



Universidade Católica Portuguesa

## ***E4WB***

Policy Imperative 3: Children's learning environments  
are crucial to their flourishing

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# LIFELONG LEARNING

## A SENSE OF PURPOSE: CULTIVATING HUMANITY

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

Albert Schweitzer, “The Teaching of Reverence for Life”, p. 33, 41

# *ONE SAME HUMAN PERSON, DIFFERENT HUMAN CULTURES*

*Homo faber* - cultures of tools (technologies)

*Homo socialis* - cultures of relation

*Homo mediaticus* - cultures of communication

*Homo figuralis* - cultures of symbolism

*Homo economicus* - cultures of appropriation

*Homo conectus* - cultures of networking

*Homo ludens* - cultures of leisure and play

*Homo sapiens (sapiens)*- cultures of interpretation

# PURPOSEFUL LEARNING IN CHINESE

## ‘Mastering the way to self-improvement’

### TWO CHARACTERS REPRESENTING LEARNING:

1. TO STUDY (a child’s relation to knowledge):
  - a) to accumulate knowledge (upper symbol)
  - b) a child in a doorway (lower symbol)
2. TO PRACTICE CONSTANTLY (a bird developing the ability to leave the nest):
  - a) flying (upper symbol)
  - b) from cradle to grave, turning white (lower symbol)

學 習

# THREE NESTED SYSTEMS

1. THE LEARNING CLASSROOM (Teachers, Students, Parents)
2. THE LEARNING SCHOOL (Superintendents, Principals, school leaders, administrators, school board members, trustees)
3. THE LEARNING COMMUNITY / CITY (Community members, lifelong learners, media, business community, social and cultural institutions)

**SYNDROME: COMPLEXITY**

# ***THE THREE EYES OF LIFELONG LEARNING AND OF PERSONAL TRANSFORMATION***

- ***EYE OF SENSE***

- \* perception, empirical, subject to “expansion”

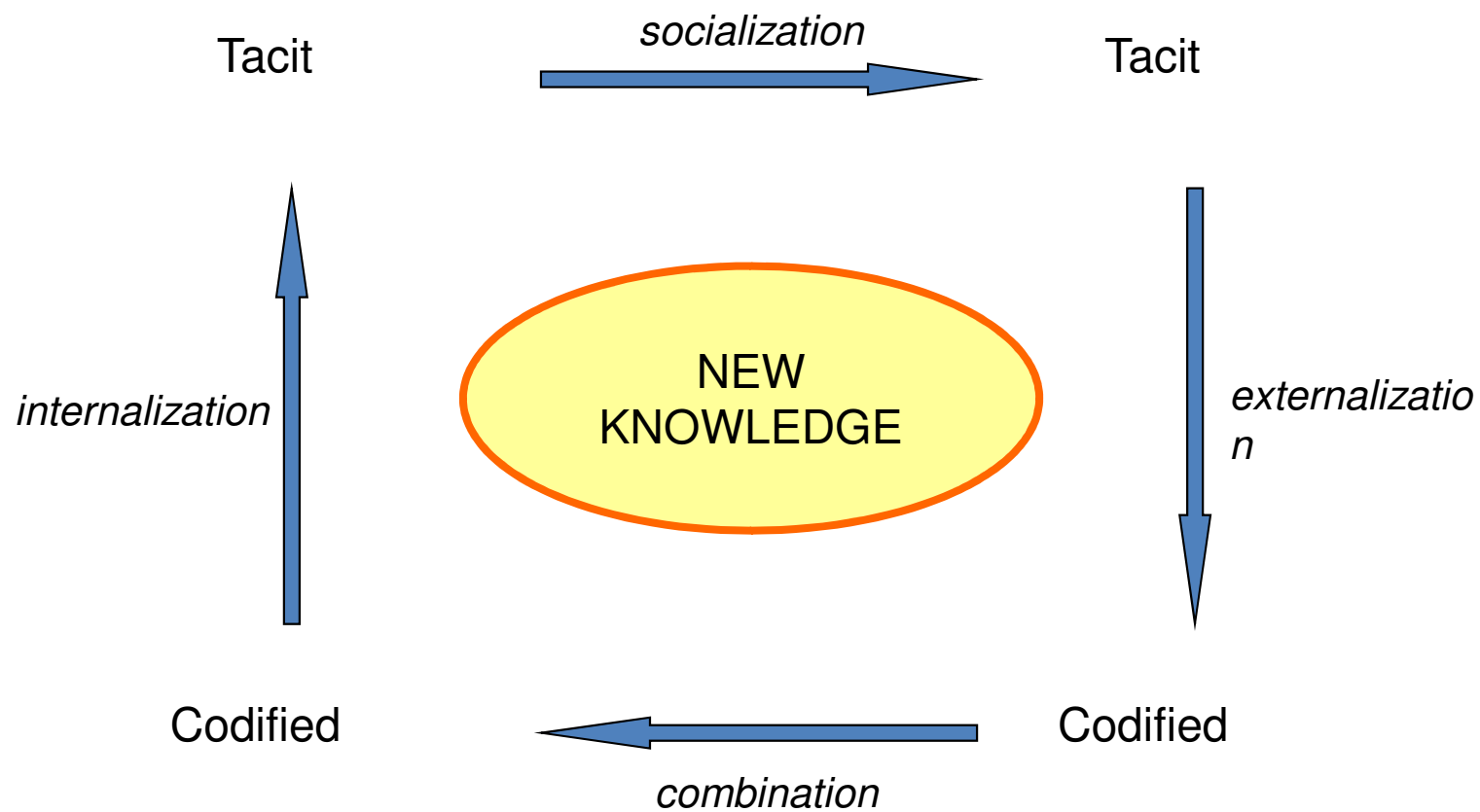
- ***EYE OF REASON***

- \* rational, conceptual, subject to “perfectioning”

- ***EYE OF CONTEMPLATION***

- \* intuititive, emotional, subject to “deepening”

# The Knowledge Spiral -SECI (I. Nonaka)



# THE 4+1 WAYS OF KNOWING

*Epistheme*



*the scientific way of knowing*

*Techne*



*the acquisition of technical knowledge*

*Dianoai*



*the cognitive processes*

*Phronesis*



*Social wisdom (sagesse)*

*Metis*



*practical and tacit knowledge*



*learning through experience*

# THE CONCEPT OF BA

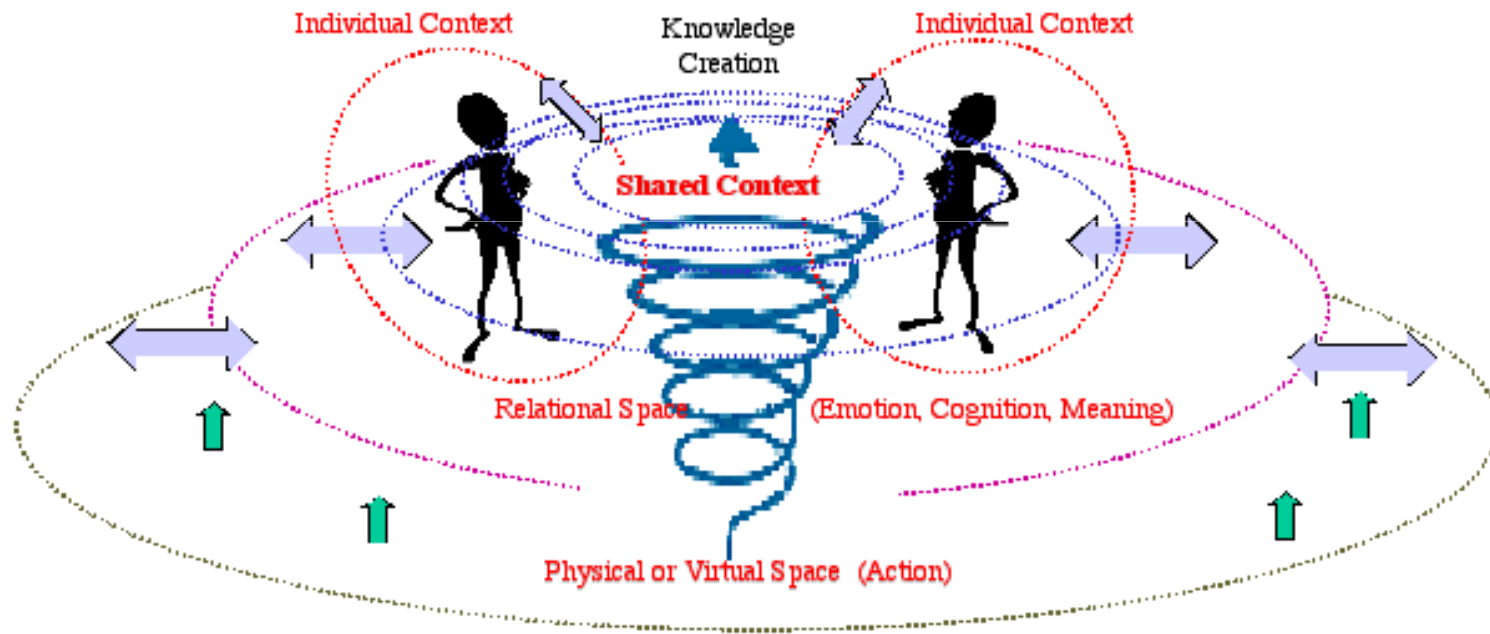
*“Ba is a shared space for emerging relationships. It can be physical, virtual or mental space. Knowledge, in contrast to information, cannot be separated from the context – it is embedded in ba”*

