. It is a critical empowerment strategy to increase people's control over their health, their ability to seek out information and to take responsibility (Kickbusch & Maag, 2006). Schools and care settings have opportunities to develop children's health literacy through the curriculum, through the actions of the professionals and the supportive environments they provide. Some definitions of health literacy are very close to the Learning for Well-being framework: the meaning of health literacy to children is "to perform physical and psycho-social activities with appropriate standards; being able to interact with people; cope with necessary changes and demand reasonable autonomy so as to achieve complete physical, mental and social well-being". Many of the healthy schools programmes aim to achieve this. (Fok & Wong 2002)

Ecoliteracy: *Green schools* prepare students to become leaders and citizens who understand how the natural world works, see the patterns that connect human activity to nature, and have the knowledge, values, and skills to act effectively on that understanding. Some places to begin are:
- Start a school garden.
- Compost kitchen scraps, and use them in the garden.
- Increase the fresh, seasonal, locally sourced food served by the school.
- Trace the paths food takes from seed to plate and identify all the people whose efforts are needed to bring them their food.

Cyberliteracy means being able to sort fact from fiction, to detect extremism from reasonable debate, and to identify gender bias, commercialism, imitation, parody, and other aspects of written language that are problematic in online communication. Active reading skills are essential in cyberspace, where hoaxes abound, and advertising masquerades as product information, privacy is often compromised, and web pages and e- mail messages distort the truth. Students are enabled to understand the new language of the Internet, and protect themselves from its hazards.

Consumer literacy: Studies indicate that consumerism is more than a simple act. Instead, it is an identity-defining extension of self. Buying behaviour is a social practice of identity maintenance and management. Even in routine behaviours, such as ordering at a restaurant, buying is guided by a desire to preserve self-esteem and dignity. Findings suggest that consumer education must expand beyond disseminating information to include developing consumers' confidence and abilities to engage socially when their needs are being denied, thwarted, or opposed. (Adkins & Ozanne, 2005)

Media literacy helps students to be better able to decipher the complex messages they receive from television, radio, newspapers, magazines, books, billboards, and signs, packaging and marketing materials, video games, and the Internet. Media literacy skills can help one understand not only the surface content of media messages but the deeper and often more important meanings beneath the surface. Media literacy education seeks to give media consumers greater freedom by teaching them to analyze, access, evaluate, and produce media.

In an over-communicated world, 'Learning for Well-being' is a powerful vision for society which brings focus and encompasses the acquisition of the various literacies needed for the 21st century.

C | THE CO-PRODUCTION OF SERVICES

Children's services – be it health, education or welfare – need to be considered with a new mind set. In the 21st century these sectors will work increasingly with the concept of "co production". A recent guide by the New Economics Foundation (nef) underlines this type of approach: There has been increasing interest in co-production as a mechanism for embedding more participatory approaches in service delivery in recent years. Co-production takes a slightly different tack to normal engagement practices. It focuses less on identifying and responding to a child's 'need' or 'problem' in favour of a reciprocal approach, which builds on a child's interests, knowledge, experience, skills and support networks. (nef 2009)

Social outcomes – well-being, a sustainable environment, community security, preventative health, managing chronic disease and educational attainment – are being co-produced through the joint efforts of service users and services. A co-production approach sees the purpose of engagement to provide children and young people with the opportunity to 'be the change'. To achieve this, it focuses on children as part of their own solution. The professional changes his/her role from the fixer to the facilitator. "Services do not produce social outcomes; people do".

There are four key principles of a co-production approach to service delivery:
1. Valuing children and young people as assets;
2. Celebrating children and young people's contribution;
3. Reciprocal working which includes shared responsibility and a sharing of roles;
4. Growing social networks in which children engage with other children and the community at large. Co-production is embedded in a system of social capital – this is best described as a set of networks to which people belong, within which they are engaged and whose values they share. Trust is a critical component of social capital.

Co-production already exists; it does not have to be created. The real challenge for the public sector is how to make it visible, both to themselves and to the public; to develop it with communities; and exploit its potetial. There is much to learn.

Freudenberg Stiftung: The "one square mile" education initiative aims to improve the quality of children's learning in a disadvantaged neighbourhood where Freudenberg has been working with an elementary school for ten years to create a strong prototype for quality education in schools with socially-disadvantaged pupils. The initiative aims to give pupils better life skills and ensure a better transition to grammar schools. It focuses on increased parental involvement in partnerships which contribute to a measurable improvement of learning and an improved development of all children's potential. www.freudenbergstiftung.de

KEY ISSUES

What policy-makers, researchers, and practitioners need to consider about diverse and integrated learning environments in order to promote Learning for Well-being:

1. Learning happens everywhere – well-being is created in the context of everyday life, where people live, love, work and play.

2. We are calling for a shift in thinking about policy from disease and treatment centred health care to promoting health and well-being; and from standardized education to child-centred education. It is essential that systems such as the education and the health sectors reorient their approaches enabling children to learn for well-being and with an integration of health and education.

3. Health promotion approach highlights the need for supportive environments for health, which empowers people, allows them to participate, enables healthy choices and addresses vulnerabilities.

4. Mental health promotion uses strategies that foster supportive environments and individual resilience, while showing respect for culture, equity, social justice, interconnections, and personal dignity. These are particularly close to the mindset of Learning for Well-being.

5. Programmes that focus on such an integral well-being and resilience-based approach can be found in many countries and many institutions but rarely are they brought to scale, too frequently they remain pilots and experiments, often dependent on motivated health professionals or teachers.

6. Numerous thinkers and educationalists have criticised standard approaches to education for many decades putting forward (and frequently into practice) their ideas and the results of their observations about the importance of educating and empowering the whole child, giving children more space to express their diversity and for self-organisation, encouraging them to take responsibility, work in teams helping each other, learn by doing, etc. But for many reasons progress in formal education systems is too slow, the old paradigm remains deeply embedded and needs to change.

7. Though we are focusing on learning in the broad sense, school nevertheless holds a central place as nearly all children spend a large part of their childhood in schools which also underscores the importance of teachers as key adults in a child's life. Personalization and individualization of learning are well understood principles, but many teachers feel discouraged about implementing such approaches in large classes of over 30 students with an over-crowded curriculum. In many systems teachers find themselves expected to solve a range of problems for which they have not been prepared and cannot solve alone.

8. There are many excellent initiatives in schools that move away from standardized approaches towards supporting the holistic development of each child. They tend to take "whole school" approaches and include the need for the adults working in the schools to feel supported, appreciated and motivated in order to successfully put the child at the centre of the learning process. This also entails excellent links with families and carers and involving them in the life of the school functioning as a learning community.

9. Schools need to become organisations of the 21st century which enable Learning for Well-being by which we mean that they respect the individual development of each child.

10. Schools need to become learning communities that are well integrated into the broader community. In a globalized world this also includes being better prepared for diversity and integrating it as a positive dimension rather than as a threat.

11. The new concept of literacy highlights the new skills that are needed in a modern knowledge-based society. The learning environment of the 21st century is radically different from even the turn of the century. New types of literacy are emerging that need to be considered part of the Learning for Well-being spectrum: they include Ecoliteracy, Cyberliteracy, Media literacy and consumer literacy.

