

Learning for
Well-being



Consortium of
Foundations in Europe



ACTIVITY REPORT 2009 - 2012



Founding group of foundations (2009):

Bertelsmann Stiftung,
 Evens Foundation,
 Freudenberg Stiftung,
 Guerrand-Hermès Foundation for Peace,
 Robert Bosch Stiftung
 Universal Education Foundation.

New members (2011-2012)

King Baudouin Foundation
 Fondation M in 2012.

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1. A BRIEF BACKGROUND

This report summarises activities undertaken by the Learning for Well-being Consortium of Foundations from its establishment in July 2009 to the end of 2012; the period covered by the first workplan.

In 2009, convened by the Universal Education Foundation, a group of foundations established what became the Learning for Well-being Consortium of Foundations in Europe to articulate a new vision for the purpose of learning and how we measure progress in our societies beyond GDP. The intention was to develop and share a narrative that would inspire us to create a common agenda, build on existing knowledge and experience and allowing people to make different choices so that children and youth are fully supported in developing the competences they need to live meaningful, joyful and healthy lives and in engaging fully with others and the environment.

The founding group of six foundations came from different European countries and work with children and youth in different contexts: Bertelsmann Stiftung, Evens Foundation, Freudenberg Stiftung, Guerrand-Hermès Foundation for Peace, Robert Bosch Stiftung and UEF. The King Baudouin Foundation joined at the end of 2011 and the Fondation M in 2012.

The Consortium was officially launched in July 2009 (under the name: Consortium 'Education by All for the Well-Being of Children'). The Chair is Daniel Kropf (Executive Director and Founding Chair, UEF) and the Vice-Chair is Corinne Evens (Honorary President, Evens Foundation). A set of Guidelines on how the Consortium would function and a three-year workplan were agreed and the EIESP was invited to manage the secretariat of the Consortium. A budget was agreed for this purpose with an annual contribution by each foundation. The initial workplan included three main activities:

1. Development of indicators for measuring the personal perception of well-being by children and young people in the various activities carried out by foundations that constitute their diverse learning environments.
2. Draft a policy glossary to provide a conceptual and strategic framework as well as the basis for a common language for policy makers at all levels in Europe. One of the aims was to help creating a shift in attitudes, policies and practices that respond to the diversity of individuals and their learning processes, and valuing the fulfilment of individual potential within the overarching purpose of "well-being for all", underpinned by the UN Convention on the Rights of the Child.
3. Design and organise a conference as an agenda setting event for European and international institutions, national governments, foundations, business and NGOs to support the EU agenda towards the well-being of children. It was suggested that a "Declaration of common understanding of well-being of children" should be developed in the form of the charter to be adopted by the conference. It would serve as a basis for developing, implementing and evaluating programmes to enhance the well-being of children.

1.1. Why did the Consortium of foundations come together?

The foundations wanted to develop and share a new story of what they could create together, since building a different world requires imagining new possibilities. How can we develop and share a narrative and practices 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?

As foundations engaged in addressing the needs of children and young people, the Consortium advocates the use of a holistic and integrative framework to inform their initiatives in all their phases, such as project design, management and evaluation. The foundations do this through working with all the stakeholders necessary to create sustainable, systemic change. That includes: national, regional and local authorities/governments; European and international organizations; and civil society organizations. The Consortium wants to shift mindsets towards a holistic approach to learning and the development of instruments that can measure it.

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 silos. It is a vision for society and a process supporting the realisation of our unique potential through physical, emotional, mental, and spiritual development in relation to self, others and the environment. 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.

1.2. What issues have we been addressing?

The problems and issues that foundations are addressing in their programmes are multiple, complex and cannot be solved with partial solutions. In our society children and young people are not fully supported in developing the core capacities and key competences they need to live fulfilling, secure and healthy lives and to engage in society in a meaningful way. We know that mental health issues are growing exponentially, which includes the large quantities of pharmaceuticals consumed by children and young people. Suicide rates and attempted suicides are worryingly high in Western societies and the cost of non-communicable diseases is exorbitant. Remedies address the disease and not the root causes. There is not a clear identification of what the purpose of education should be and the implications and consequences for its organisation, content and delivery. For example school curricula are not designed to be implemented in a way that supports children's development and flourishing. We measure achievement mainly in academic terms rather than by the holistic development of children. The economic crisis raises many questions in Europe about what sort of society we want to live in. There is an increasing focus beyond the classic criteria of growth and GDP.

