



LEARNING FOR WELL-BEING

a policy priority for children
and youth in europe

A PROCESS FOR CHANGE

EXECUTIVE SUMMARY

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

A PROCESS FOR CHANGE

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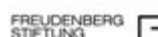
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Learning for Well-being

WHAT IS LEARNING FOR WELL-BEING?

Learning for Well-being is a process of learning to realize our unique potential through physical, emotional, mental and spiritual development in relation to self, others and the environment.

It is learning to be and become me ... in the context of the community and society in which I live and to contribute to them in a way that truly nurtures the uniqueness of me.

Using an integrative framework, it focuses on cultivating capacities and environments that nurture the expression of one's unique potential; respect the uniqueness and diversity of each individual; emphasize the nature and quality of relationships; supports participation and engagement while considering the whole person, whole process and whole systems.

The Learning for Well-being process offers a common language for those nurturing the lives of children and youth.

LEARNING FOR WELL-BEING VISION

More and more children and youth learn to realize their unique potential and live meaningful, joyful and healthy lives in harmony with family, friends, the community and the world at large.

CONTEXT

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 for the purpose of learning and how we measure the development of our societies.

The intention is to develop and share a narrative that will inspire us to create a common agenda, that is built on existing knowledge and experience and will allow us to make different choices so that children and youth are fully

supported in developing the competences they need to live joyful, fulfilling, secure and healthy lives and engage with others and the environment in a meaningful way.

The purpose of this policy glossary is to provide a conceptual understanding of Learning for Well-being as well as, through the many examples, a vision of the possibilities it opens up for those in Europe who are responsible for creating and impacting policy.

It has been developed using an inclusive, consultative process. In November 2010, an meeting was organised for twenty high-level experts from Europe, the USA, Canada and the Middle East, 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. They provided guidance on how best to approach the challenge of drafting a policy glossary on learning for well-being. Spring 2011, a first draft was sent for consultation to experts, youth organisations, foundations, NGOs, European and international organisations. Specific meetings were organised firstly at the European Foundations Centre's annual conference, secondly for youth during a 2-day seminar co-funded by the EU's Youth in Action Programme, and thirdly at the European Parliament. Finally a 2-day expert meeting on children's well-being was organised by OECD in cooperation with the Directorate-General for Social Affairs of the European Commission, UNICEF and the Consortium. 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.

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.

INTRODUCTION

Children's well-being is a key dimension of sustainable development and social resilience; it is about our present and our future. This requires recognition as a central building block of the European policy agenda because in Europe we do not invest enough in our children and 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. They are particularly hard hit by the current financial insecurities.

PARADIGM SHIFT

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*

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. Governments face tough choices and many complex challenges. 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 become more prominent in the policy agenda as social and economic goals of the whole of government. They require systemic solutions and new forms of governance.

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 GDP. To meet the 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. 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 recognize that every child is unique and must begin with a significant change in the perception of childhood and children's well-being, education and health. 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.

Chapter 1:

A NEW VISION

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

Europe is still in the midst of major financial uncertainty and the same kinds of questions are being asked repeatedly throughout Europe: what kind of world do we want to live in? What is it that European societies should aim to achieve? Have we lost our way? Are we measuring progress in ways that did not really reflect what we value most as individuals, families and society as a whole? Has 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? Has 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 current financial 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. 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. 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.

Six approaches to well-being have been developed in the international arena, each of which constitutes a significant breakthrough in the field.

1. The **United Nations 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. The Brundtland Commission published "**Our Common Future**" on sustainable development. The breakthrough of this report in 1987 was to create a mindset that adds an ecological and futures dimension to concepts of development and well-being.
3. The **Global Gross National Happiness Survey** was introduced by the King of Bhutan in the 1970s. The breakthrough was to present a holistic measure of happiness and well-being with the potential of international adaptability.
4. **Social Determinants of Health** were developed by the World Health Organization. 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.
5. **Well-being for All** from the Council of Europe constitutes a breakthrough 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.
6. **GDP and beyond - Measuring well-being.** The breakthrough is an online interactive tool developed by OECD that allows users to create their "better life index" and compare the topics across societies.

