

Policy Glossary

Learning for Well-being

European Parliament, Brussels
06.09.2011





We envision a society that values and enhances well-being

- Our goal is to *inspire and engage* people to make all environments more conducive to *learning for well-being* of children and youth
- We call for a **NEW MINDSET** which is based on changing how we think about
 - children
 - learning
 - health and education
 - Policies and systems



L4WB: An integral view of well-being

The 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.”*

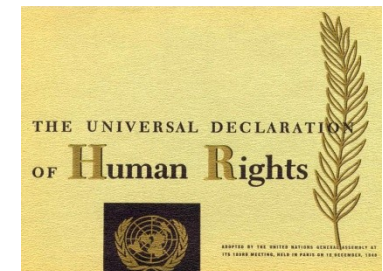
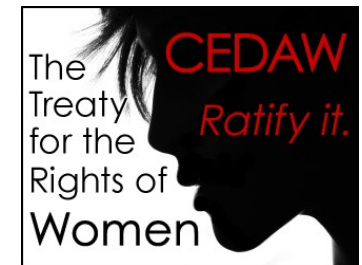
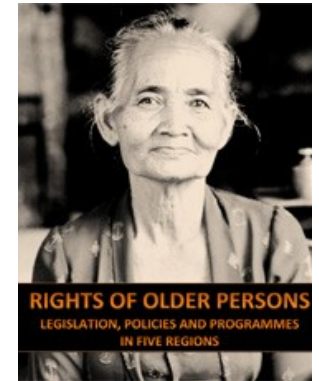
It is based on a view of society in which *all* people have the ability to **realize their potential** in a **supportive environment** and **all parts of society** contribute towards child well-being.



Governance for a society of all ages

- Policies related to the life course constitute a key feature of a successful society and vibrant economy in the 21st century
- They are based on **values** such as human rights and equity.
- They require **joint action** of public and private actors and of citizens for a common interest.
- They requires a **synergistic set of policies** and need to be supported by structures and mechanism which enable collaboration
- They build on **interdisciplinary** knowledge production

Promote Rights and Equity :

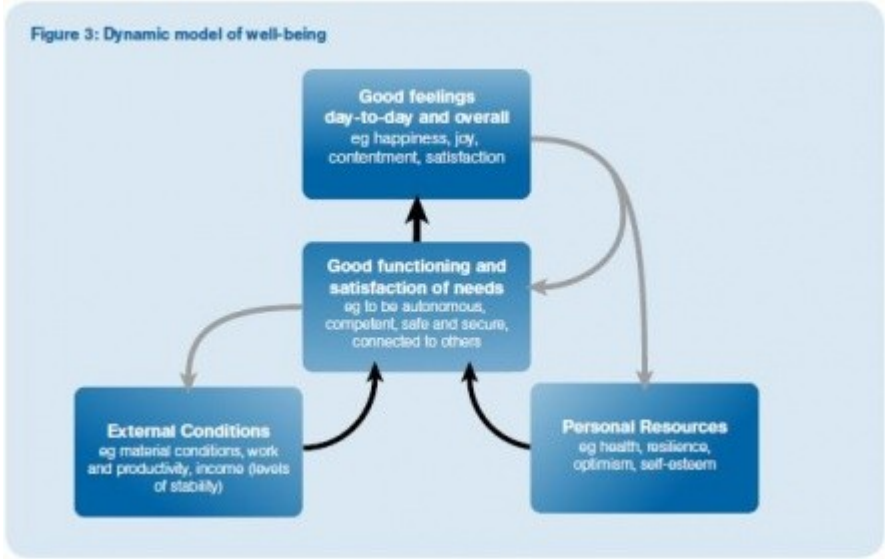


Interdependence of societal goals



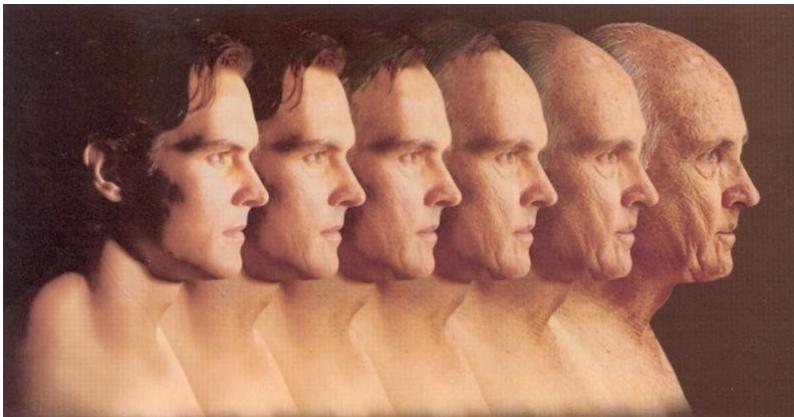
Sustainability
Human development
Lifecourse
Equity
Security
Public goods

