



Learning for Well-being Consortium

Learning for Well-being Policy Glossary

EFC Foundation Week
Focus on Children and Youth – 1st June



What's a Policy Glossary?

- Conceptual & strategic framework
- Basis for common language for policy makers at all levels in Europe.
- Helps create shift in mindsets & practices
- Reflects state-of-the-art in knowledge & multidisciplinary research
- Will include principles for policy at different levels
- Will suggest ideas about making it happen



Why is a policy glossary important for Europe?

- Well-being of central importance to human life
- Promoting **'well-being of its peoples'** = aim of the EU Treaty
- Conceptualisation & measurement of well-being = prominent theme
- Too much dispersion among sectors
- No transdisciplinary approach



Why is it especially important for children?

Child's vulnerability, special/different needs from adults

Childhood important part of human life (not mere preparation for adulthood)

Children have little voices & weak political representation



- ✓ UN Convention of the Rights of the Child promoting child's rights
- ✓ WHO's definition of health highlighting well-being as holistic concept
- ✓ UNESCO Four Pillars of learning – oriented towards well-being



Children's well-being - policy priority

- Current policy focus: e.g. in health, mental health, social policy, education
- Gaps:
 - Absence of overall vision
 - Lack of clarity of purpose
 - Different focus in different policy fields
 - Tools for measuring – increasingly rigorous but narrow focus
 - Insufficient joined up policy making about children
 - Insufficient multidisciplinary researchand
 - **CHILDREN & YOUTH INNER PERSPECTIVE NOT TAKEN INTO ACCOUNT**



Prism of learning for well-being:

Major implications for diverse learning environments:

- Early years education & care;
- School & out-of-school activities (including educational activities);
- Information & communication technology and media;
- Local communities /local community development;
- Family;
- Hospitals, clinics, local surgeries;
- Other support systems.



Schooling as an example

*Well-being is realizing one's unique potential through physical, emotional, mental and spiritual development ,
in relation to self, others and environment*

- Child- centred curriculum - focus on the whole child
- Well-being curriculum - includes learning to know who you are & to learn how you learn
- Importance of relationships and communication
- Lack of participation of pupils in designing their curriculum



“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 to one that emphasises the development of the complete person, in short *learning to be.*”

Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the 21st Century, 1996



Learning for Well-being Policy Glossary

- Well-being for all – a new goal for society & policy
- Children's well-being – key dimensions /determinants
- Learning for well-being
 - Responds to diversity of individuals & their learning processes
 - Fosters their unique potential
 - Sensitive to ways learning environments shape child's life (inner, personal, social and educational ...)
- Mapping children's personal & social spaces for learning for well-being
- Children's well-being – policy priority /political challenge
- Recommendations



Policy priority & political challenge

- Policies – complementary / mutually reinforcing
- Support & strengthen children /youth - across range of dimensions
- Make learning environments more conducive to well-being
- Create a culture of engaging children as change agents in the transformation of their learning environments



Summary

- Policy integration – joined up strategies
- State-of-the-art research
- Multi- to transdisciplinary research
- Involvement of children/youth in policy process

Question:

- Can Europe play a leadership role in Europe & in relations with other parts of the world?



Some next steps

- Prof. Ilona Kickbusch commissioned to lead the process
- Expert meeting in September – discuss 1st draft
- Distance review process for 2nd draft late 2010 – we welcome reviewers from all sectors/fields
- Presentation near final draft to conference 2011 – comments and recommendations
- Launch early summer 2011