A NEW VISION: LEARNING FOR WELL-BEING

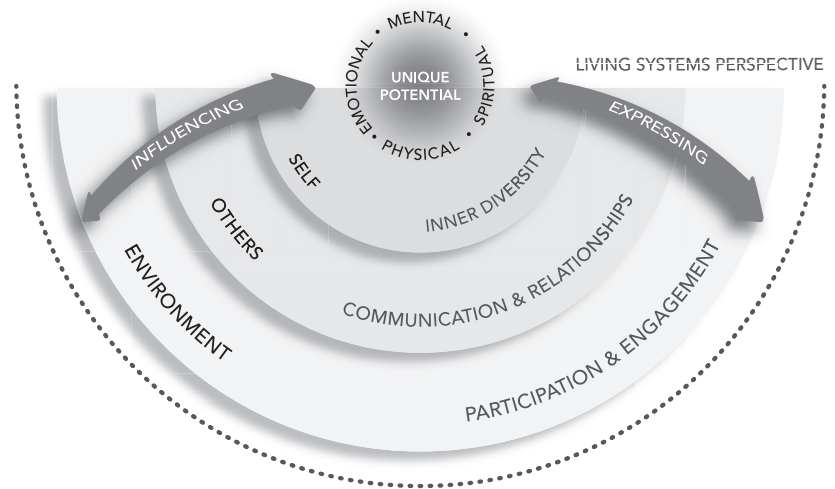
Learning for Well-being implies developing and sharing a new story of what we can create together through imagining new possibilities. It asks: How can we find a way of doing and being that will inspire us, build on existing knowledge and information, and allow us to make different choices for the well-being 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 express who they are as individuals while developing, challenging and contributing to their communities and society.

Key components of Learning for Well-being

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 & 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 centred on learning and the individual learner.

Emphasize the nature and quality of relationships: We learn primarily through our social interactions and 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 and engagement 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 have a responsibility to 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 themselves. Internalizing the value and practice of well-being is the beginning of choice, responsibility and action.

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 silos, creating a common language towards a common agenda.

Chapter 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.

Respecting children's rights: Children's well-being is a global agenda. The United Nations have taken a clear position on the rights of the child: Article 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.

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. It has 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. This is crucial to Learning for Well-being, which is about children and young people being empowered through 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. Implementing this involves a profound and radical reconsideration of the status of children in most societies and the nature of adult/child relationships.

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 is important to remember that children and young people are vulnerable due to many types of traumas (e.g. living in conflict zones, bullying, consistent hunger, forms of abuse and neglect) and also the more ordinary types of trauma that 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. Systems accounting for diversity and uniqueness necessarily address these multiple ways in which children are vulnerable.

New roles for children: There is an evolving commitment to including young people's voices in matters of policy that concern their lives. These new roles 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. Increasingly organisations committed to the genuine participation of children and youth are developing guidelines and principles. Furthermore understanding of participation needs to be re-constructed to incorporate and respect the forms of expression and communication used by young children.

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. 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. 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.

Chapter 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 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'.

Learning in the 21st century: 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 and wikis all contribute to a new approach to information and sharing of knowledge. Uncertainties about new generations of technologies and interfaces will continue to reshape learning policies. When questioned young people increasingly say that they learn more from the internet, television and their peers than in school. We must question what is a school or a curriculum, who is a teacher or a learner. 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.

Three principles of human-centred education have been defined as a signpost for the Learning for Well-being approach:

1. Education ought to respect the child fully as a person;
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.

New understandings of how we learn: the interdependence of cognitive, emotional, social and environmental factors: 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 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. 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. Brain research is demonstrating that emotions have a real effect on learning and that emotions can direct or disrupt psychological processes such as ability to focus, solve problems, etc., something that many teachers observe in their practice. Hence emotional self-regulation is one of the key skills to being an effective learner. Playing in a natural environment has cognitive as well as psychological benefits for children.

Diverse learning environments: 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". 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. 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.

As a support to formal education systems, non-formal learning environments such as peer-to-peer education in a youth organisation context, has proved successful.

Learner-centred learning: embracing the diversity of each individual child: 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. 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.