Objective + subjective data



NEF

Life course perspective



All of society: LIFE COURSE MANAGEMENT

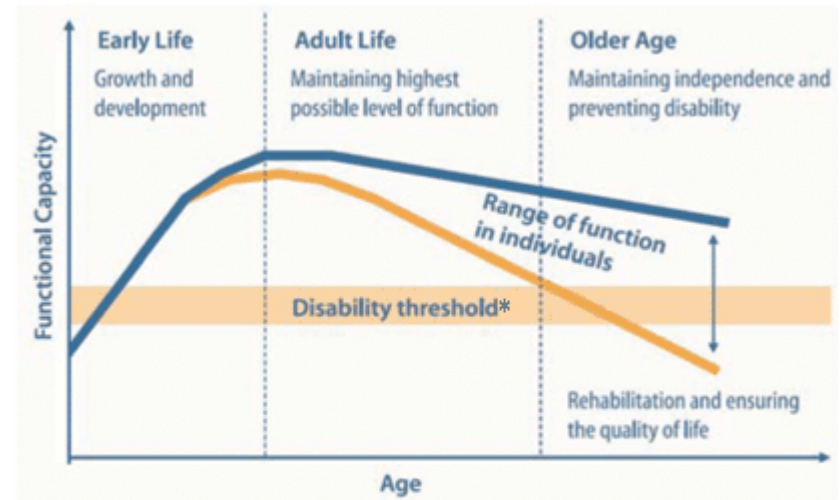


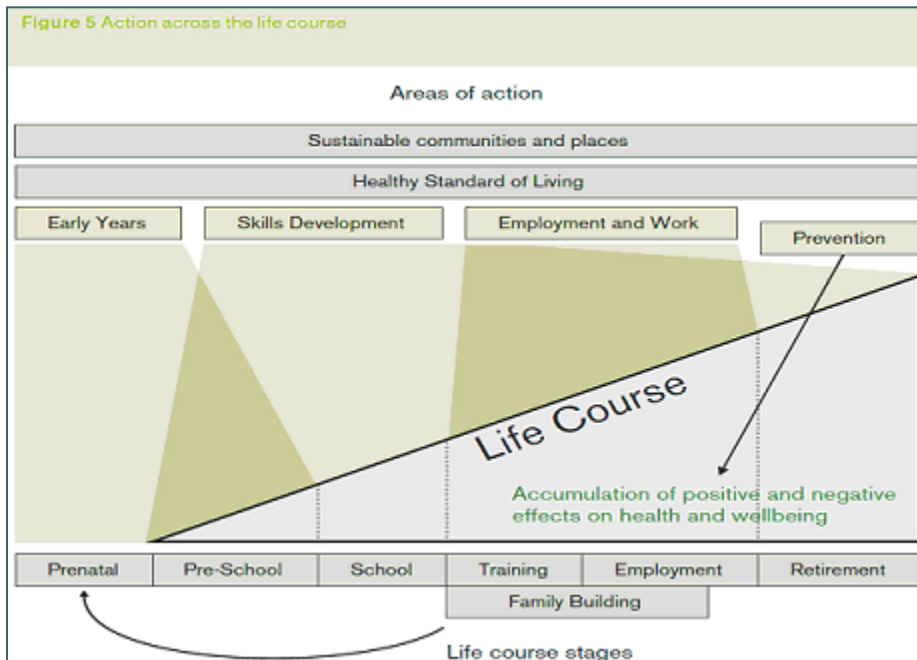
Fig. 8: Maintaining functional capacity over the life course

Source: WHO 2002

Kalache and Kickbusch, 1997

HEALTH SPAN - LIFE SPAN - CALENDAR AGE - FUNCTIONAL AGE

Competencies for non - linear lives: resilience, health assests, skills to navigate risks

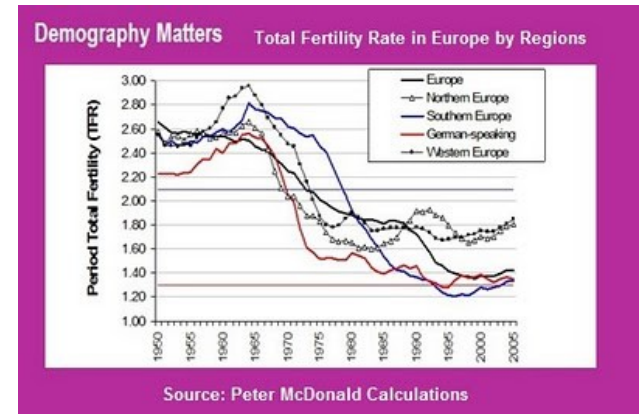
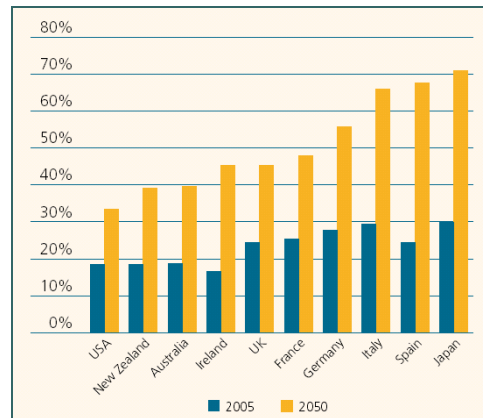