12. Multi-stakeholder approaches aim to ensure participation in identifying, debating and resolving the challenges at hand of all those who are affected by such challenges.

13. Children's services – be it health, education or welfare – need to be considered with a new mind set. In the 21st century these sectors will work increasingly with the concept of "co production". A co-production approach sees the purpose of engagement to provide children and young people with the opportunity to 'be the change'. To achieve this, it focuses on children as part of their own solution. The professional changes his/her role from the fixer to the facilitator.

14. Co-production already exists; it does not have to be created. The real challenge for the public sector is how to make it visible, both to themselves and to the public; to develop it with communities; and exploit its potential. There is much learn.

5

Bringing it all together

MOVE FROM SECTORAL TO SYSTEMIC SOLUTIONS IN POLICY AND SOCIETY

Defining a policy approach that is multi-dimensional, proactive and includes all sectors of society

A | THE NEED FOR ALL OF SOCIETY TO CONTRIBUTE

"Childhood becomes a social space in which children learn to explore their own environment and to experiment with their agency"

James & James, 2004

Children learn everywhere. The statement from the Ottawa Charter for Health Promotion "health is created in the context of everyday life: where people live, love, work and play" can just as well be applied to Learning for Well-being. In the publication of OECD *Doing Better for Children* a range of policies to improve children's well-being are reviewed. It echoes the statements from well-being research: "Child well-being encompasses quality of life in a broad sense. It refers to a child's economic conditions, peer relations, political rights, and opportunities to development. Comprehensive interventions for young children and families which improved children's physical, psychological and social development have shown to be as cost- effective for individuals as for society overall." (OECD 2009, Eickmann *et al*, 2003, Watanabe *et al*, 2005) Learning for Well-being prioritizes the promotion of factors for positive development.

Whole of government *denotes public service agencies working across portfolio boundaries to achieve a shared goal and an integrated government response to particular issues. Approaches can be formal and informal. They can focus on policy development, program management and service delivery. Australian Public Service Commission 2004*

Many different sectors and stakeholders in society need to work together in order to promote Learning for Well-being. The family and social networks are as important as the workplace and formal services and policies that provide opportunities and supportive environments. The importance of multidimensional policies has been underlined by many in particular the coordination between and within ministries, as well as at local and regional level need to be enhanced, and gaps bridged between the measures taken at national and international level. (Eurochild, 2010)

It is not just individual behavioural processes that determine child development but it is also their environments and their relationships. There are many facets of a child's learning environment, the individual's personal strategies interface with

family and societal systems and values, neighbourhood security, quality and affordability of the health system, institutional practices, provision of basic needs, and economic considerations. Only by taking all of these environments into account, can a child's ability to develop positively be fully appreciated (Bornstein *et al.*, 2003). Children with increased multiple risk factors in their social and family environment predict worse outcomes in cognitive and social-emotional competences than children with less multiple risks (Sameroff *et al.* 1987). Policies for children's well-being need to take these risk clusters and systemic effects into account.

Bronfenbrenner (1977) proposes the ecological model of child development, where development occurs through processes of reciprocal interaction that are progressively more complex between children and all levels of environmental influences. This process is affected by relations a child experiences within and between these settings, informal as well as formal. Risk factors as well as protective factors interact with each other in each domain (Buchanan & Hudson, 2000). Compensatory experiences to a stressful event can also be experienced in another system of the child's life. Such a protective experience can also compensate some negative effects, when they occur before or after the "risk situation".

> **Whole of society** *refers to an approach with the aim of extending the whole-of-government approach by additional emphasis on the roles of the private sector and civil society, as well as political decision-makers such as parliamentarians. Such approaches can strengthen the resilience of communities to withstand threats to their health, security and well-being. They place emphasis on coordination through normative values and trust-building among a wide variety of actors (Kickbusch 2011)*

B | MULTI-SECTORAL APPROACHES: examples of action at the various levels of governance

A key defining factor of policies that support Learning for Well-being is joined up policy making. This requires the policy makers involved to "reach across traditional divides, define shared goals, align their strategies and share control over their programmes" (Brown et al 2008) The recognition of the interdependence of factors and social determinants that create children's well-being and shape environments that support learning for well-being indicate that new forms of policy design and implementation need to be considered at all levels of governance local, national, European and global. Some such examples are described in the following:

1. Action at the local level

The need for joined up policies and whole of government approaches is gaining ground in many areas of policy action. In particular at the local level there have been exciting initiatives that aim to bring the whole of city government (and frequently other stakeholders) together for a common goal – such examples include sustainable cities, healthy cities, learning cities age-friendly cities and more recently **child-friendly cities**. The latter identifies the steps to build a local system of governance committed to fulfilling children's rights.

Child friendly cities (UNICEF)

- Goal: A child friendly city is a city or any local system of governance that is committed to fulfilling children's rights,
- UNICEF CFC Secretariat developed a framework which contains the process needed to implement the UN Convention on the Rights of the Child by national governments into a local government process. With nine building blocks the local governments are guided und supported with checklists to achieve a child friendly city:
  1. Children's participation; "promoting children's active involvement in issues that affect them; listening to their views and taking them into consideration in decision-making processes"
  2. A child friendly legal framework; "ensuring legislation, regulatory frameworks and procedures which consistently promote and protect the rights of all children"

3. A city-wide Children's Rights Strategy; "developing a detailed, comprehensive strategy or agenda for building a Child Friendly City, based on the Convention"
4. A Children's Rights Unit or coordinating mechanism; "developing permanent structures in local government to ensure priority consideration of children's perspective"
5. Child impact assessment and evaluation; "ensuring that there is a systematic process to assess the impact of law, policy and practice on children – in advance, during and after implementation"
6. A children's budget; "ensuring adequate resource commitment and budget analysis for children"
7. A regular State of the City's Children Report; "ensuring sufficient monitoring and data collection on the state of children and their rights"
8. Making children's rights known; "ensuring awareness of children's rights among adults and children"
9. Independent advocacy for children; "supporting nongovernmental organisations and developing independent human rights institutions – children's ombudspeople or commissioners for children to promote children's rights

http://www.childfriendlycities.org/en/overview/what-is-a-child-friendly-city

2. Action at the national level:

IRELAND: THE NATIONAL CHILDREN'S STRATEGY

The National Children's Strategy, *Our Children — Their Lives*, was published in November 2000 after extensive consultation with parents and groups working with children, as well as with children themselves. The strategy is a 10-year plan of action, which calls on the statutory agencies, the voluntary sector and local communities to work to improve the quality of all children's lives. It includes a range of actions across such areas as giving children a voice so that their views are considered in relation to matters that affect them, eliminating child poverty, ensuring children have access to play and recreation facilities, and improving research on children's lives in Ireland. The Minister for Children and Youth Affairs was given responsibility for overseeing implementation of the National Children's Strategy and coordinating Government policy on children in order to maintain the policy coherence achieved through the publication of the strategy. The National Children's Office (NCO) was established in 2001 to lead and oversee the implementation of the National Children's Strategy.