2. KEY ACTIVITIES BY YEAR

This section presents a summary of key milestones year by year. Documents, workshop reports and powerpoints, as well as the conference materials, are all available on the Consortium webpages. <http://www.eiesp.org/site/pages/view/60-learning-for-well-being-consortium.html>

In addition to these milestones, the secretariat has organised meetings for the Consortium members to discuss progress in the workplan and next steps, as well as annual participation in the EFC AGA and conference and representation in the Children and Youth Thematic Group. Communications about the Consortium work and dissemination of information is reported on below.

2.1. 2009 (from July)

- 1. Development of indicators for measuring the personal perception of well-being by children and young people.** A well-being indicators workshop was held in Brighton from 19 to 20 July hosted by the Guerrand-Hermès Foundation for Peace, convened by UEF and attended by the Bertelsmann Stiftung, Child Trends, Fundacio la Caixa, Eurochild, Guerrand-Hermès Foundation for Peace, Health Smart, Robert Bosch Stiftung, the UEF and YEPP. Following this meeting, the Secretariat was requested to draft a stocktaking report on existing data sets, indicators and surveys of children's well-being with a focus on personal perceptions of well-being. This included background documentation analysis and mapping. A first draft was available at the end of 2009 and it was sent to Consortium members and selected experts for comment. (Authors: Jean Gordon, Gloria Arjomand and Linda O'Toole)
- 2. Policy glossary:** GHFP, UEF and the secretariat developed the terms of reference and plan for the policy glossary and an exploratory meeting was held with Ilona Kickbusch to discuss her involvement as the main author. The Calouse Gulbenkian Foundation made a grant to the Consortium for this work.
- 3. Membership and network development:** Contacts were established to inform foundations about the establishment of the Consortium and meetings were held with Fundación la Caixa (participated in the Brighton Workshop), Calouse Gulbenkian Foundation, Bernheim Foundation, Alain et Marie Philippson Foundation, Victoria Children's Foundation. Other meetings to promote the work of the consortium were held with the following foundations and charities: Fondation Roi Baudouin, Réseau belge de foundations, New Economics Foundation; New Philanthropy Capital, The European Youth Forum, Eurochild (who attended the Brighton Workshop in July and invited Jean and Daniel to make a presentation at their conference on measuring well-being in November 2009 in Cyprus); Council of Europe on their work on Well-being for All and children's participation.

2.2. 2010

- 1. Policy glossary:** Following a presentation to the Consortium meeting in January, Professor Ilona Kickbusch was commissioned as the lead author. It was agreed that she would be assisted by the Secretariat of the Consortium and that the glossary would be

based on the philosophy and the priorities of the Consortium and its partners in this venture. A first outline based on an initial literature search and on documentation provided by the Consortium from its work and research was produced and discussed between the author and the two lead foundations (Universal Education Foundation and Guerrand-Hermès Foundation for Peace).