(I. Nonaka, 1998, *The concept of ba*)

*“Ba encompasses several dimensions: physical (the local), relational (the people) and spiritual (the deep tacit)”*

(Kitaro Nishida, 1921)

Figure 1: Ba as Shared Context in Motion



Individual contexts are shared at Ba (inter-subjectivity), and the shared context and individual contexts expand themselves through interaction (trans-subjectivity).

# AMAE and BA

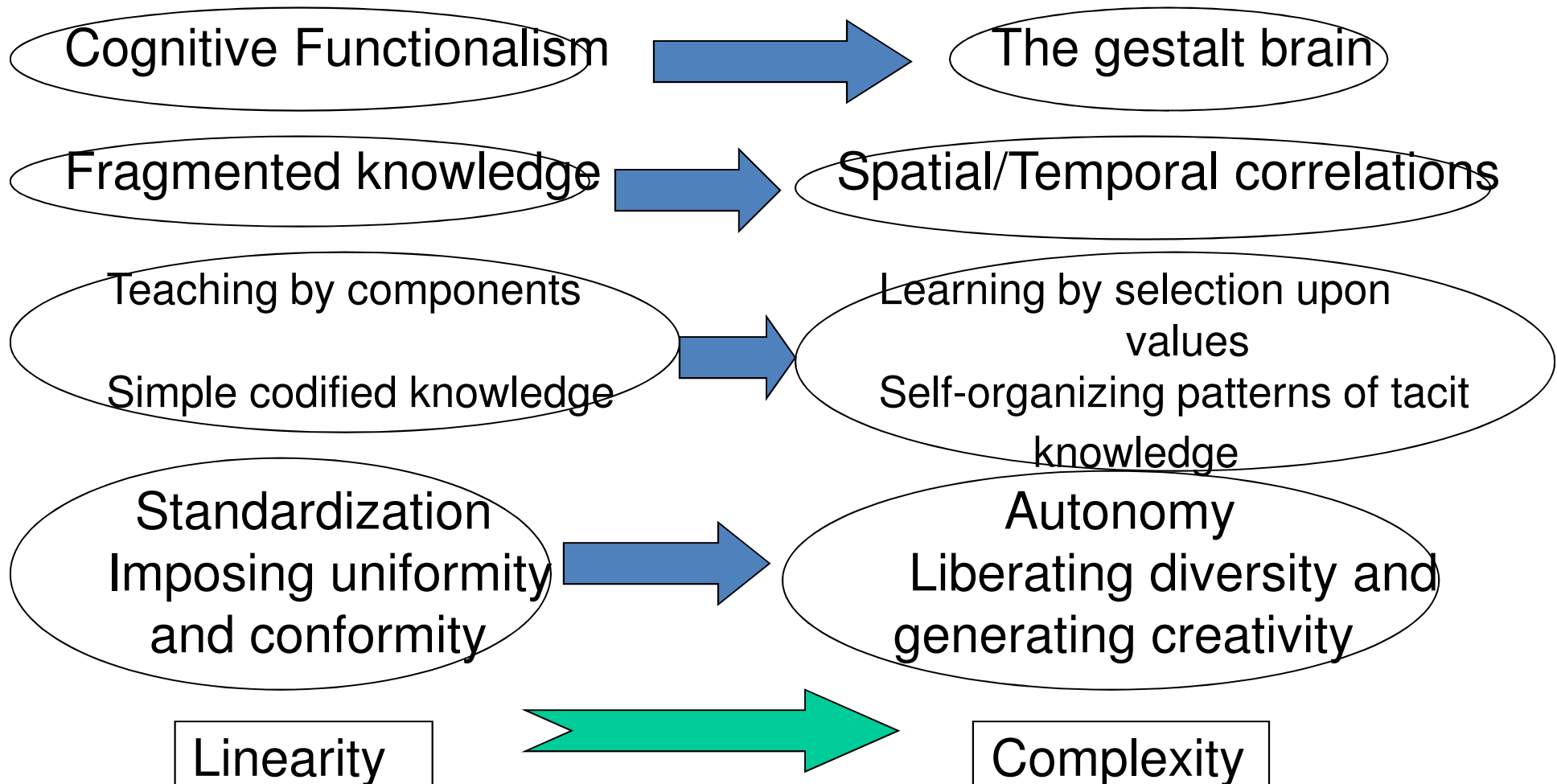
***Amae*** (甘え) is a [Japanese word](#) coined from the verb ***amaeru*** by [Takeo Doi](#) to serve as a noun, which he then used as a keyword to unlock, analytically, the [behavior](#) of a person attempting to induce an [authority](#) figure, such as a parent, spouse, [teacher](#) or [boss](#), to take care of him. The verb itself is rarely used of oneself, but rather is applied descriptively to the behaviour of other people. The person who is carrying out *amae* may beg or plead, or alternatively act selfishly while secure in the knowledge that the caregiver will [forgive](#) and indulge. The behavior of [children](#) towards their [parents](#) is perhaps the most common example of *amae*, but it has been suggested that child-rearing practices in the [Western world](#) seek to stop this kind of dependence in children, while it continues into adulthood in close relationships in [Japan](#).

Source: Wikipedia

# KNOWING TO KNOW

The western canon

The global canon



# A CHANGING LANDSCAPE

*FROM ALL TAUGHT LEARNING*

*TO*

*SOME TAUGHT LEARNING*

*A LOT OF SELF-LEARNING*

*STRONG COMMUNITY LEARNING*

*INCREASED ASSISTED LEARNING*

*NETWORKED LEARNING*

*UNBUNDLING EDUCATION SERVICES WILL ALLOW FOR  
ENHANCED OPPORTUNITIES IN NEW LEARNING*

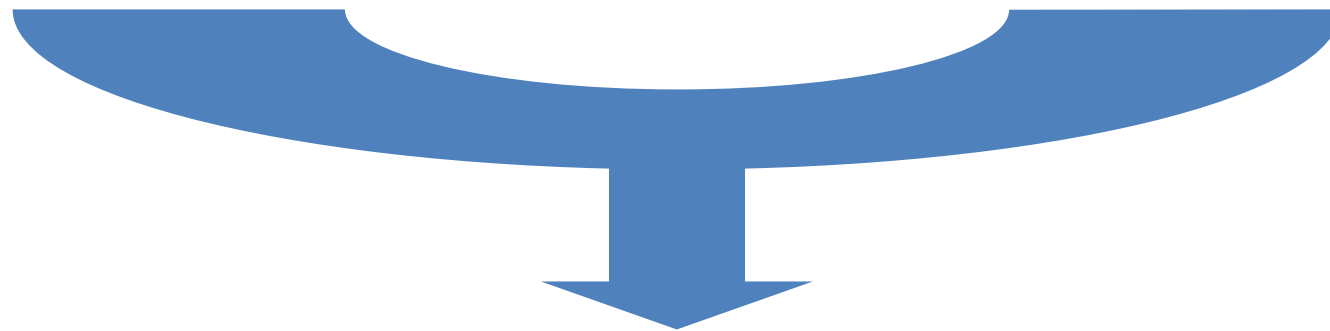
# First Enlightenment

- Moving away from knowledge based on authority to knowledge based on:
  - Everyone thinking for him(her)self
  - Groundedness in reality
  - Free expression of thought