An Roinn Leanaí
agus Gnóthaí Óige
Department of
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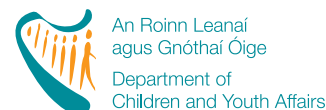
3. Multi stakeholder Network Activities:

PLAY ENGLAND

Play England has launched a *Manifesto for children's play* and is calling for policy makers to make play a priority.

"We are asking the government, MPs, councillors – as well as individuals and organisations to make three simple pledges for all children and young people to have the freedom and space to play enjoyed by previous generations:

1. To make all residential neighbourhoods child-friendly places where children can play outside
2. To give all children the time and opportunity to play throughout childhood
3. To give all children somewhere to play – in freedom and security – after school and in the holidays"

http://www.playengland.org.uk/our-work/manifesto.aspx

TOGETHER LET'S PREVENT CHILDHOOD OBESITY is a methodology designed to involve all relevant local stakeholders in an integrated and concrete prevention program aimed at facilitating the adoption of healthier lifestyles in the everyday life. The programmes developed on the basis of the EPODE framework are long term, aimed at changing the environment and thereby the unhealthy behaviours. The approach is a "positive, concrete and stepwise" learning process with no stigmatization of any culture, food habits, overweight and obesity. The first EPODE programme was started in France in the 2003 and EPODE now extends to nearly 1.8 million inhabitants in 167 French cities, 20 cities in Spain and 8 cities in Belgium. Success to date is measured by a large field mobilization in the pilot cities and by the encouraging evolution of the BMI of children in France within the pilot cities. EPODE is about to be implemented in Greece, Québec (Canada) and in Australia. http://www.epode.fr/

epode
european
network

C | CHILDREN AND YOUTH MUST BE PART OF THE POLICY PROCESS: The interdependence of children's well-being and children's rights

Children's well-being and respect for children's rights is a litmus test for a vision of Europe where employment and the economy are at the service of social progress and overall well-being. EUROCHILD

The UN Convention specifies that the realisation of the child's rights is connected with his or her well-being and development 'physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity'. It lays out a radical shift in perspective: children are considered social actors, whose experiences must be taken into account (Prout 2004). As of November 2009, 193 countries had ratified, accepted, or acceded to it (some with stated reservations or interpretations) including every member of the United Nations except Somalia and the United States.

The UN Convention on the Rights of the Child lays emphasis on well-being as a key to the realisation of the child's rights (Innocenti Report Card 7, 2007).

"
Article 6 of the Convention on the Rights of the Child States: Parties recognize that every child has the inherent right to life. States: Parties shall ensure to the maximum extent possible the survival and development of the child. UNICEF, 2006

The Convention sets out the obligations and responsibilities of *all* in respecting the right of the child, including parents, other adults in the society, institutions, governments, and international agencies and also that of the child him or herself and the obligation to "assure to the child the right to express those views freely in all matters affecting the child" and to ensure that "the views of the child be given due weight in accordance with the age and maturity of the child" (Article 12, UNCRC, 1989). Unlike with any of the other conventions of the United Nations, the

Committee on the Rights of the Child does not just listen to governments. The Committee also invites NGO's and child-led organisations to submit reports. These are known as the alternative reports.

D | LEARNING FOR WELL-BEING OFFERS A PROCESS APPROACH

For policy makers committed to improving children's well-being five defining components of the Learning for Well-being approach can provide orientation.

1. *Take the child's perspective:* shift from an adult perspective on children's well-being to a child's perspective, with broad acceptance for children's subjective perspectives on their own well-being and for children as reporters as a preferred method of assessing their well-being.
2. *Encourage expression of each child's unique potential:* take account of how children can develop their full potential by relating to the concept of thriving and flourishing, to successful coping and resilience, and to recognition of the qualities that provide meaning, purpose and direction to an individual's life.
3. *Focus on strengths and inner differences:* be explicitly strengths-based, focusing on cultivating children's assets, beliefs, morals, behaviours, and capacities to give children the resources they need to grow successfully across the life course, **and** to understand and express their distinct ways of communicating, processing information, and learning.
4. *Emphasise the nature and quality of relationships:* make use of the critical and pervasive influence of children's relationships and social contexts. The ability to nurture, sustain and enhance our interactions with others is fundamental to children's well-being, learning, and experience of life.
5. *Be holistic:* the learning to learn concept has moved beyond teaching intellectual skills and has embraced a host of emotional, social, and cognitive aspects that are needed for lifelong learners, such as perseverance, curiosity, self-knowledge and collaboration. This requires considering the whole person, the whole process, and the whole system.

Each one is described in more detail on the following page.

1. Take the child's perspective

> *Let's put the decision-makers in school for a few days to live the normal life of a child.*
>
> Member of the Finnish Children's Parliament

Policy formulation must start from a focus on the subjective/personal experience of the child – i.e. how the child experiences all the factors affecting their lives. From this follows the requirement to involve children in the policy process – from formulation to evaluation. Children must be considered as full participants, which means that adults learn to listen to them with curiosity, be responsive and create true partnerships that take account of the inner diversity of functioning and learning of every child and young person.

In recent years this has led to the development of structures, mechanisms and projects to ensure children and young people can have their voices heard in decision-making processes, but also, critically, it has led to more support for youth-led initiatives and organisations and includes supporting children as researchers on their own lives, e.g. at EU level there is support for youth-led initiatives through the Youth in Action Programme. As the EU/Council of Europe Youth partnership states, greater understanding of youth is of paramount importance for policy making and should be based on comprehensive knowledge and well-researched understanding of young people's situations, needs and expectations. (http://youth-partnership-eu. coe.int/youth-partnership/ekcyp/BGKNGE/Better_Understanding.html).

> *Young children are instinctive communicators. Unfortunately, not all adults are instinctive listeners. But if adults working with and for young children are to fulfil their obligations under the Convention on the Rights of the Child, listening must become part of their role. Participation enhances children's self-esteem and confidence, promotes their overall capacities, produces better outcomes, strengthens understanding of and commitment to democratic processes and protects children more effectively. It provides the opportunity for developing a sense of autonomy, independence, heightened social competence and resilience.*
>
> Lansdown, 2005

2. Encourage expression of each child's unique potential

> *Unique potential refers to a connection to one's specific gifts, which includes both the essential nature of one's evolving self and the expression of life purpose and meaning. It is a deep and vital energy that gives meaning and direction to our lives.*
>
> O'Toole & Kropf, 2010

Well-being is a condition for development. How to reach well-being, and what it is, differs individually, culturally and at different stages of life (Grob & Kirchhoff, 2008). Well-being as flourishing acknowledges the necessity of taking into account the contexts and circumstances of the lives of children and their reports of their own well-being. Recent research points to the critical importance in addressing both present well-being of the child and engaging in learning to enrich their future circumstances (Fattore *et al*, 2009). A child who is realising his or her own unique potential is one who can be said to be flourishing. For a person's life to flourish, the activities and experiences that comprise that life have to fit the unique nature of the individual as well as being appropriate for the social and cultural context in which one lives (White, 2007).

Increasingly, there is recognition that children, as well as adults, are fundamentally motivated by the deep desire for a sense of meaning. The discovery of that meaning for each of us is the process that makes the unfolding of our unique potential possible in all our diverse ways of being. The acknowledgment of that sense of meaning provides us with inner resources (whether we call it resilience, self-esteem, confidence) to work within the most disadvantaged positions, again without labelling and separating. Every person is born with innate and endless potential to be fully her/himself. In the simplest expression, this is our unique self.