Chapter 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

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

Health: Health promotion highlights the need for supportive environments for health, which empower people, allow them to participate, enable healthy choices and address vulnerabilities. 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. 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.

Education: 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 for self-organisation and to express their diversity, 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.

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.

There are many excellent initiatives 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. Schools need to become learning communities and organizations enabling Learning for Well-being, respecting the individual development of each child, and 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.

Invest in multiple literacies: 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.

Co-production of services: 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. Children’s services – be it health, education or welfare – need to be considered with a new mindset. In the 21st century these sectors will work increasingly with the concept of “co-production” to provide children and young people with the opportunity to ‘be the change’. To achieve this, co-production focuses on children as part of their own solution. The professional changes his/her role from the fixer to the facilitator.

Chapter 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

The need for all of society to contribute:

A key defining factor of policies that support Learning for Well-being is joined-up policy making. Children learn everywhere which means that many different sectors and stakeholders in society need to work in an integrated way. 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 levels, needs to be enhanced and gaps bridged between the measures taken at national and international levels. 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.

Children and youth must be part of the policy process:

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. The interdependence of these two aspects 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.

Learning for Well-being offers a process approach:

For policy-makers committed to improving children’s well-being, the Learning for Well-being process can provide orientation:

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.

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.

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.

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.

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.

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. 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: address positive factors; consider the dimensions of the whole child and whole systems; and focus more on subjective perceptions.

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. 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.

Chapter 6:

TAKING ACTION

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

Many policies, initiatives and projects are underway in Europe and around the world towards the well-being of children and some have been presented in this policy glossary. 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 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

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.

To ensure a truly inclusive perspective, this policy glossary has been developed through a consultative process involving a broad range of stakeholders. Based on an examination of state-of-the-art research and innovative policy and practice, it identifies five principles for action for a 'Learning for Well-being' approach.

FIVE POLICY IMPERATIVES FOR ACTION TOWARDS CHILDREN'S WELL-BEING

1. Need all of society to contribute
2. Sectors working together in integrated, proactive, multidimensional approaches
3. Children and youth are part of the policy process
4. Learning for Well-being: A Process Approach
 - a. Take the child's perspective
 - b. Encourage expression of each child's unique potential
 - c. Focus on strengths and inner differences
 - d. Emphasize the nature and quality of relationships
 - e. Be holistic
5. Measuring what matters

During the launch conference on the 27th February, participants discussed ways in which the realization of these goals would impact children, parents, teachers, community leaders, health care providers, government policies, etc. Certain common themes and insights emerged from the workshops that were confirmed by conference evaluations and discussions both during and since the conference. We highlight those common themes here with a few quotes to give a flavour of the discussions.

☞ For the sake of advocacy, impacting decision-makers, and enlarging the L4WB community, a vision for 2030 is needed. It must be implemented through concrete actions, and systemically with the engagement of cross-sectoral partners. Young people need to be equal partners in all fields. *"Nothing about us without us!"*

The Millennium Development Goals will not be achieved in 2015. What will be the 2015 – 2030 goals? How can Learning for Well-being play a role in working with the EU and other international partners to define these goals?

Measuring Learning for Well-being. *'This is a real challenge, finding indicators for measurement.' 'The old methods will yield the old results, we cannot use traditional methods to evaluate new approaches.'* Many people commented on the need to do qualitative studies rather than only quantitative studies. *'Decision makers wish to have a good personal story to tell and also the facts and figures based on the whole population before they take action.'*

Practical tools and examples are necessary. *'We need concrete examples to persuade professionals and decision-makers who don't understand the underlying dimensions.'* Knowledge about what needs to be done is not sufficient; practical tools are required to achieve high quality learning and education through a holistic combination of cognitive, social and personal empowerment. *'We need to show that it works and how it works.'*

The Learning for Well-being community must engage multiple stakeholders and target groups. Learning environments are more than only classrooms; student populations form part of wider intergenerational webs of relationships among children, young people and adults, and these relationships are valuable. The creative tension between working with children and with adults has to be kept in mind; a related tension was also highlighted between working with different age groups of children: very young children, primary school-age children and with young people, all groups must be included. Attention needs to be paid to informal and non-formal education as well as learning within schools. The Learning for Well-being community should be welcoming and inclusive, treating various initiatives as complementary, with opportunities to learn from one another and exchange resources.