Note: a change in process

Increasing scope  
and complexity  
of systemic awareness

Increasing fragmentation  
of knowledge  
and responsibility



A mismatch of  
variety and  
connectedness

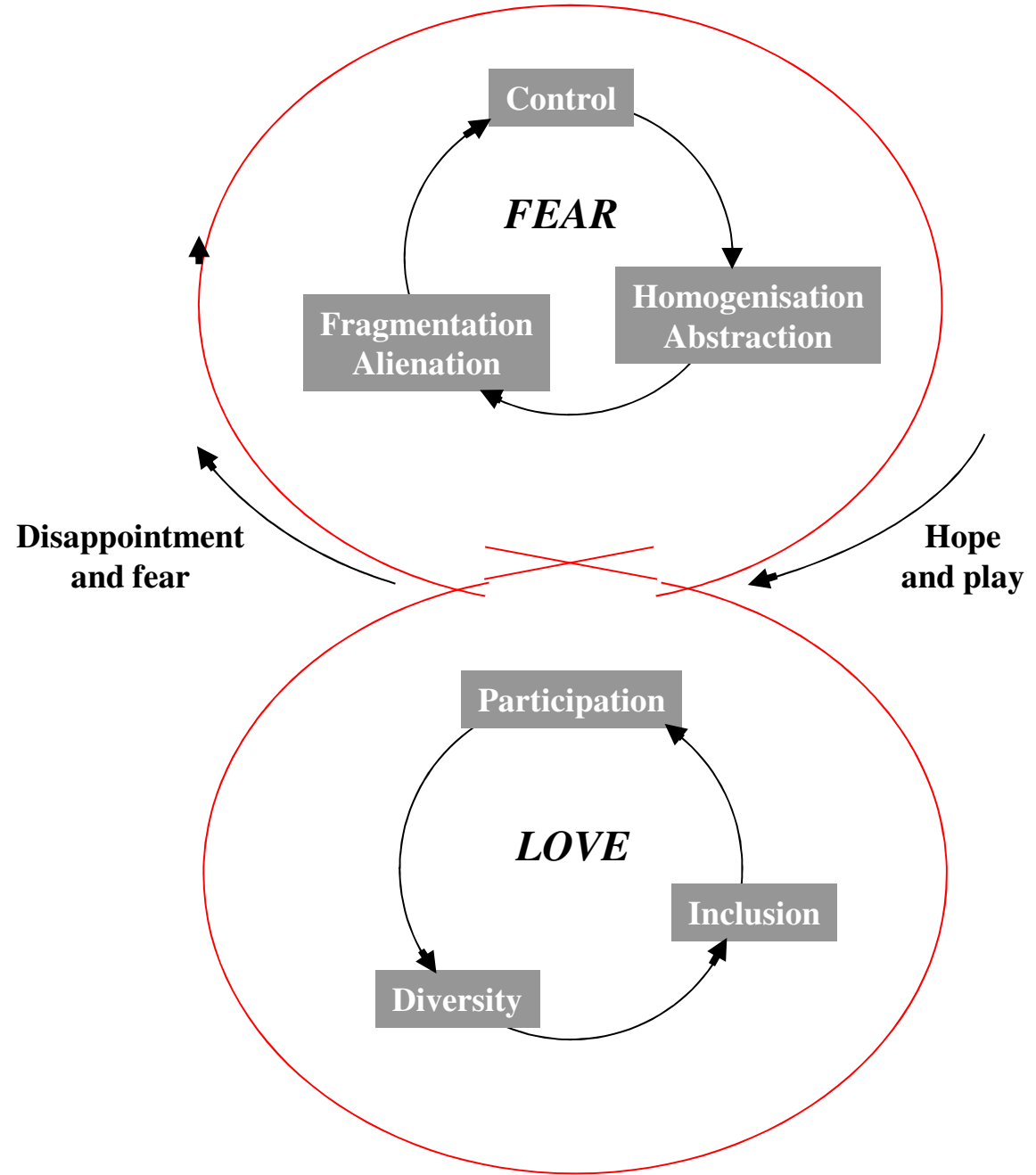
# Second Enlightenment

Is a process that creates a holistic integrative framework around the fragmentation created by the 1<sup>st</sup> enlightenment

***AIM:***

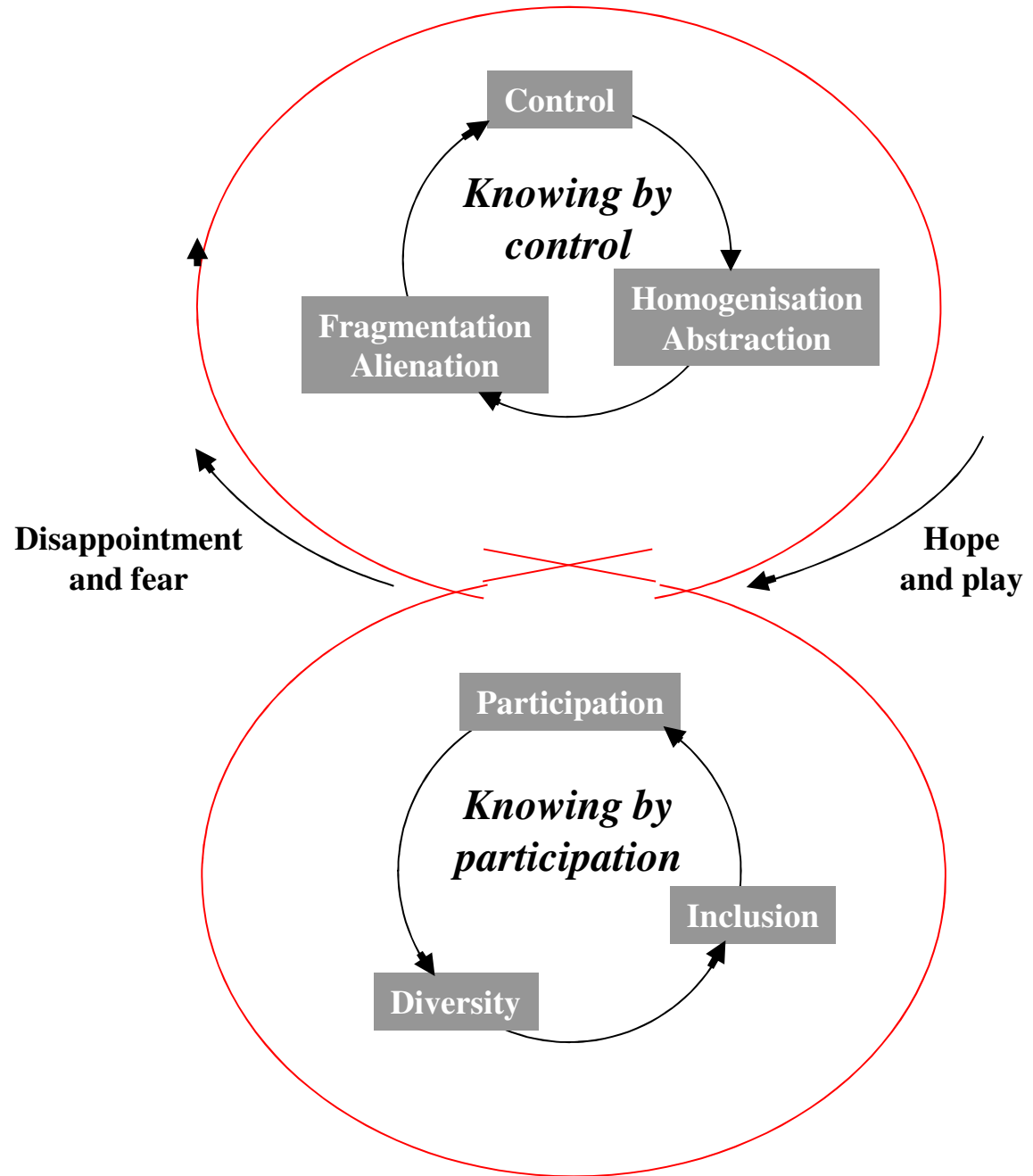
***sustaining human aspiration in an interconnected world***

IFF Survey  
10,000  
households  
  
November 2001



# The Nature of Knowledge: A Community of Subjects

2nd Enlightenment model



# THE WAY TO INCLUSIVE KNOWLEDGE

## ***CLASSICAL APPROACH***

What to teach  
How to teach

Initial Education  
for a lifetime

Status-ridden  
Knowledge

“Have-nots”