For policy makers, the call to encourage the expression of each child's unique potential is to remind us of our own essential humanity, and that of all around us. Remembering ourselves and others as human beings and seeking to bring a "human face" and "human scale" to our actions can make all the difference in both process and outcomes.

3. Focus on strengths and inner differences

A positive and holistic approach to defining well-being lets us focus on human potentials that enable individuals to be well and to flourish – children's assets, competencies and capacities (Pollard & Rosenburg, 2003). By moving away from a deficit perspective to a focus on the positive attributes of children, it is possible to identify determinants that enable children to flourish (Pollard & Lee, 2003). Such an approach to well-being allows for actions through which the benefit for children can become maximised while taking into consideration its individual characteristics (dispositions, abilities, environment, family), and the ways in which individuals learn, communicate, and grow, which reflect the diverse processes of each child. This unique combination of specific strengths and diversity appears in every human being as a particular way of flourishing fully.

When we think of diversity, we often associate it with such characteristics as age, gender, ethnicity, socioeconomic status, cultural background, abled/disabled, and so forth. While these differences are significant, there are also inner forms of diversity which are relatively unexplored in the research on well-being (O'Toole, 2008.) Despite the prevalence of research on diverse ways of thinking and knowing, research on individual processes of learning. and increasing calls for treating students as individuals (Keefe, 1991; Battistich, 1999), these inner differences in how children learn, communicate, and solve problems is largely ignored by researchers and policy makers (Bergstrom, 2004.)

The individual process of learning connects the internal processes of how one engages with, organizes, and structures one's experiences with external processes of behaviour and action. As such, it is addressing a more fundamental process than what is referred to as learning styles, multiple intelligences or strengths. Seemingly small differences in the way children learn – such as one child needing to talk aloud in order to reach a conclusion, whilst another needs to be silent, reach their conclusion and then talk – can have an enormous impact on how they experience various learning environments as well as how those experiences affect the well-being of individuals and groups. When individual differences in how one learns are considered, researchers claim that students will have higher achievement, a more positive attitude, and a better self-concept. According to research with Finnish students, the ability to find a personal way of learning correlates strongly with subjective well-being (Konu *et al.*, 2002).

A perspective on individual learning processes (or inner diversity) also focuses on **how** a child is accomplishing a task or approaching a lesson. As such, there is a consideration of the child as a whole system.

Therefore, in consulting data or creating policy:
- It is necessary to take account of multiple perspectives, including addressing the unique way in which each child learns, communicates, and develops.
- Even in situations where data is aggregated, it is possible to take account of these factors through diverse ways of engaging with young people, providing them with adequate context, and rethinking how questions and options for responding could be reframed.

We need to develop systems that take account of the uniqueness and diversity of each one of us – children, and also the adults who interact with children. If we design and practice an approach for addressing everyone's needs and the contexts in which they live, then we have the possibility of creating inclusive societies the avoid labelling or judging differences. Such societies can celebrate the strengths of each while supporting any limitations or constraints.

4. Emphasize the nature and quality of relationships

Relationships are of central importance for children, and adults, in how they experience their lives. Relationships include our interactions with other people, but also to ourself – indeed, it is in and through human relations that we can be, and become ourselves. Further, they involve how we engage with our broader social environments. Relationships speaks to knowing who I am, to feeling secure in the world, *and* to contributing to that world – where I belong and where I feel at home; where I can learn and extend my capacities to create, to collaborate, and to influence; where I feel the joy of being alive and in connection with my fellow humans and the natural environments; where I can contribute fully to the community, society and world in which I live. So one sense of the importance of relationships is the sense of belonging, and to feel secure in that belonging.

"As children grow up in this challenging environment, as new families form, and governments create policies to minimize the negative impacts on well-being, it is imperative for governments to understand the mechanisms by which children and youth flourish, how to maximize human and economic potential, and how to assess and facilitate that flourishing". (Lippman *et al.* 2009) Such policies will contribute to overall societal development in a myriad of positive ways.

A second sense of the importance of relationships is stated, in the phrase of the 1996 report to UNESCO by the International Commission on Education for the Twenty-first Century chaired by Jacques Delors, *Learning: the Treasure Within*, as "learning to live together". The development of empathy, conflict resolution skills, and social support is critical in this regard. One gauge of the quality of interaction is mirrored in way that children are understood by one another. UNESCO suggests education should adopt two complementary approaches for helping children learn about each other. From early childhood, educational initiatives should focus on the discovery of other people; in the second stage of education and in lifelong education, it should encourage involvement in common projects which seems to be an effective way of learning to appreciate, value, and understand one another.

A third critical perspective on relationships involves the nature and quality of relationships in contrast with "transactional interactions". As our communities become increasingly virtual, the speed with which relationships are formed also increases. Sometimes these relationships are based on a single facet of connection or point of shared interest, rather than the deep and multi-faceted connections that form over time,

and through knowing one another in a variety of circumstances. It is important that when we speak of the nature and quality of relationships that we differentiate between relationships in which we feel known and understood, and relationships that function more as interactions between people that have a singular purpose and limited time frame.

5. Be holistic – in actions and attitudes: address whole child

Well-being involves multiple facets and aspects of being and becoming human, including the unfolding of one's unique potential and the capacity to pursue life meaningfully within the larger social, cultural, political and economic contexts of which the child is a part. UEF, 2008

This definition provides an integral understanding of the whole person which is very different to the compartmentalised approach common to many perspectives, policies and interventions – indeed UNICEF highlights that "A holistic approach to Early Child Development, first and foremost, is the child's right." (Unicef, 2006) The elements of each domain of life and self have impact on one another. This constitutes "reciprocal influences on the development of the elements of well-being both within and across domains", and the strengths from these interconnected domains "reverberate in synergy". (Zaff *et al*, 2003). Recent research has highlighted the importance of emotions in development and advances in neuroscience and the development of early brain scanning have shown that feelings, empathy and emotional understanding are hard-wired into our brains through our early relationship experiences in the first years of life.

Children's well-being is a dynamic process, in which a child's external circumstances (e.g., their socioeconomic background, family circumstances, physical surroundings) are constantly interacting with their individual characteristics (e.g., their personality, cognitive ability and so on) to satisfy – to a greater or lesser extent – their needs and thus build psychological resources, capabilities and positive interactions with the world around them. nef guide 2010

E | MEASURING CHILDREN'S WELL-BEING

A policy for children's well-being needs to be grounded in good data. Measuring children's well-being will not only inform us about children but give an indication of policy priorities within countries. A significant number of instruments have been developed to measure children's well-being and inform policies.