2. In November 2010, an expert meeting was organised in Marrakech with the support of Guerrand-Hermès Foundation for Peace. Twenty high-level experts participated. They came from across Europe, as well as from 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. 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.
3. **Indicators:** The stocktaking report was finalised in 2010 as a work-in-progress document and is downloadable from the website and was made available to the expert meeting. (Gordon J., Arjomand G. & O'Toole L., *The well-being of children and youth - a stocktaking report on data sets and indicators, Work-in-Progress Report 2010*, drafted for the 'Learning for Well-being' Consortium of Foundations in Europe, 2009-2010. <http://www.eiesp.org/site/pages/view/69-plan-of-the-consortium.html>)
4. **Conference:** During 2010 the initial plan and budget for the conference were discussed and a grant request submitted to the Robert Bosch Stiftung in September 2010 for a grant of 50,000 Euros.
5. **Learning for Well-being:** Recent changes to the UEF plan were presented including changing the vision to 'Learning for Well-being' with the rationale for these changes. It was agreed that the Consortium would adopt the same vision.
6. **Consortium membership and network:** It was decided that the Consortium should remain a group of foundations until the conference and review whether to open to new members afterwards.
7. **EFC:** On the 1st of June, during the European Foundation Centre's, Foundation Week in Brussels, the Consortium joined forces with the EFC Children and Youth Funders Group and Eurochild to organise a full-day event dedicated to children and youth. It consisted of three consecutive sessions focusing on different aspects of children's rights, participation and learning for well-being. As well as debates, there was a networking lunch where foundations could showcase their work with children and youth. The title of the Consortium session which was attended by about 45 people was, "Why is 'learning for well-being' crucial in giving children and young people the capacities to take responsibility for their own well-being and to respond to the challenges of the 21st century?"
8. **Communications:**
 - a. The Secretariat designed and put on-line a webpage for the Consortium, hosted by the EIESP site, and which has since been updated regularly. <http://www.eiesp.org/site/pages/view/60-learning-for-well-being-consortium.html> .

- b. A 4-page presentation of the Consortium was drafted for distribution at the EFC meeting.
- c. A 4 page presentation of the work of the consortium focusing on the policy glossary, the conference and examples of the foundations' work was drafted by the Secretariat in September 2010. It was sent as a newsletter to organisations and experts.
- d. The Secretariat started developing a data base of contacts.
- e. On request by EFC, an article was drafted by Jean Gordon for publication in the autumn issue of EFFECT.
- f. A page on the Consortium was put on line on the EFC website: http://www.efc.be/programmes_services/thematic-networks/Wellbeing/Pages/default.aspx
- g. A Consortium logo and letterhead were designed by a graphics company.

2.3. 2011

1. Learning for Well-being; A Policy Priority for Children & Youth in Europe: Ilona Kickbusch produced a first full draft in April 2011 to go out for consultation. To ensure a truly inclusive perspective, it was developed through a consultative process involving a broad range of stakeholders: experts and youth organisations, foundations, NGOs, European and international organisations. Through the consultations, we reached a large number of experts and organisations that would not otherwise have been involved, for example:

- a. An increasing number of foundations were reached through the pre-conference meetings organised during the EFC AGA, through the webpage and the article in Effect in 2010. Through the EFC network and the Children and Youth Funders Group the Consortium reached a larger number of foundations with whom there are common areas of work and potential interest to do joint initiatives.
- b. Youth organizations, including the EU Youth Forum, European Peer Training Organisation (EPTO), European Patient's Forum, Organizing Bureau of European School Student Unions (OBESSU), YEPP - Youth Empowerment Partnership Programme, World Association of Girl Guides and Girl Scouts (WAGGS), and the European Youth Forum.
- c. Non-government organisations: Eurochild, the International Yehudi Menuhin Foundation, the Alliance for the Quality of Childhood.
- d. International organisations: Council of Europe, European Commission, OECD, UNICEF Innocenti Research Centre.
- e. A presentation of the policy glossary and consultation meeting was organised at the European Parliament on the 6th September in the framework of the Working Group on the Quality of Childhood.
- f. The Consortium was the co-organizer with the European Commission (DG

Employment and Social Affairs), OECD and the UNICEF Innocenti Research Centre of the 2nd Child Well-being Expert Meeting (Nov. 2011) that brought together 100 key international experts on child well-being, representatives of governments and their statistics agencies.

Following these consultations the policy glossary was finalised in preparation for its launch at the conference planned for 27th February 2012.