## ***NEW APPROACH***

Where to learn  
When to learn

Flexible Learning  
throughout life

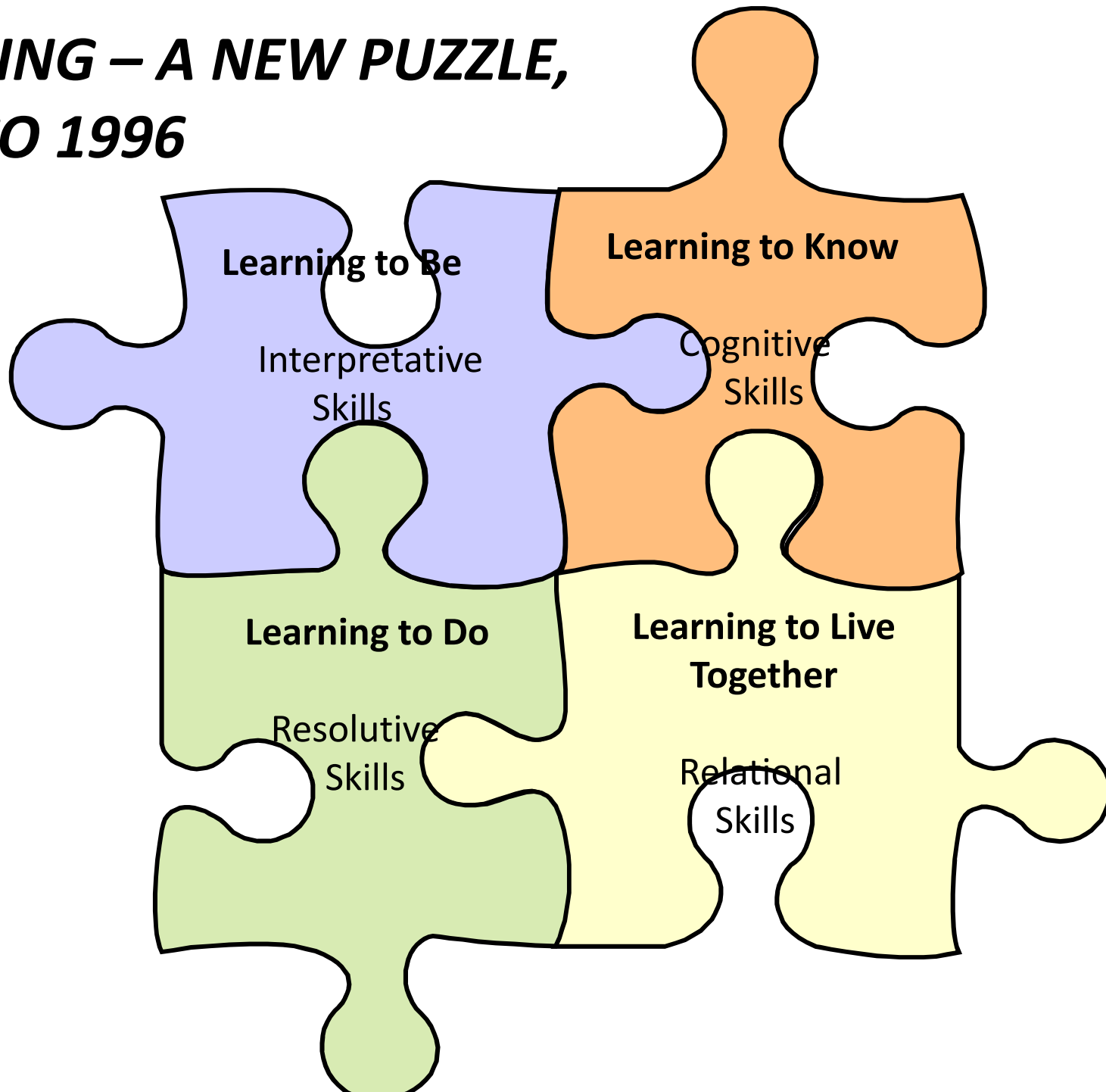
Inclusive  
Knowledge

“Haves”

*None of the talents which are hidden like buried treasure in every person must be left untapped. These are, to name a few: memory, reasoning power, imagination, physical ability, aesthetic sense, the aptitude to communicate with others and the natural charisma of the group leader, which again goes to prove the need for greater self-knowledge.*

*Delors, J. et al. (1996). Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris: UNESCO, p. 23*

***LEARNING – A NEW PUZZLE,  
UNESCO 1996***



# The Wealth of Diversity

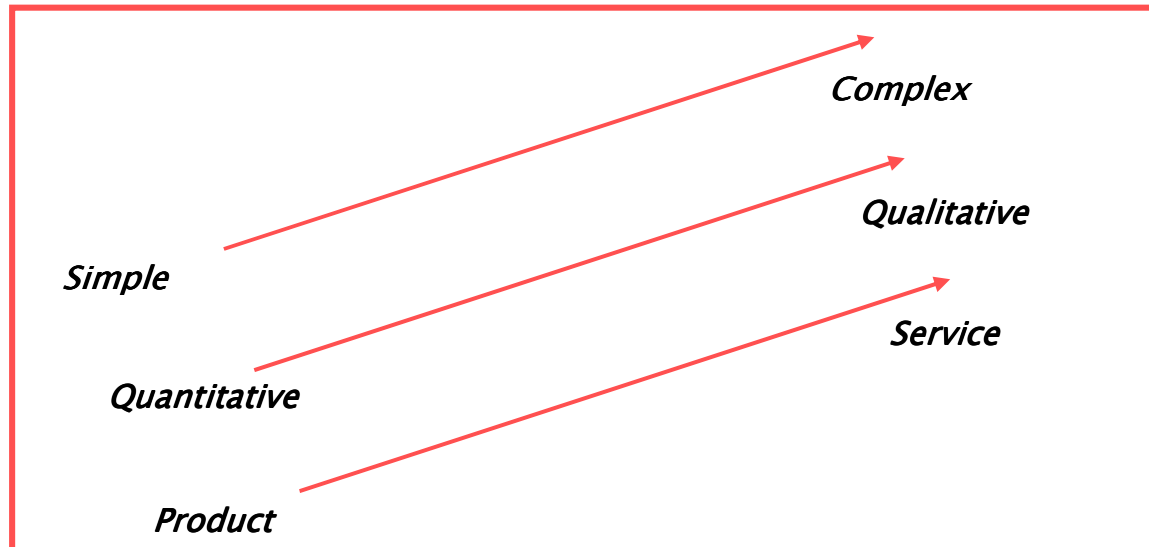
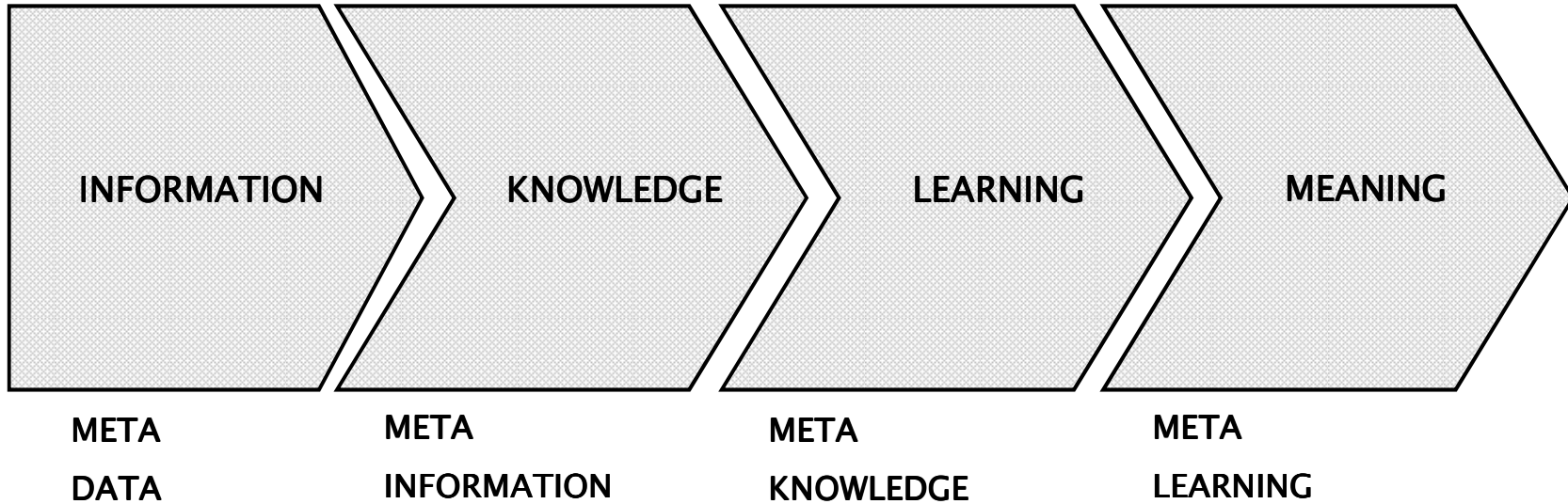
## ... Learning to Live and Learn Together