The relationship between children's well-being and children's rights. There was consensus that *'the two go hand in hand,'* but the connections need to be worked out more explicitly through the discussion of a range of cases. This would be especially helpful to the various national platforms and coalitions for children's rights.

The relationship between children's well-being and poverty. Many participants felt that this discussion is overdue, especially the issue of 'material well-being.' Some participants felt a particularly urgent need for L4WB to address explicitly the poor and disadvantaged so that L4WB is not perceived as a privileged agenda for the elite.

Regional mapping to emphasize national initiatives. If Learning for Well-being is becoming a pan-European 'network of networks,' it is time to map the various organizations and initiatives by country, after so many have been used as illustrations in the policy glossary. It was recommended that after the policy glossary, a 'policy directory' for Europe is needed that lists and describes different initiatives by country.



WHERE NEXT?

Can we imagine a world – ten or twenty years from now – in which significant shifts in mindsets have occurred? Probably not in any detail; it would seem utopian, even impossible. 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.

Around the the common agenda of Learning for Well-being, a global partnership is emerging. It is an adult-child partnership, bringing together actors from all sectors of society to collaborate beyond their silos on the process of how each child and young person learns to realize their unique potential.

Through alliances and mutually reinforcing activities, it influences policies and funding; collects and promotes inspiring practices; offers learning opportunities and support; and develops measurement, monitoring and evaluation approaches to progressively create an inclusive society that invites the contribution of each child and young person and in which they live meaningful, joyful and healthy lives.

Through advocacy, inspiration, training and research, the Learning for Well-being partnership is creating a growing community that considers children and youth as competent partners.



PLANNED ACTIVITIES

1. Children's Charter 2030

Derived from this policy glossary we are starting to develop a Children's Charter 2030 that will encapsulate the changes and improvements that we would like to see by 2030 for children born in 2012. It will be an aspirational document and website taking a long-term perspective for policy and practice and providing a set of benchmarks to measure and assess progress over time across all key policy areas.

The work is currently being jointly led by Eurochild and Universal Education Foundation and will draw on the best of existing expertise from different sectors (health, education, social welfare, media & culture). It will be supported by a collective and inclusive approach through an advisory group and consultation. Children and young people will be involved throughout the process.

The Charter will be supported by identifying, recognising and celebrating examples of positive policies, innovations and practices from across Europe which apply the principles of the Charter (see below) and will be on a website. We invite you to join us in developing the Charter and its website.

2. Recognition process

We are planning to launch a process led by Eurochild to identify and recognize initiatives in Europe that are implementing the recommendations of the Charter in order to celebrate people and organisations that demonstrate how the L4WB vision is being reflected in policy making and in practice. Nominations will be invited from across Europe based on criteria derived from the Learning for Well-being Framework. To do this we will work with organisations working in the field in different European countries. We aim to have an adult jury and a child-led jury.

We invite you to participate with us in identifying and celebrating these examples. This way we can foster exchange, provide inspiring examples and build together a bank of concrete examples to learn from each other. This process

will contribute to a Learning for Well-being community across Europe and begin a process of change that takes inspiration from grass-roots examples to demonstrate to policy-makers the feasibility of the policy directions put forward in the Charter.

3. Learning for Well-being Academy

Building on the principles of Learning for Well-being, the Academy will offer a space for cultivating the capacities of those working directly or indirectly with children from all relevant sectors, volunteers, care givers (e.g. parents) and policy-makers. By providing state-of-the-art content and methodologies, it will act as an incubator of new ideas, gathering different perspectives at the intersection of policy, practice and research. Learning opportunities will be offered in flexible formats (e.g. decentralised; in different languages; face-to-face and distance learning) that can be customized to respond to different needs.

4. Measuring what matters

Since "what you measure gets 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. Concretely this means developing a **Voice of Children Toolkit** that could include a variety of evaluation and assessment tools (e.g. self-assessment and school assessment) as well as a survey.



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