<http://www.walthamforest.nhs.uk>

Traveling Many Paths to Health Equity
in Contra Costa County

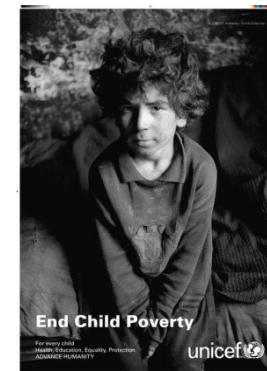


Policy relevance: a society for all ages



Employment

Dependency ratio



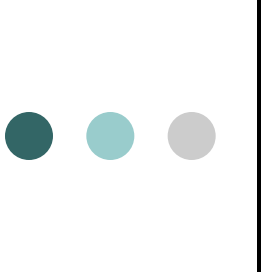
Fertility

Fifty-million children may be living in poverty in eastern Europe and the former Soviet Union

Transformational leadership -

- Transformational leadership mobilizes power for change based on goals which serve a higher purpose
- Leaders today are enablers: they help a group create and achieve shared goals - one of the most highly regarded leadership skills is to enlarge the “sense of we” and create a common purpose - leadership increasingly becomes consultative and increasingly democratized
- Transformational leaders make good use of “windows of opportunity” (READINESS) and they apply a mix of hard and soft power strategies to achieve change.





Co-production - a new systems design.

- *consider children as full partners not as objects of care and education*
- *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 standardised education to child centred education*
- *Move from sectoral to systemic solutions in policy and society*



The goal of an integrated policy approach

Learning for well-being: policies must ensure stimulating physical environment and social environments, where children feel secure, cared for and relaxed and which provide the opportunities to explore, learn and develop with the support of peers or sensitive, knowledgeable adults.



Five defining components of child well-being policies

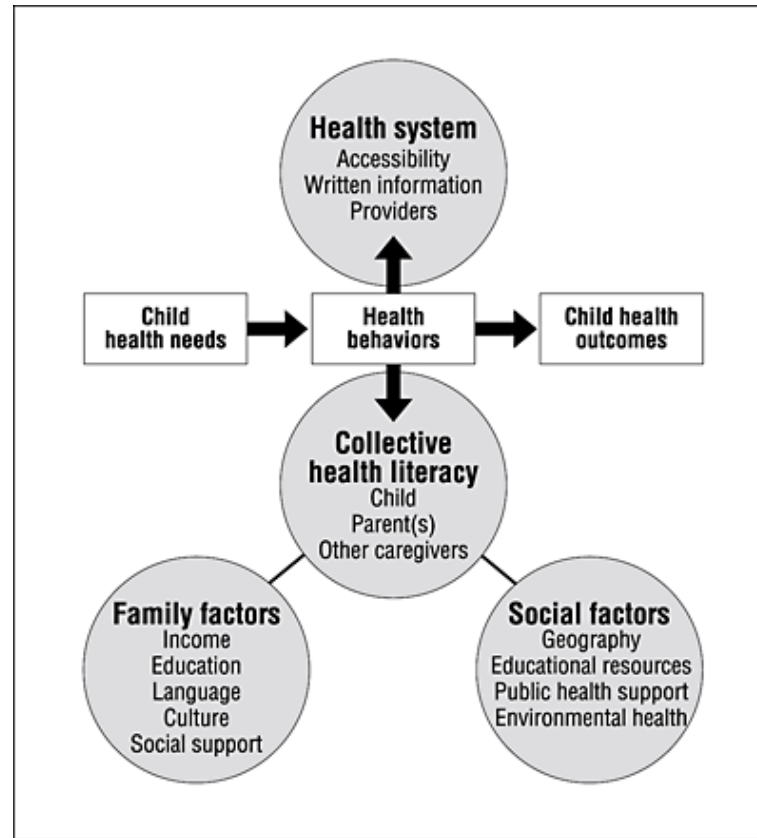
- a. The interdependence of children's well-being and children's rights*
- b. Child well-being is a condition for as well as a product of human development.*
- c. Well-being is a whole child experience*
- d. Well-being is based on the unique potential of each child within diversity*
- e. Well-being is relational and contextual*