Child data are collected by different policy departments/fields and different disciplines for different purposes including for formulating and evaluating policy interventions. There has been a rapid development over the last 25 years for reasons of demand (changing patterns of living, of family life, etc.), a need for more accurate data (partly based on the evidence-based policy making trend) and evolving concepts of children, childhood as a specific period in life and of children's rights (Asher ben Arieh, 2008). Furthermore there is a general agreement that the UN Convention of the Rights of the Child is the recognised basis and it has stimulated much new work in the field to find out whether or not children's rights are actually being respected, in what ways and where there are gaps that need to be addressed. There is an increasingly voiced opinion that children must be valued in their own right and the quality of their present lives examined. There are a number of consequences:

- Children are now considered as the main "unit of observation" for matters concerning their lives, rather than just part of families.
- Increasingly, children are being considered as the key **source** of data though there is apparently still a debate about whether as some researchers consider they are the most reliable source of data on themselves, or whether proxy data remains important.
- In parallel, there is an expansion of the amounts and types of administrative data collected.

Increasing attention is being paid to subjective well-being in academic and policy arenas (Diener, *et al*, 2010; Helliwell & Barrington-Leigh, 2010) and a very strong case is presented for a wider collection and better use of subjective measures of well-being by policy makers.

"

It seems that there is broad agreement among citizens, researchers, and policy makers that indicators of children's well-being can provide common goals for society and that social progress can be assessed, in part, on the progress of nations in reaching these goals. In addition, there is widespread agreement that these goals need to be positive as well as negative. In other words, it is important to monitor and reduce negative outcomes such as school failure and substance abuse; but it is also important to identify and increase positive outcomes such as positive peer relationships and school engagement. Lippman et al 2009

When consulting data in formulating policies policy makers need to take three key factors into consideration:

- *Do not focus on negative factors:* Many of the child and youth indicators still track negative outcomes and negative environments – government programmes tend to focus on prevention and remediation of problems rather than on promoting strengths and assets. Reasons are the high costs (monetary and non-monetary) that deficits generate and concerns of equity for less well-off children. But focusing only on deficits neglects children's strength on with society must build to enhance well-being (OECD, 2009). More recent research includes research and measurement of positive traits such as caring, confidence, compassion and resilience. Many of the existing measures are also not culturally sensitive and this has significant influence on their validity (Brown 2008).
- *Consider the holistic dimensions:* No single dimension of well-being stands as a reliable proxy for child well-being as a whole. An optimal package of dimensions has to be considered. The development and expression of all these multiple dimensions is influenced by the environmental context. Even biologically-based aspects of well-being require a social context to induce their full and appropriate expression (Bornstein *et al*, 2003) Well-being is a state of successful performance throughout the life course integrating physical, cognitive and social-emotional functions that results in productive activities deemed significant by one's cultural community, fulfilling social relationships, and the ability to transcendent moderate psychosocial and environmental problems. Well-being also has a subjective dimension in the sense of satisfaction associated with fulfilling one's potential (Bornstein *et al.*, 2003).

- *Focus more on subjective dimensions:* Children play an active role in creating their own well-being. Children's personal resources –their 'health' and 'subjective well-being' – are simultaneously the most basic outcomes and the very basis of achieving well-being. This is emphasised by research developments which call for increased investments in measuring children's own perspectives, especially giving voice to vulnerable groups of children. **It is critical to ask children directly about their well-being.** This self-reported subjective well-being of a child is rarely taken into account because of limited theory, data and the adult scepticism about younger children's ability to respond to such questions. (WHO Europe (2008) EUROCHILD advocates to involve and engage with children and young people in the development of indicators and in ensuring that indicators can include information on children's views and perception.

The Innocenti Report Card 7 identified six dimensions relevant to children's life and rights and emphasised that the concept of well-being is guided by the UNCRC. The table below illustrates the scope of policy action that is required to ensure and improve children's well-being, though areas such as children's mental health and emotional well-being were considered to be underrepresented (UNICEF, 2007).

CHILDREN'S WELL-BEING

Material well-being			Health and safety			Educational well-being			Peer and family relationships			Behaviours and risks			Subjective well-being		
Child income poverty	Deprivation	Work	Health at birth	Immunization	Child morality	Achievement	Participation	Aspiration	Family structure	Family relations	Peer relations	Risk behaviour	Experiences of violence	Health behaviour	Health	Personal well-being	School well-being

Dimensions and Components of Children's well-being by UNICEF

Adapted from the Innocenti Report Card 7

Data can help influence policy decisions; what gets measured gets done. Some areas such as "housing and the environment" and "quality of school life" are more susceptible to policy action than "peer and family relationships" and "subjective well-being". But data also tend to measure what is wrong and much research on children's well-being defines it in terms of what is negative in children's lives. We know more about "what we don't want for our children than what we do want" (Fattore *et al* 2009).

EU Task-Force on Child Poverty and Child Well-Being

The Directorate General for Social Affairs is developing indicators for monitoring the state of child poverty and well-being in the 27 Member States as part of the European Strategy for Social Inclusion. The focus is on developing a set of indicators that reflect the multi-dimensional nature of children's well-being suitable for monitoring policies, including non material aspects such as education and health. This initiative was complemented by the establishment in 2007 of the EU Task-Force on Child Poverty and Child Well-Being. In January 2008 the report and recommendations of the EU Task-Force were formally adopted by all Member States and the Commission, and the incorporated into the EU *acquis* in this area.

One of the major changes in recent years has been an increasing agreement that statistical data only or proxy data (e.g. collected from parents or teachers) are not sufficient to understand children's well-being holistically. It is necessary for children to be listened to and their opinions attended to by adults. Hence, there is an increasing number of surveys, in European countries and elsewhere, of children and young people that are undertaken with the objective of understanding their views and being able to develop indicators that reflect their own perspectives of their needs and requirements in the diverse environments in which they live (schools, neighbourhoods, etc;) to grow and flourish.

The Voice of Children 3 is a survey that is being developed in a partnership between Child Trends and Universal Education Foundation with the goal of measuring awareness, skills/practices, behaviours, and environmental supports needed to realize one's unique potential through physical, mental, emotional, and spiritual development .in relation to self, others, and the environment. It has been tested with young people between 18 - 24 years old and will soon be adapted for 15 year olds and will be

piloted by a partnership of universities in several European countries. VOC 3 takes the form of a questionnaire and builds on previous Voice of Children surveys developed by UEF and aligns with the Child Trends framework for generating positive indicators at the individual, relationship, and context levels (Lippman & O'Toole, 2011 http://www.oecd.org/document/0,3746,en_2649_37419_48720751_1_1_1_37419,00.html)

The survey measures awareness of whom you are uniquely; taking responsibility for who you are in your roles, relationships, and situations; and connecting who you are to others, the environment, and the world. For each of the core capacities presented below, the survey explores three areas:

- Does the individual consider the capacity important?
- Does the individual have the competences and skills to express or be able to put this capacity into practice?
- Does the learning environment offer appropriate and effective support for this capacity?