# LEARNING FOR MEANING (Carneiro, 2004)

<b>LEARNING</b>	<b>TO BE</b>	<b>TO KNOW</b>	<b>TO DO</b>	<b>TO LIVE TOGETHER</b>
<i>Human Condition</i>	Self			(The) Other
<i>Citizenship</i>	Participation	Rights and Duties	Community	Diversity
<i>Cultural Belonging</i>	Belonging			Dialogue
<i>Information &amp; Knowledge</i>		Processing		Sharing
<i>Vocational Identity</i>	Learner	Production	Endeavour	Conscience
<i>Wisdom</i>	Human	Synthesis	Happiness	Solidarity

# THE VALUE CHAIN: REACHING FOR MEANING



# Six changing patterns of education and learning

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

## ON WISDOM AND LEARNING

“You have to learn from yourself, not from books. There is a great deal to learn about yourself. It is an endless thing, it is a fascinating thing and ***when you learn about yourself from yourself, out of that learning wisdom comes. Then you can live a most extraordinary, happy, beautiful life.***”

Krishnamurti, J. (1974), Krishnamurti on Education, Madras: Krishnamurti Foundation India

# **WISDOM**

## **THE TREASURE WITHIN**

"You have to learn from yourself, not from books. There is a great deal to learn about yourself. It is an endless thing, it is a fascinating thing and **when you learn about yourself from yourself, out of that learning wisdom comes. Then you can live a most extraordinary, happy, beautiful life.**"

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# Lessons from empirical research

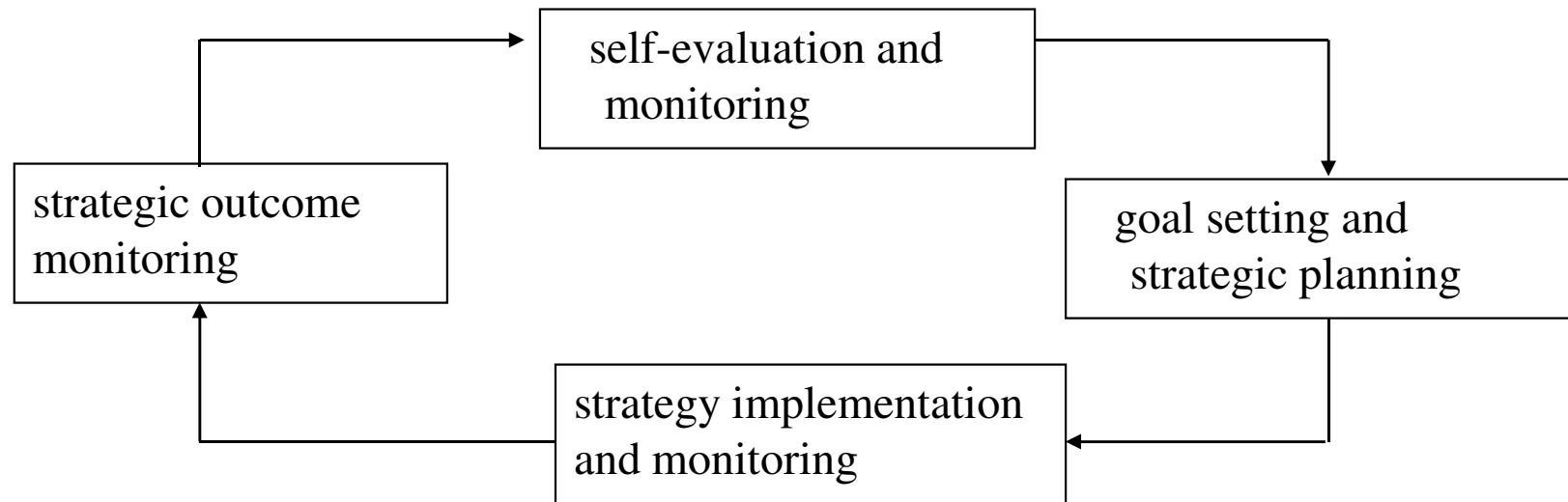
## The Competent (Self-Regulated) Learner

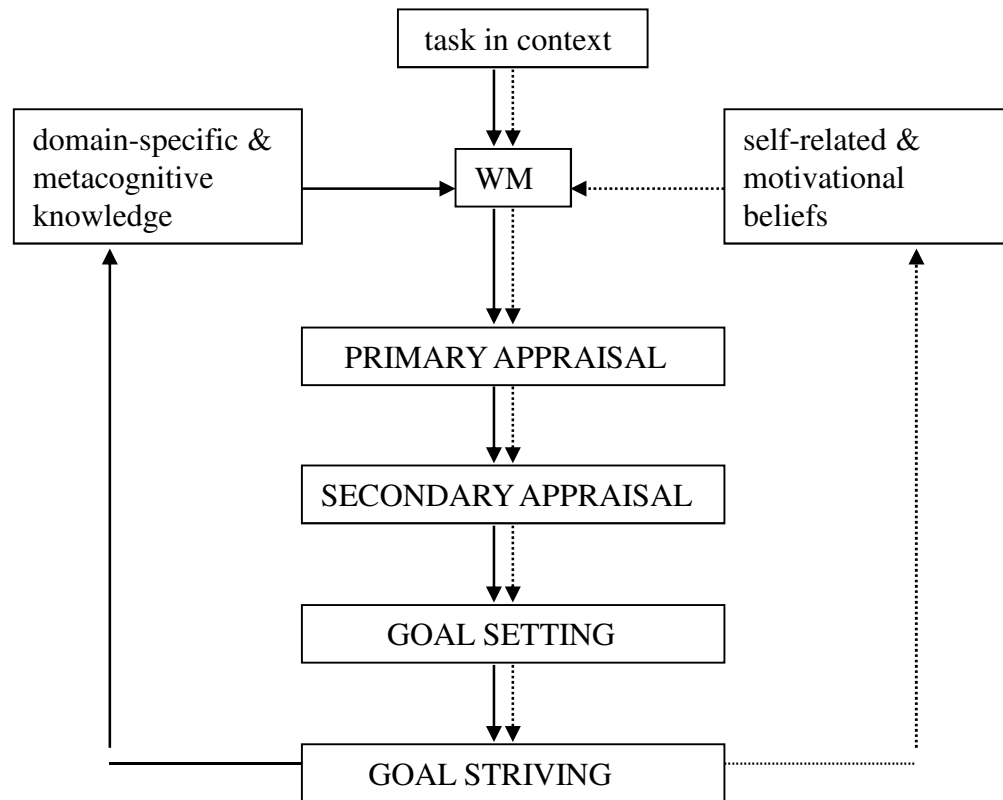
Perception of  
own resources &  
situational demands