Six policy imperatives for child well-being

- 1) Children's present and future well-being must be a **European policy priority**
- 2) European policy measures need to consider the **structural conditions** as well as the **individual psychological, social and spiritual dimensions** of children's health and well-being.
- 3) The policy approach to child well-being must be based on a *Learning for well-being* mindset. We propose three key measures: **prioritize early child development, reorient key environments (the school and the health care system) towards learning for well-being and invest in multiple 21st century literacies.**

Health literacy for child well being



http://pediatrics.aappublications.org/content/124/Supplement_3/S265.full.pdf+html



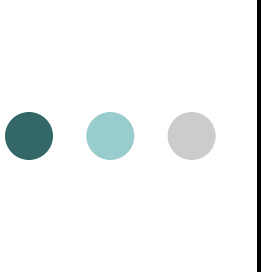
Six policy imperatives for child well-being

- 4) The centre of government must provide the focus for action on child well-being through an integrated *Learning for Well-being - child investment portfolio*. All policy sectors need to contribute to child wellbeing through joined up policies
- 5) Child well-being must be measured, reviewed and monitored across a range of objective and subjective domains of well-being. It is imperative to include children's subjective viewpoints.
- 6) Children themselves must be invited to be part of the decision-making process that will shape their destiny – their voice must be respected, considered and represented.



Four priority domains for policy action

- *strengthen children early – critical support to early child development*
- *make children's formal learning environments – in particular the school and health care – more conducive to their wellbeing*
- *create a supportive social environment (consumer world, ICT, media, virtual worlds)*
- *create opportunities to play creatively*

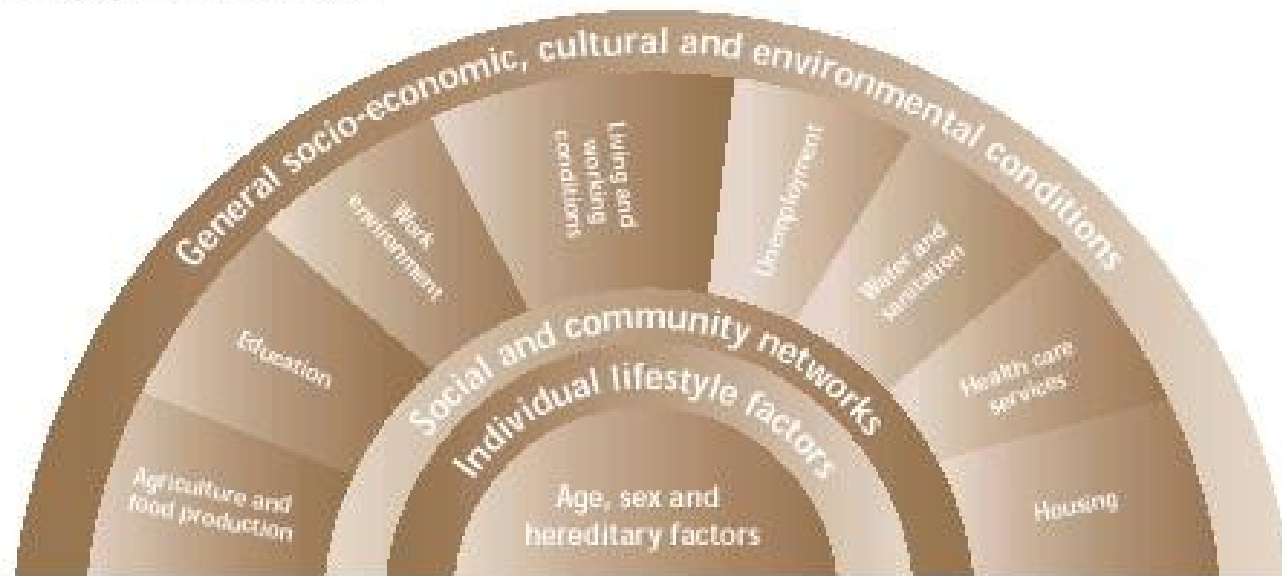


Integrated systems based approaches

- multi sectoral
- multi stakeholder and
- action at the community level.

Consider Complexity

Figure 1 **Determinants of Health**





Mobilize power for change: CREATING A MOVEMENT

- Envisioning a learning for well-being movement: children and young people as leaders in the policy process - the role of global civil society
- The goal: A culture of engaging children and young people as change agents in making all environments more conducive to Learning for Well-being
- **CALL TO ACTION**



Innovations

- We need **new social institutions and processes** that fit the 21st century
- **Social innovations** will become as important – if not more important – than new technologies
- We must **create incentives and rewards** for people who shape the structures of the 21st century

Alvin Toffler 2009