2. Conference: Conference planning in 2011 included:

- a. The Conference date was fixed taking account of the EU agenda: 27th February 2012
- b. A first "save the date" sent out in October to the consortium database and also by member foundations, Eurochild, Quality of Childhood and to a database of European officials, agencies and representative offices in Brussels. It was also distributed at the OECD meeting and at a Health Literacy conference in November 2011.
- c. The Palais des Académies in Brussels was booked and caterers selected.
- d. Information was posted regularly on the consortium webpage.
- e. A registration form and online registration were prepared.
- f. A policy and organisational scoping was commissioned by UEF and managed on their behalf by Eurochild to identify European policy where we could best make an impact and organisations and individuals we would like present at the conference. The work was carried out by Simon Wilson: **Learning for Well-Being: EU Policy Scoping**
- g. Developing the agenda, content and identifying speakers and moderators: There was regular discussion with members of the Consortium that fed into a steering group brought together for planning the conference agenda: Daniel, Jean, Luis, Simon and Eurochild.

3. Membership and network development:

- a. The Fondation Roi Baudouin joined the Consortium.
- b. During 2011 the Consortium worked closely with the Learning for Well-being Youth Movement of which the activities were: a 5-day deepening seminar in March, a 2-day consultation on the policy glossary in June and a 5-day Youth Forum in September, co-funded with a grant from the EU's Youth in Action programme. Staff of the Evens Foundation and UEF participated in the different activities.
- c. Following the expert meeting in Marrakesh, the Consortium enlarged its circle of experts and continued working in particular with
 - i. Professor Roberto Carneiro, President of the Study Centre on Peoples and Cultures and Dean of the Institute for Distance Learning of the Portuguese Catholic University (UCP) and a former Minister of Education of Portugal.

- ii. Dr Dominic Richardson, Senior Researcher, Directorate for Social Affairs, OECD
- iii. Ms Laura Lippman, Senior Research Scientist and Director of the Education Program, Child Trends, USA

4. Communications

- a. A new Consortium logo was designed as part of a new image for all the Learning for Well-being entities.
- b. Regular webpage updates (<http://www.eiesp.org/site/pages/view/60-learning-for-well-being-consortium.html>) about the policy glossary, consultations and events and the conference.
- c. 4-page hand-out about the Consortium was produced for distribution at the 6th September meeting at the European Parliament organised by the Alliance for the Quality of Childhood.
- d. A chapter on the policy glossary has been drafted for the 2012 edition of the book published annually by the Alliance for the Quality of Childhood.
- e. An insert on the Consortium was produced for new L4WB brochure (distributed at the OECD expert meeting)
- f. Continued developing the database of contacts for the conference organisation and communications.

2.4. 2012

In 2012 the work of the Consortium focused predominantly on finalising the policy glossary, organising the launch conference in February to launch it, the immediate and longer term follow-up including reporting on grants and also developing a plan for the next phase.

1. **The launch conference:** Learning for Well-being Consortium of Foundations in Europe, in partnership with Eurochild, the European Foundation Centre and the Calouste Gulbenkian Foundation, launched its policy glossary, **Learning for Well-being; A Policy Priority for Children & Youth in Europe - A process for change** on 27 February 2012 at the Palais des Academies in Brussels. Over 150 participants from many countries across Europe attended. They represented a range of organisations (foundations, NGOs, research, government, EU, European Parliament, OECD, etc.) and came from different fields and policy sectors (education, youth, social welfare, health, ITC, human rights, etc.). During the afternoon six parallel workshops were organised to explore the theme of "Exploring applications for Learning for Well-being in policy and practice." Through grouping workshop participants to ensure diversity of represented sectors and fields, the aim was to encourage a systemic perspective. <http://www.eiesp.org/site/pages/view/80-learning-for-well-being-conference-february.html>

Certain common themes and insights emerged from the workshops that were confirmed by conference evaluations and informal discussions throughout the day. Firstly the Learning for Well-being (L4WB) framework and principles resonated strongly for most participants, both personally and professionally. There were many suggestions that L4WB is an idea whose time has come, and that it can bring various sectors together. A major concern was expressed as 'how to keep the momentum going' and 'how to spread the word':

- a. 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.
- b. The Millennium Development Goals will not be achieved in 2015. What will be the 2015 – 2030 goals? How can L4WB play a role in working with the EU and other international partners to define these goals? How can L4WB begin to impact national contexts as well as the EU level?
- c. **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.'
- d. **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.'
- e. The L4WB Community must engage multiple stakeholders and target groups

In addition there are some topics that participants felt L4WB has now to address more centrally:

- The relationship between children's well-being and children's rights.
- The relationship between children's well-being and poverty.
- Regional mapping to emphasise national initiatives.