FOUNDATIONAL CAPACITIES NECESSARY FOR:

Unfolding Unique Potential	- Awareness of one's life purpose - Awareness of sacredness of life – mindfulness towards all beings - Appreciation and gratitude for one's self - Autonomy (to know oneself as independent & unique) - Awareness of one's particular gifts & contributions - Being at peace with one's way of being
Appreciating/Understanding Inner Diversity	- Being appreciated and respected - Awareness of one's learning processes/needs - Knowing about one's inner world - Understanding the uniqueness of others
Relationships/Communication	- Self-esteem/self-worth - Knowing one's communication needs/processes - Knowing one's feelings/beliefs - Empathy - Curiosity - Playfulness

Participation/Engagement	- Capacity to choose (sense of agency) - Self-motivation - Capacity to plan/organize - Connecting to inner resources (creativity, intuition, somatic experiences) - Knowing how to engage/disengage using your own limits and boundaries - Knowing one's responsibility/duty - Awareness of one's contribution/role in the current circumstances
Systems Perspective/ Self-organization	- Understanding interdependence & interconnectedness - Knowing oneself as a whole system: knowledge of mind-body connection - Sensory awareness (inputs of all kinds) - Seeing/recognizing patterns – macro/micro - Universal sense of belonging and connectedness
Others	- Consciousness (being awake/mindful) - Knowing how to care for one's physicality - Relaxation (all levels) - Coping with stress, difficulties, and trauma - Emotional self-regulation

Adapted from Lippman & O'Toole, 2011

EXAMPLE: KNOWING ONE'S COMMUNICATION NEEDS AND PROCESSES

Importance: How important is the following TO YOU…

…Knowing how I communicate with others (extremely to not at all)

Capacity: It is easy for me to get into conversations with adults at school (exactly like me to not at all like me)

Environmental Support: I have lots of chances to take part in discussions about what I am learning (strongly agree to strongly disagree)

Adapted from Lippman & O'Toole, 2011

This survey is intended as a tool for policy makers at all levels and in all sectors, as well as for NGOs working with young people in a range of interventions to evaluate their work in terms of Learning for Well-being outcomes of young people.

KEY ISSUES

What policy-makers, researchers and practitioners need to consider about how all policies arenas contribute to children's Learning for Well-being and data for measuring outcomes:

1. A key defining factor of policies that support Learning for Well-being is joined up policy making. This requires the policy makers involved to "reach across traditional divides, define shared goals, align their strategies and share control over their programmes".

2. Children learn everywhere which means that many different sectors and stakeholders in society need to work together in order to promote Learning for Well-being. The family and social networks are as important as the workplace and formal services and policies that provide opportunities and supportive environments.

3. The importance of multidimensional policies has been underlined by many in particular the coordination between and within ministries, as well as at local and regional level need to be enhanced, and gaps bridged between the measures taken at national and international level. The recognition of the interdependence of factors and social determinants that create children's well-being and shape environments that support Learning for Well-being indicate that new forms of policy design and implementation need to be considered at all levels of governance local, national, European and global levels.

4. There are many facets of a child's learning environment, the individual's personal strategies interface with family and societal systems and values, neighbourhood security, quality and affordability of the health system, institutional practices, provision of basic needs, and economic considerations. Only by taking all of these environments into account, can a child's ability to develop positively be fully appreciated

5. Children's well-being and respect for children's rights is a litmus test for a vision of Europe where employment and the economy are at the service of social progress and overall well-being. The UN Convention on the Rights of the Child lays emphasis on well-being as a key to the realisation of the child's rights

6. For policy-makers committed to improving children's well-being five principles for action of the Learning for Well-being approach can provide orientation:
   - *Take the child's perspective*
   - *Encourage expression of each child's unique potential*
   - *Focus on strengths and inner differences*
   - *Emphasize the nature and quality of relationships*
   - *Be holistic*

7. A policy for children's well-being needs to be grounded in good data. Measuring children's well-being will not only inform us about children but give an indication of policy priorities within countries.

8. There is an increasingly voiced opinion that children must be valued in their own right and the quality of their present lives examined. This leads to the observation that policy should take account of the following points:
   - Do not focus on negative factors
   - Consider the holistic dimensions
   - Focus more on subjective dimensions

9. Increasing attention is being paid to subjective well-being in academic and policy arenas and there is a very strong case for a wider collection and better use of subjective measures of well-being by policy makers.

10. Hence, there is an increasing number of surveys, in European countries and elsewhere, of children and young people that are undertaken with the objective of understanding their views and being able to develop indicators that reflect their own perspectives of their needs and requirements in the diverse environments in which they live (schools, neighbourhoods, etc;) to grow and flourish.

6

Taking Action

A culture of making all environments more conducive to Learning for Well-being

CALL TO ACTION

We want to develop and share a new story of what we can create together, for building a different world requires imagining new possibilities. How can we all create environments that nurture the Learning for Well-being of children and young people? In this policy glossary we have been examining how we can develop and share a new story that will inspire us, build on existing knowledge and information, and allow us to make different choices for the well-being of children and youth.

Many policies, initiatives and projects are underway in Europe and around the world towards the well-being of children. The vision of Learning for Well-being offers the process for bringing together this diversity of efforts through mutually reinforcing activities directed towards a common agenda, sharing a common language, and with a view to developing shared measurement systems and processes. In this sense, we want to co-create a "movement of movements" that will develop into a shared virtual and real space where partners and different alliances can come together to expand Learning for Well-being into mutually reinforcing endeavours.

We believe that most societies can become creative and daring enough in affecting changes towards Learning for Well-being of children. We hope that this policy glossary will be the starting point of a vibrant debate on what childhood means at the beginning of the 21st century.

We have explained in the preceding chapters how we need to radically shift our mindsets and shift how we think about children, learning, health, education and society:
- *consider children as competent partners, nurturing personal responsibility more than compliance*
- *understand learning not only as a cognitive, but as an integral process with many dimensions*
- *move from disease and treatment centred healthcare to promoting health and well-being*
- *move from standardized education to child centred education*
- *move from sectoral to systemic solutions in policy and society*

Can we imagine a world – ten or twenty years from now – in which significant shifts in these mindsets have occurred? Probably not in any

detail; it would seem utopian, even impossible. As an analogy, we might consider how difficult, even absurd, it is for most fifteen year olds to imagine a world without cell phones. To imagine the systemic impact of the shifts in mindsets would require a quantum stretching of our capacity to imagine – far beyond that required by a question of cell phones. We do know from the social effects of technology we have seen in the last ten years that, once a system begins to change authentically, the impact is not only exponential, it calls forth new actions and new possibilities that could not have been foreseen.

What we can do is to imagine certain goals and foundational principles for framing policy – ones that emerge from the points raised in this document. During the launch conference on the 27th February, we will be examining with all the participants ways in which the realization of these goals would impact children, parents, teachers, community leaders, health care providers, film makers, software designers, government policies, and so forth. This will feed into executive summaries that address the issues arising in different sectors and contexts establishing a basis for working guidelines. This work can only be carried out with all the partners and stakeholders who want to join in co-creating the tools for moving forward. In this way we will together establish a Charter for Learning for Well-being.

Such goals as:

PARTICIPATION OF CHILDREN AND YOUTH: Children and youth are more and more engaged, their voices are increasingly heard, and they are participating actively in shaping policy impacting on their learning environments.

This means that, on a personal level, children are listened to with curiosity, they are inspired by the quality of relationships with their parents and carers, and they are able to understand themselves in those interactions. Because of this, they are able to embrace their personal responsibility towards themselves, and towards family and friends.