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graph TD; A[Perception of own resources & situational demands] --> B[goal setting (FTP)  
learning performance (self-efficacy)  
deep level – surface level learning];
```

goal setting (FTP)  
learning performance (self-efficacy)  
deep level – surface level learning

## A four-step cyclic model of self-regulation (Zimmerman, 1998)

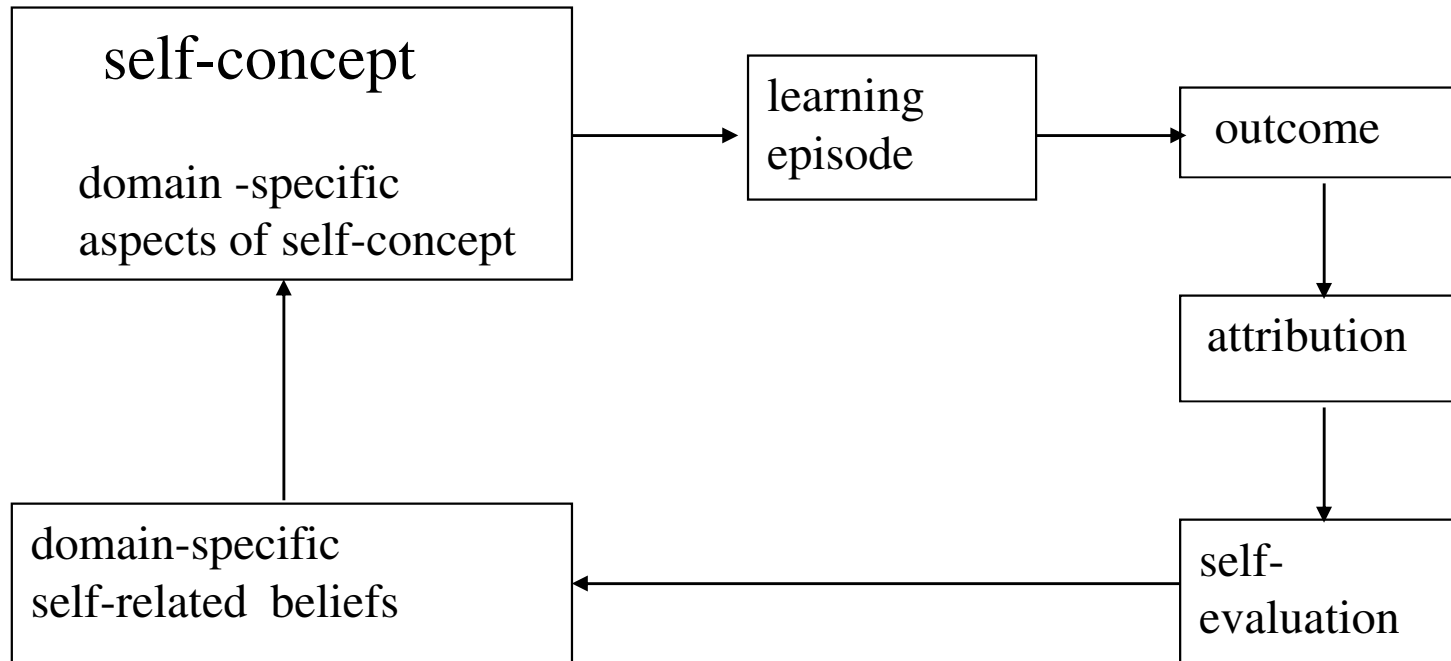




Boekaerts (2000)

An Adaptable  
Learning  
Model

# Long-term consequences of self-regulated learning



# A 'LEARNING UTILITY': NEW AGENDA?

- Building an “invisible” infrastructure for Lifelong Learning
- Skills for All – learning to learn metaskills
- Quality of Service and Standards for Learning
- Learning by doing in Communities of Practice
- Balanced corporate and individual learning agendas: embed learning in production contexts
- Rewarding learning cultures, boosting motivation to engage in effortful learning
- Making room for nonformal and informal learning – valuing real life and problem-based learning, enhancing tacit and experiential knowledge

“For we are living in what Mary Midgley has called ‘a conceptual emergency’. Our ways of making sense of the world are failing us. The big picture has shattered into a thousand fragments. It requires imagination and vision to rescue us and restore our capacity for optimism and a renewed faith in progress (...)

The ideas of the new Enlightenment offer not only a path to survival, but a path into a future worth surviving for. This is a new vision of progress, transcending the vision of modernity. The new Enlightenment promises a new ground for ***sustaining human aspiration in an interconnected world and self-organising complex systems.***”

***The IFF Message***

# T. S. ELIOT (1888-1965)

"How much life have we lost in living ?  
How much wisdom have we lost in knowledge ?"  
  
How much knowledge have we lost in technology?

"What life have you if you have not life together?  
There is no life that is not in community"

# TRANSFORMATIVE UTOPIA

“You look at things that are and ask  
*“why”*?”

I imagine things that never were and ask  
*“why not”*?”

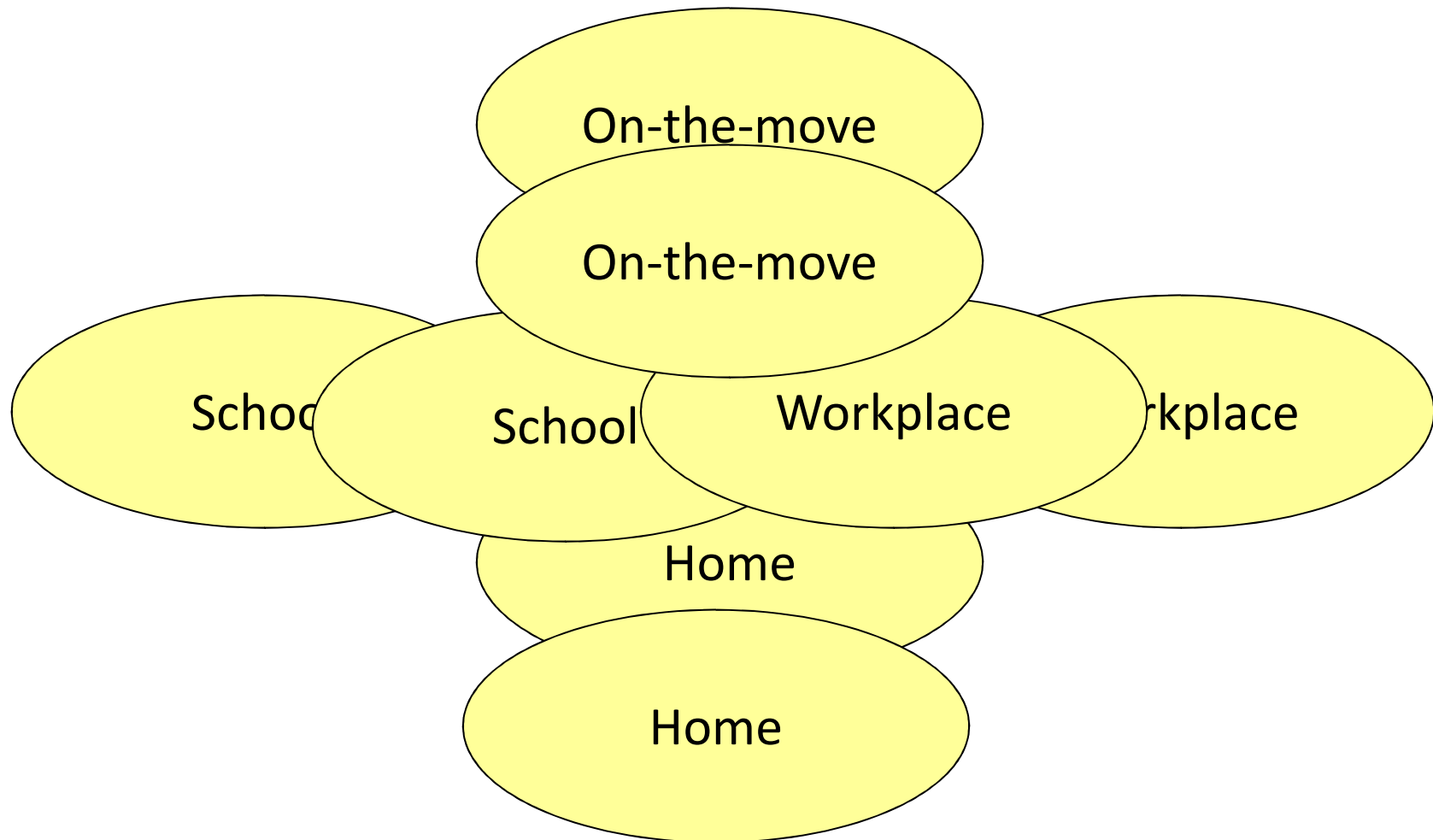
*(JFK)*

**It is our duty to remain optimists. The future is open. It is not predetermined and thus cannot be predicted – except by accident. The possibilities that lie in the future are infinite. When I say ‘It is our duty to remain optimists’, this includes not only the openness of the future but also that which all of us contribute to it by everything we do: we are all responsible for what the future holds in store.**

Sir Karl Popper, *The Myth of the Framework*, p. xiii

**LEARNING DIFFERENTLY  
THE CHALLENGE OF  
INFORMAL LEARNING**

# DIFFERENT LEARNING LOCI – UBIQUITOUS LEARNING



# INFORMAL LEARNING

- Informal learning establishes the foundation for advanced synergies between learning and innovation.