2. Follow up to conference

The 400 copies printed for the conference were rapidly insufficient to meet demand. UEF supported printing 1500 in May. The Executive Summary was drafted and printed (1000 copies), also supported by UEF. Both documents are available on request at the Learning for Well-being office in Brussels (Gloria@learningforwellbeing.org).

The Gulbenkian Foundation has translated the policy glossary into Portuguese. The electronic version is available on request (Gloria@learningforwellbeing.org).

Dissemination of the policy glossary:

- a. Electronic copies of the full report were sent to all conference participants and to all those on the conference mailing list (March/April).
- b. The dissemination has been supported by the development of a large database of over 2000 recipients. A postal mailing of hard copies will be done at the beginning of 2013.
- c. About 1200 hard copies have been distributed both at the conference and at other events since. This includes the following events during 2012:
 - i. Ashoka 'Social Innovators' Meeting – Dublin, Ireland (March)
 - ii. EFC Children and Youth Group in Birmingham (March)
 - iii. EF Conference and AGA in Belfast (May)
 - iv. Presentation (see below) to staff of DG Education and Culture (June)
 - v. Joint Eurochild and foundations networking meeting (June)
 - vi. The Cyprus Presidency Conference to which Jean and Daniel were invited (September) launching the Report of the High Level Working Group on Literacy -
 - vii. Meeting organised in Brussels by Gallup (September)
 - viii. Conference organised by ISSA-DECET (October) on early childhood
 - ix. Joint expert meeting organised by the Directorates-General Education and Culture and SANCO to which Daniel and Jean were invited (the latter to make a presentation) following the presentation at DG Education (October)
 - x. Eurochild annual conference (November)
 - xi. WISE 2012 (Doha): presentation of the policy glossary in a workshop led by UEF.
 - xii. III International Congress on Juvenile Justice held at the Portuguese Catholic University (UCP) in Lisbon. Jean was invited to make a presentation in a session on Crime, (re-)integration and Well-being. Copies were distributed in Portuguese and copies of the Executive Summary in English.
 - xiii. European Venture Philanthropy Association (EVPA) annual conference (November)
 - xiv. UN Global Compact (December)
 - xv. Joint European Public Health Association/Eurochild meeting establishing a platform of NGOs to influence agendas for the European Parliament

elections (2014) towards prioritising children's well-being.

- xvi. In January 2013 at the Peer Forum organised by EPTO as the facilitator of the L4WB Youth Alliance

3. Events and meetings in 2012

- a. EFC conference and AGA: The pre-conference session was held under the title of the policy glossary: "**Learning for Well-being; A Policy Priority for Children and Youth in Europe. A Process for Change**".
- b. Children and Youth Thematic Group event in Birmingham (March) which focused strongly on evidence-based policy making and programmes.
- c. 26th June: A networking event was jointly organised with Eurochild at the Palais des Académies in Brussels. It successfully brought together about 60 participants from Eurochild member organisations from a number of countries and foundations. At the beginning of the evening speeches supporting the initiative were made by Emma Toledano-Laredo, Head of Unit on Active Inclusion & the fight against poverty, Directorate General for Social Affairs and by Edward McMillan-Scott, MEP, Vice-President of the European Parliament followed by speeches by Maria Herczog, the President of Eurochild and Daniel Kropf as Chair of the Consortium.
- d. DG Education and Culture: Daniel, Jean and Luis were invited to make a presentation about L4WB and the policy glossary to a staff development session for all the departments within the DG. About 40 members of staff from different units participated, including most of the staff from the schools unit. It was a good first introduction about our work to DG EAC with a lot of interest in L4WB and the policy
- e. Following this, Daniel and Jean were invited (the latter to make a presentation) to an expert meeting jointly organised by the Directorates-general Education and Culture and SANCO to (October)

4. Membership

- a. The **Fondation M** (<http://www.fondation-m.org/php/welcome.php>) joined the Consortium.