On a civic level, this mean that they actively participate in the management of the institution they belong to whether kindergartens, schools or others. This is possible because all municipal, regional and national authorities have established effective, age-appropriate and user-friendly mechanisms to ensure that no policies concerning children and youth are determined without them being part of the drafting and evaluating process.

MAKING SOUND CHOICES: Through acquiring values, attitudes and practices, more and more children and young people are willing and able to make sound choices that support their well-being and those of others through their life journey.

This means that parents and carers offer attention and respect in creating conditions for children to make good choices for themselves; for example, babies need to be supported in understanding their needs in relation to feeding. In so doing parents allow children to preserve the capacity to say "yes" when they mean it and "no" when they mean it, thereby understanding the choices and the implications. This also requires adults to model the same behaviour through expressing their needs authentically.

Schools would be focused on taking a whole school approach across all the curriculum and activities and in so doing schools could function as the Learning for Well-being centre for an entire community. In longitudinal terms, such approaches would mean a notable reduction in non communicable diseases, such as mental health disorders, heart diseases, obesity, diabetes, etc. These are chronic diseases that are mostly associated with the way we think and behave and that have very high social and economic costs for society.

UNIQUENESS: More and more children become aware of the unique and distinct ways in which they learn and develop (and adults listen to, encourage, and facilitate ways to implement this awareness).

This means that children's self esteem would be reinforced through their capacity to understand the way they process information, communicate and develop. School would be structured to support that understanding, and curricula would be designed in a way to be relevant to the children's diverse ways of functioning, learning and communicating and their cultural backgrounds. Such measures could make a substantial contribution to reducing early school leaving, which has severe consequences for the young people concerned, but also high economic and social costs for society as a whole. It would also contribute to the fulfilment of the unique potential of young people so that, having found their passion, they will be able to contribute their qualities to the world in their unique way which would have a corresponding impact on their creativity and entrepreneurship.

CROSS-SECTORAL COOPERATION: More and more educators, parents, media and ICT, health and social care professionals understand the connection between well-being and learning, and contribute to making all environments more conducive to Learning for Well-being.

They say it takes a village to raise a child. Today we live in the global village so imagine that with the cooperation among all these actors, all products and services available to children and youth (such as TV programmes, software, games, toys, schools, health centres, sports facilities, etc) would be evaluated on how well they contribute to their Learning for Well-being.

BUILDING PARTNERSHIPS: More and more youth organizations, governments and stakeholders from multiple sectors come together in a critical mass and partner to produce services and products to sustain the Learning for Well-being collective endeavour, integrating into their work the five principles for action of the Learning for Well-being approach.

On a personal level this means that individuals within these organizations began to see the systemic nature of their endeavours and the impact that their actions have on their organizational policies, and vice versa. On an organizational level this implies being willing to create genuine co-collaborations with other organizations and institutions.

FIVE PRINCIPLES FOR ACTION FOR A 'LEARNING FOR WELL-BEING' APPROACH

We identify five priority principles as foundational for a Learning for Well-being approach. We believe that all policies and strategies that aim to make all the environments in which children and young people are living, learning, playing and growing up more conducive to Learning for Well-being, must be built on these principles. Any environment a child is in can be viewed as a learning environment so when taking into account the children's and young people's perspectives, the multitude of environments are all environments where one learns.

By policies and strategies we include all those developed and implemented at local, regional, national or EU level. We also refer to those developed and implemented by agencies, institutions and organizations working with children and young people. The learning environment involves both the people and the space in which children develop and learn.

They are:

1. *Take the child's perspective:* shift from an adult perspective on children's well-being to a child's perspective, with broad acceptance for children's subjective perspectives on their own well-being and for children as reporters as a preferred method of assessing their well-being.

2. *Encourage expression of each child's unique potential:* take account of how children can develop their full potential by relating to the concept of thriving and flourishing, to successful coping and resilience, and to recognition of the qualities that provide meaning, purpose and direction to an individual's life.

3. *Focus on strengths and inner differences:* be explicitly strengths-based, focusing on cultivating children's assets, beliefs, morals, behaviours, and capacities to give children the resources they need to grow successfully across the life course, and to understand and express their distinct ways of communicating, processing information, and learning.

4. *Emphasise the nature and quality of relationships:* make use of the critical and pervasive influence of children's relationships and social contexts. The ability to nurture, sustain and enhance our interactions with others is fundamental to children's well-being, learning, and experience of life.

5. *Be holistic:* the learning to learn concept has moved beyond teaching intellectual skills and has embraced a host of emotional, social, and cognitive aspects that are needed for lifelong learners, such as perseverance, curiosity, self-knowledge and collaboration. This requires considering the whole person, the whole process, and the whole system.

WHERE NEXT ... IN THE NEAR FUTURE?

We invite you to:

- Reflect about how much these principles are alive within your own environment. How could you expand your own understanding and implementation of them? How can we cultivate our abilities to operationalize this vision through mutual Learning for Well-being?

- Disseminate this document as a basis for discussion with the different stakeholders with whom you work.

- Organize seminars and/or cross sector working groups in your area (town, region, country) for the purposes firstly of awareness-raising and, secondly, of planning a process for integrating the Learning for Well-being principles into your local, regional and/or national strategies. We can provide input and/or speakers for meetings. This could lead, for example, to developing more and better guidelines on children's and young people's participation that are relevant to and appropriate for your context.

- Participate with us in identifying and celebrating examples of promising practice from across Europe that come from education, health, the social sector, media, social networking, etc. and put into practice the principles of Learning for Well-being through policies, initiatives and projects. This way we can foster exchange, provide inspiring examples and build together a bank of concrete examples to learn from each other.

- Since "what you measure get's done", we want to focus on developing measurement tools and approaches based on the Learning for Well-being framework and principles where the data is obtained through asking children and young people about their views and experiences so that the results directly reflect their perspectives. These tools could be tested and then implemented for policy making at all levels and in all sectors to contribute to formulating content for policy and to evaluating what is working. They could also be used by NGOs, foundations, etc. working with children and young people in a range of interventions for them to be able to evaluate their work.

- We are interested in starting consultation about producing a European Green paper with and for deciders and policy makers at all levels across the EU. It would be developed through a consultative process and examine the costs to society of not making this radical shift in attitudes and practices.

- At the level of the European Union, there are many policy opportunities which could be used to promote Learning for Well-being. Based on analysis of the political landscape, we recommend that the initial focus of opportunities should be directed towards the following priority policy areas:
  · The horizontal well-being policy debate
  · Children's policies
  · Education and lifelong learning
  · Public health and mental health
  · Participatory citizenship

These policy areas are proposed because we have identified specific EU policy initiatives within each area which are either underway or forthcoming, and which offer the best potential to promote discussion of Learning for Well-being principles, practices, and experiences.

Learning for Well-being offers an integrative framework and process, giving a purpose to learning and creating a space that gathers different actors to collaborate beyond their specific sectors, creating a common language towards a common agenda. It is a powerful vision for society that aims at supporting the realization of our unique potential through physical, emotional, mental, and spiritual development in relation to self, others and the environment leading to a culture of making all environments more conducive to Learning for Well-being.

THE CONSULTATION PROCESS FOR DRAFTING *LEARNING FOR WELL-BEING: A POLICY PRIORITY FOR CHILDREN AND YOUTH IN EUROPE. A PROCESS FOR CHANGE*

To ensure a truly inclusive perspective, this policy glossary has been developed through a consultative process involving a broad range of stakeholders.