- Investing in the theory and practice of translating life (and professional) experience into accredited knowledge and skills.
- Understanding and mastering complex processes involved in the formation and sharing of “social knowledge” - the centre of new lifelong learning agendas.
- Exploring the role of IT + Web 2.0 (social networks) and Web 3.0 (semantic web + ‘internet of things’) in spreading informal learning narratives and tacit knowledge acquisitions.

# HERBERT SIMON: BOUNDED RATIONALITY

**Human decision-making driven by**

**Reason**

**Rationality**

**Economic idea  
of rationality**

**Passion**

**Instincts  
(Intuition)**

**Psychological  
interaction**

**between actors**

**Economic man  
Administrative man**

**“maximizes”**

**Accommodate intellect and**

**affect**

**“satisfices”**

# New Policy Agenda for Informal Lifelong Learning

- *Enabling the transformation of experience into consolidated and useful knowledge*
- *Legitimising in a socially credible way tacit knowledge acquired in non-formal and informal settings*
- *Overcoming traditional "monopolies" of codified knowledge*
- *Constructing a credible "catalogue" of tacit competencies, uniquely acquired and nurtured through the means of experience?*
- *Deconstructing systems of merit and opportunities predominantly based on formal degrees and certificates (cultural capital)*
- *Designing a new system of social signalling which would be capable of showing the effective value of experiential knowledge*
- *Rewarding a community of "knowledge subjects" of informal knowledge and constructors of tacit competencies instead of multiplying "knowledge objects"*



# **Learning for Well-being Policy Glossary**

**What are the implications of  
learning for well-being?**

**Linda O'Toole**

**UEF**

**Expert meeting, Marrakesh, 26<sup>th</sup> and 27<sup>th</sup> November 2010**

# Learning for Well-being implies:

- Self-directed activity
- Individual processes and needs
- Capacities for self-discovery/expression
- Involving whole person
- Inherently a social activity -- in relationship
- Requiring curiosity, openness and respect
- Through and within diverse learning environments
- Optimized through autonomy and choices

# Your Ideal Learning Environment – sessions with 14-16 year olds

Consistent theme/reports:

- Freedom to select **what** you want to learn
- Freedom to select **the ways** in which you learn
- Expressing and learning through **the arts**
- **Human** scale – in all attributes
- Connection with **nature**



# Doing better for children – what are the key policy arenas?

**Dominic Richardson**

**OECD Social Policy Division**

**Policy Imperative 4: All policy  
arenas must contribute to  
children's well-being**