5. Webpage:

- a. The Learning for Well-being. Consortium pages have been moved to a new Learning for Well-being website:
<http://www.learningforwellbeing.org/?q=consortium>
- b. The archive will stay on the EIESP site, updated to end 2012.

3. OUTCOMES: WHAT WE HAVE ACHIEVED

Over the last 3 years there have been both very tangible and more indirect outcomes of the work of the Consortium that has achieved a considerable amount in a short period of time. The Consortium has benefitted from strong support by its members, each one having provided in different ways for the implementation of the activities for three-year work programme as described above, and to enable the secretariat to coordinate and contribute to that work. This has included support for organising and running workshops and seminars, hosting meetings, the organisation of the conference as well as the development of the policy glossary, the consultations and its publication.

Tangible outcomes include:

- Producing the first policy glossary on children's and young people's learning for well-being through a consultative process that brought together stakeholders (experts and youth organisations, foundations, NGOs, European and international organisations) that work in different sectors and would not normally have the opportunity to contribute to a joint policy reflection. Feedback on the process, as well as on the product, indicates a high level of satisfaction with this aspect.
- The consultation process led to organising an international expert meeting with OECD, UNICEF and the EU and to making a presentation at the European Parliament.
- The conference was evaluated as valuable because it provided an opportunity for organisations and individuals working with children and young people in different sectors, disciplines and professions to discuss together major issues.
- The process also allowed the foundations to partner with youth organisations and youth peer leaders through different types of events and consultations.
- The foundations partnered with NGOs for the conference and this has led to being invited to participate in a new platform of 18 organisations that will be jointly led by Eurochild and EPHA (European Public Health Association) in an major advocacy thrust that is informed by the policy glossary and by the conclusions of the strategy paper drafted by Simon Wilson, in order to push for children's well-being to be high on the agenda for the European Parliament elections in 2014.
- On the basis of the policy glossary recommendations, UEF, as a representative of the L4WB Consortium, was invited by two consortia submitting proposals to the DG Research FP7 programme to develop a longitudinal survey to promote policy for children's and young people's well-being in Europe. UEF decided to join the consortium led by Eurochild since it brings together key European organisations and networks such as HBSC (Health Behaviours in School Age Children) partners (and the international coordinators), CEPS-INSTEAD, INED, NIDI, etc. These are major players in the European arena of child data in and all coordinate key networks.
- Increasingly and due to the visibility of the policy glossary and the conference, partners are invited to participate as L4WB in major European events. This included in 2011 the first European conference to launch the survey on Health Literacy, and in 2012 the EU

Presidency conference in Cyprus, the UN Global Compact, the III International Congress on Juvenile Justice, etc.

- L4WB was invited to make a presentation to the staff of DG Education and also to the joint DG Education/DG Sanco expert meeting. The cross sector perspective of L4WB is a great interest to international organisations that are all grappling with issues of working beyond standard silos.

Less tangible but equally important outcomes include:

- In creating the Consortium, the foundations felt it was important to keep a focus on the European Union with the intention also of ensuring that the message is heard increasingly in each of the Member States where they are currently operating. The activities undertaken over the last 3 years culminated through the launch conference in giving a public face to past and on-going efforts.
- This whole process has provided valuable visibility for the Consortium and its individual members, including through the web pages, the distribution of leaflets and brochures, the dissemination of the policy glossary, the conference and the publication of articles that provide international circulation of information.

In summary, this work had produced some shared, additional benefits to the member foundations in so far as we have built a common understanding about the problems we want to solve and how to build alliances to go forward. The Consortium has provided a platform for information and distribution about the work of the foundations, both within European foundation networks as well as to a broad audience of decision-makers, academics and researchers, experts, NGOs, youth organisations, etc. It offers a platform for undertaking projects and fund-raising together.

4. WHERE NEXT?

UEF as facilitator of the Consortium has drafted the proposals outlined below for discussion, proposing how the work of the Consortium could continue in the next period including through bilateral initiatives. During 2012 discussions, mainly bilateral, took place on them.

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 recognise 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.