In January 2010 Professor Ilona Kickbusch was commissioned to author this policy glossary. She had previously led the team that produced the *European Perspectives on Global Health; a Policy Glossary* in 2007 and which has since become a valuable tool for policy making. It was supported by the European Foundation Centre and some member foundations such as Calouste Gulbenkian Fundaçaõ & Universal Education Foundation. Inspired by this successful example the Learning for Well-being Consortium of Foundations in Europe decided to launch a similar endeavour for Learning for Well-being.

In November 2010, an expert meeting was organized in Marrakech with the support of Guerrand-Hermès Foundation for Peace. Twenty high-level experts participated. They come from across Europe, as well as from the USA, Canada and the Middle East, and are specialised in different fields of research, policy and practice (social policy, social affairs, medicine, psychology, education, health, etc.) affecting children's and young people's lives. A detailed outline was presented to the advisory group with the intention of receiving feedback and guidance on how best to approach the challenge of drafting a *policy* glossary on Learning for Well-being. The meeting produced a document containing 21 key messages for drafting the first full text. The following experts participated in the meeting:

- Ilona Kickbusch, Director, Kickbusch Health Consult
- Roberto Carneiro, Professor, CEPCEP, Universidade Católica Portuguesa, Portugal
- John F Helliwell, Professor, University of British Columbia and Co-director, CIFAR programme on Social Interactions, Identity, and Well-being, Canada
- Maria Herzcog, President, Eurochild and Senior Researcher, Institute of Criminology and National Institute of Family & Social Policy, Hungary
- Kersti Kukk, Board Member, Power4Youth, Estonia
- Laura Lippman, Program Area Director & Senior Research Scientist, Education and Positive Development Department, Child Trends, USA
- Raphael Melmed, M.D., FRCP, Professor, Hebrew University, Israel
- Dominic Richardson, Senior Researcher, Social Policy Division, OECD
- Erik Jan De Wilde, Program Manager of the Knowledge Centre, Netherlands Youth Institute, The Netherlands
- Georg Henrik Wrede, Programme Director for Child-centred Society, Ministry of Education, Finland

The foundations and the consortium secretariat were represented by:
- Manuel Carmelo Rosa, Director, Education and Scholarship Department, Calouste Gulbenkian Foundation, Portugal
- Christel Grünenwald, Consultant, Freudenberg Foundation, Germany
- Scherto Gill, Senior Researcher, Guerrand-Hermès Foundation for Peace (UK)
- Garrett Thomson, Director, Guerrand-Hermès Foundation for Peace (UK)
- Marwan Awartani, Secretary- General, Universal Education Foundation, Palestine
- Daniel Kropf, Executive Chair and Founding Director, Universal Education Foundation, Belgium
- Linda O'Toole, Well-being Liaison, Universal Education Foundation, USA
- Jean-Anne Kennedy, Learning for Well-being youth movement, The Netherlands
- *Consortium Secretariat:* Jean Gordon, Director and Gloria Arjomand, Project Coordinator, European Institute of Education and Social Policy, France

In spring 2011 a first full draft was sent for consultation to experts, youth organisations, foundations, NGOs, European and international organisations. We received almost 30 responses from a broad range of organisations (foundations, ministries, youth organisations, NGOs) and individuals that made a rich contribution to drafting.

A meeting was organised at the European Foundations Centre's annual conference in Caiscais (Portugal) on the 26th May. It brought together about 30 foundation representatives.

A 2-day youth consultation, organised by the Learning for Well-being Youth Movement took place on the 16ᵗʰ and 17ᵗʰ June, with support of Universal Education Foundation and the EU's Youth in Action Programme. It was attended by 28 participants aged 19 - 35 years and coming from many parts of Europe. Over half the young people were volunteers in youth organizations. The specific objective was to collect and discuss policy contributions from youth organizations on how they perceive children, youth, health, learning, education and well-being.

On the 6ᵗʰ September; a meeting was organized by the Working Group on the Quality of Childhood at the European Parliament hosted by the Austrian MEP Karin Kadenbach (member of the Progressive Alliance of Socialists and Democrats). This meeting brought together 45 participants from the European Parliament and European NGOs.

On 2ⁿᵈ - 3ʳᵈ November a 2-day meeting, *The 2nd Child Well-being Expert Consultation*, was co-organised by the Consortium in cooperation with OECD, Directorate-General for Social Affairs of the European Commission, and UNICEF and held at OECD:. The meeting was attended by about 100 experts from many different countries, policy sectors and disciplines. It brought together the major international experts on child well-being.

Following these consultations the policy glossary was finalized in preparation for its launch at the conference on 27ᵗʰ February 2012 in Brussels. The final draft was reviewed by the following people:
- Marwan Awartani, Secretary-General, Universal Education Foundation
- Shanti George, Independent researcher
- Scherto Gill, Research Fellow & Executive Secretary, Guerrand-Hermès Foundation for Peace
- Jana Hainsworth, Secretary-General, Eurochild
- Jesper Juul, International Director, Familylab International GmbH
- Daniel Kropf, Executive Director & Founding Chair, Universal Education Foundation
- Garrett Thomson, Chief Executive Officer & Director of Research, Guerrand-Hermès Foundation for Peace
- Simon Wilson, Independent consultant

The Consortium is working with other alliances of organisations from different sectors and disciplines that share a common agenda towards Well-being for All. The consultation process for the policy glossary has made a significant contribution to building a common agenda and creating a common language, hence preparing the ground for further collective action.

The consultation process stimulated shaping the Learning for Well-being NGO Alliance as a focus for civil society partnerships. It was born out of the wish to create participation mechanisms for the 6 development and advocacy that support the orientations introduced by the policy glossary. The L4WB NGO Alliance seeks to provide an intergenerational, cross-sectoral space which gathers nongovernmental organizations with different interests such as childhood, education, health, media and ICT, family and communities. By bringing together NGOs working in different sectors, the alliance stimulates cross-fertilization and combines efforts towards a common agenda in order to achieve collective impact. It is led by Eurochild, who are undertaking a policy scoping exercise that will identify European policy as well as key players in civil society that are in alignment with the Learning for Well-being vision. The scoping will underpin the creation of a policy charter and will outline the strategy for advocating towards Learning for Well-being and the further development of the NGO Alliance.

Re-thinking policy in a truly integrative perspective demands a thorough reflection and engagement towards the vision and can only be done with the participation of all of those concerned, especially young people. With the Learning for Well-being conceptual framework, the policy glossary also serves as a basis for creating a shared measurement system, by which we will be able to evaluate our success. Each of the alliances undertakes activities that are mutually reinforcing and benefit the overall common agenda with the aim of creating a synergistic effort at national and international levels.

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Centre for Addiction and Mental Health: http://www.camh.net/About_CAMH/Health_Promotion/Community_Health_Promotion/Best_Practice_MHYouth/theory_def_context.html

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Jean Gordon, Director
email: gordon@eiesp.org
Gloria Arjomand , Projector Coordinator
email: gloria@learningforwellbeing.org.