# How is the OECD framework different from the UNICEF framework?

- Selects policy amenable indicators
  - Compares all 30 OECD countries
  - Includes housing and environment data
  - No final ranking
  - Is more up-to-date
- but...
- Still too adolescent focussed
  - Not disaggregated by age, sex, ethnicity, etc.
  - Missing info, e.g.
    - Child protection and neglect/ Mental health
  - Retains the methods (equal weights / causal approach)

# Dimensions of child well-being – no country does well across the board

	Material well-being	Housing and environment	Educational well-being	Health and safety	Risky behaviours	Quality of school life
Australia	15	2	6	14	17	n.a.
Canada	14	n.a.	3	23	10	16
Denmark	2	6	7	4	21	8
France	10	10	23	20	12	22
Germany	16	18	15	9	18	9
Hungary	20	21	12	11	25	7
Ireland	17	5	5	24	19	10
New Zealand	21	14	13	29	24	n.a.
Sweden	6	3	9	3	1	5
United Kingdom	12	15	22	21	28	4
United States	23	12	25	26	15	14

# Some methods

- **Cause versus effect approach**
  - Do we expect internal reliability?
- **Equal Weights (implicit weights in z scores?)**
  - Problems of consensus?
- **Neither penalise variation**
  - Do we value consistency?
- **Different numbers of indicators in each dimension**
- **Child-centred / UN Convention on the Rights of the Child**

# Statistical coverage

	Age coverage								
	Early (0-5 years)			Mid (6 to 11 years)			Late (12 to 17 years)		
	Age	Sex	Migrant	Age	Sex	Migrant	Age	Sex	Migrant
Material well-being									
Housing and environment									
Educational well-being									
Health and safety									
Risky behaviours									
Quality of school life									

# Statistical coverage

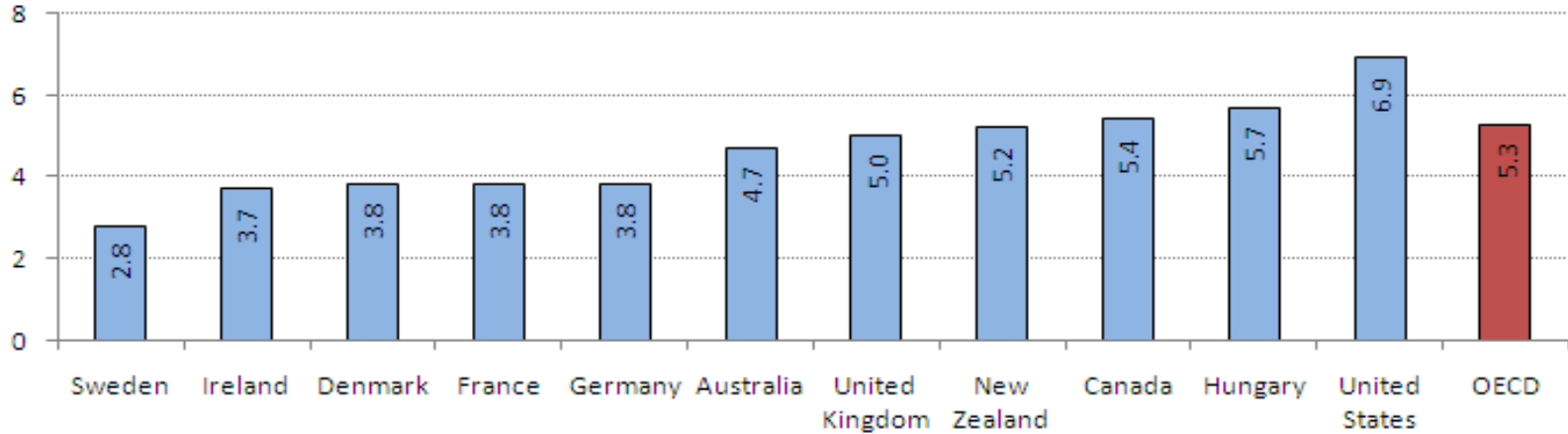
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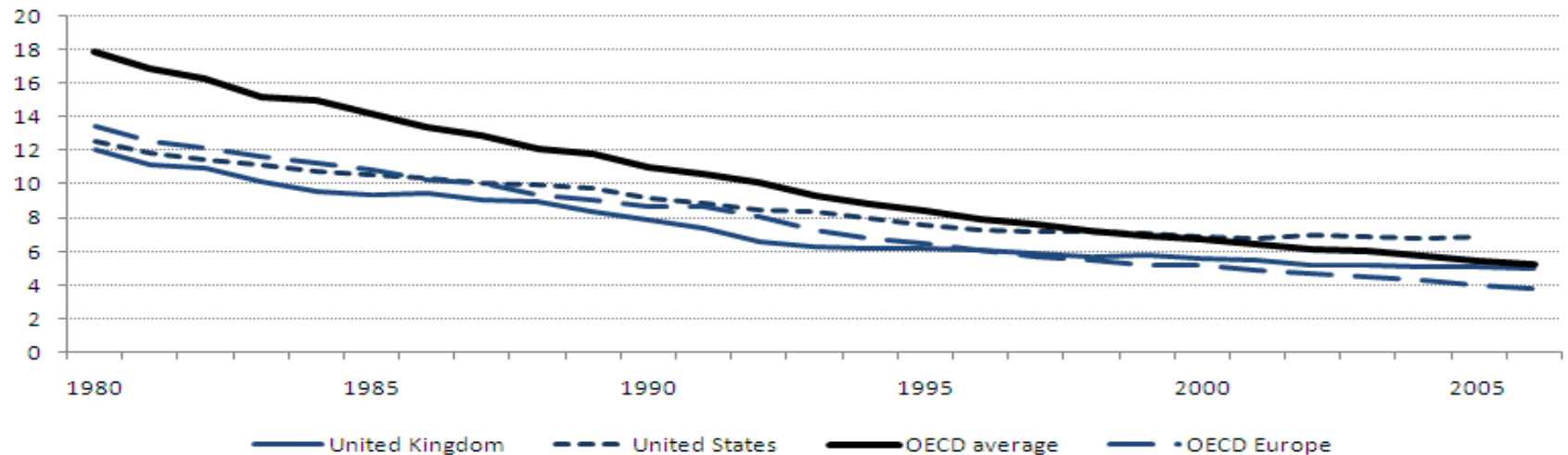
	Age coverage								
	Early (0-5 years)			Mid (6 to 11 years)			Late (12 to 17 years)		
	Age	Sex	Migrant	Age	Sex	Migrant	Age	Sex	Migrant
Material well-being	x	x	x	x	x	x	x	✓	✓
Housing and environment	✓	x	x	✓	x	x	✓	x	x
Educational well-being							x	✓	✓
Health and safety	✓	✓	x	✓	✓	x	✓	✓	x
Risky behaviours							✓	✓	x
Quality of school life				✓	✓	x	✓	✓	x

# Rate reductions in infant mortality are moving fastest in European OECD countries



**Infant mortality: Deaths per 1 000 live births (2006)**

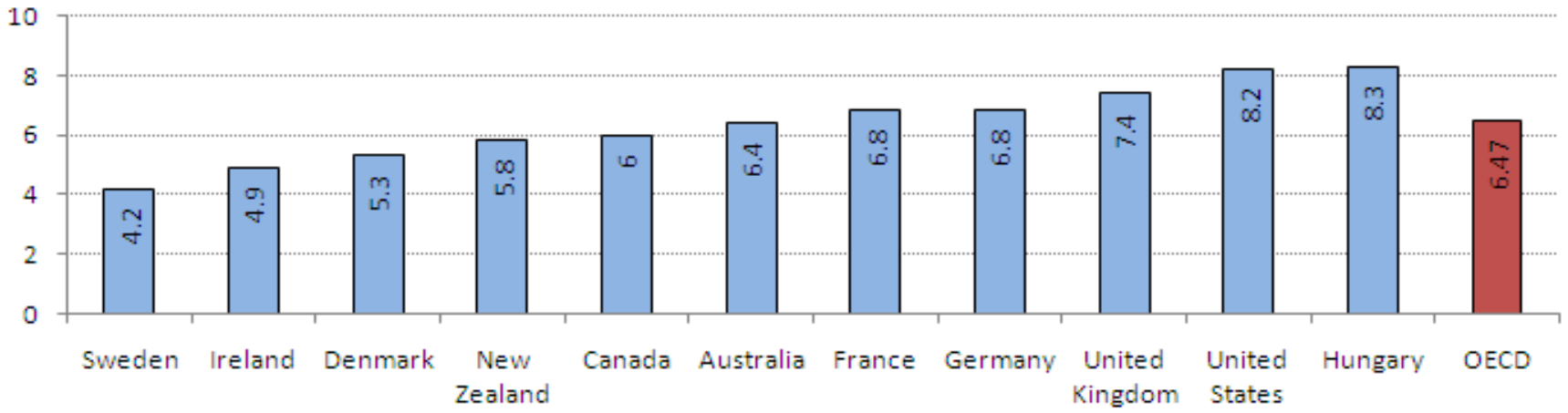
Data source: OECD Health Data 2008 - Version: December 2008



**Infant mortality: Deaths per 1 000 live births (1980 to 2006)**

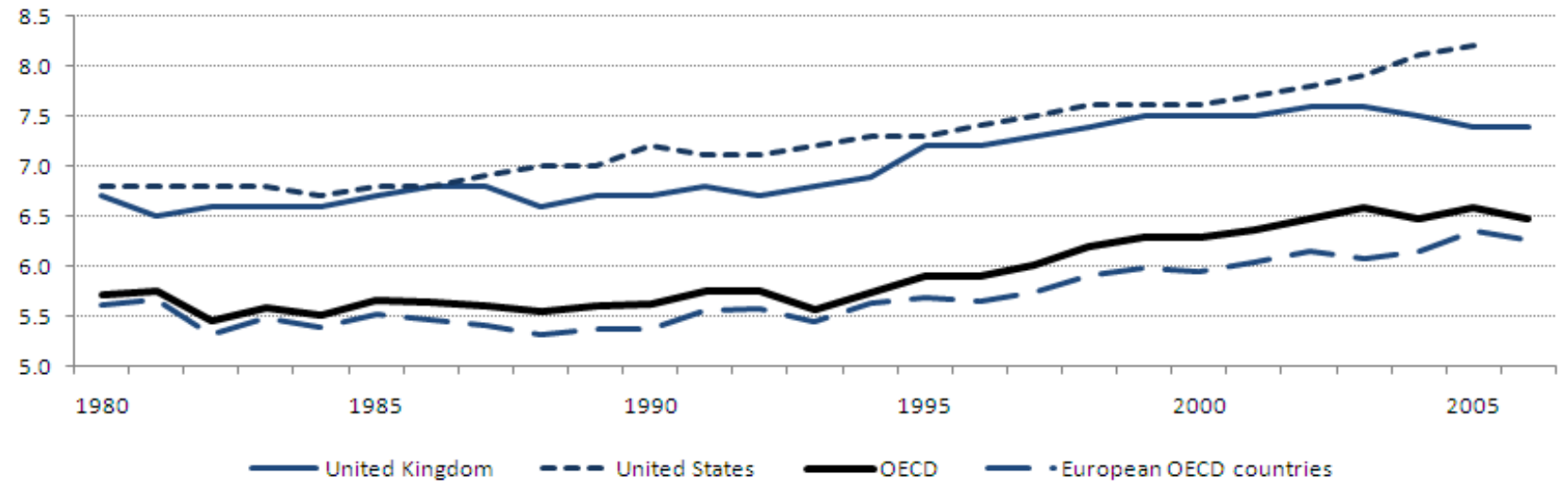
Data source: OECD Health Data 2008 - Version: December 2008

# Rates of low birth weight babies are increasing in all countries



## Low birthweight % of total live births (2006)

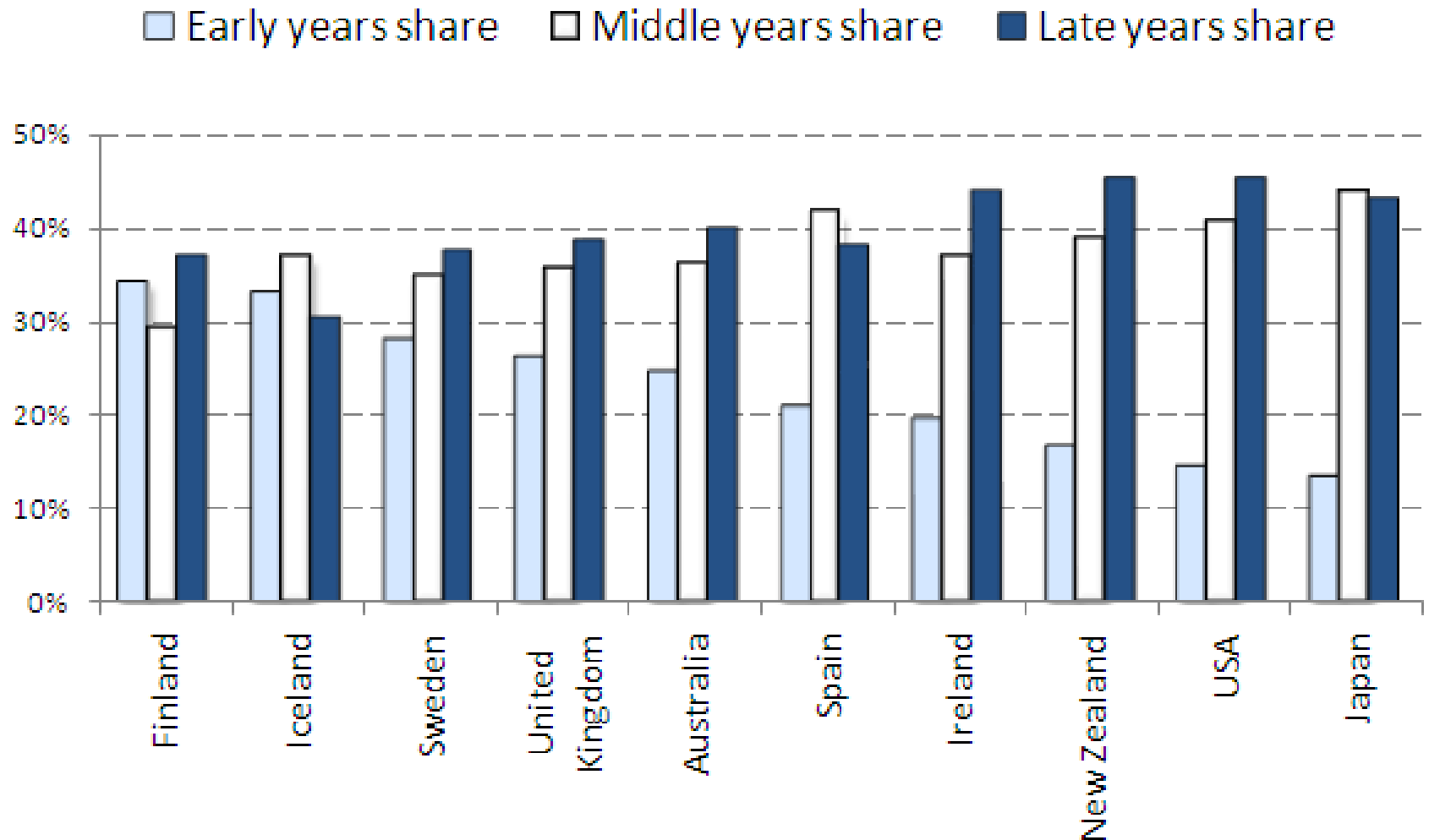
Data source: OECD Health Data 2008 - Version: December 2008



## Low birthweight % of total live births (1980 to 2006)

Data source: OECD Health Data 2008 - Version: December 2008

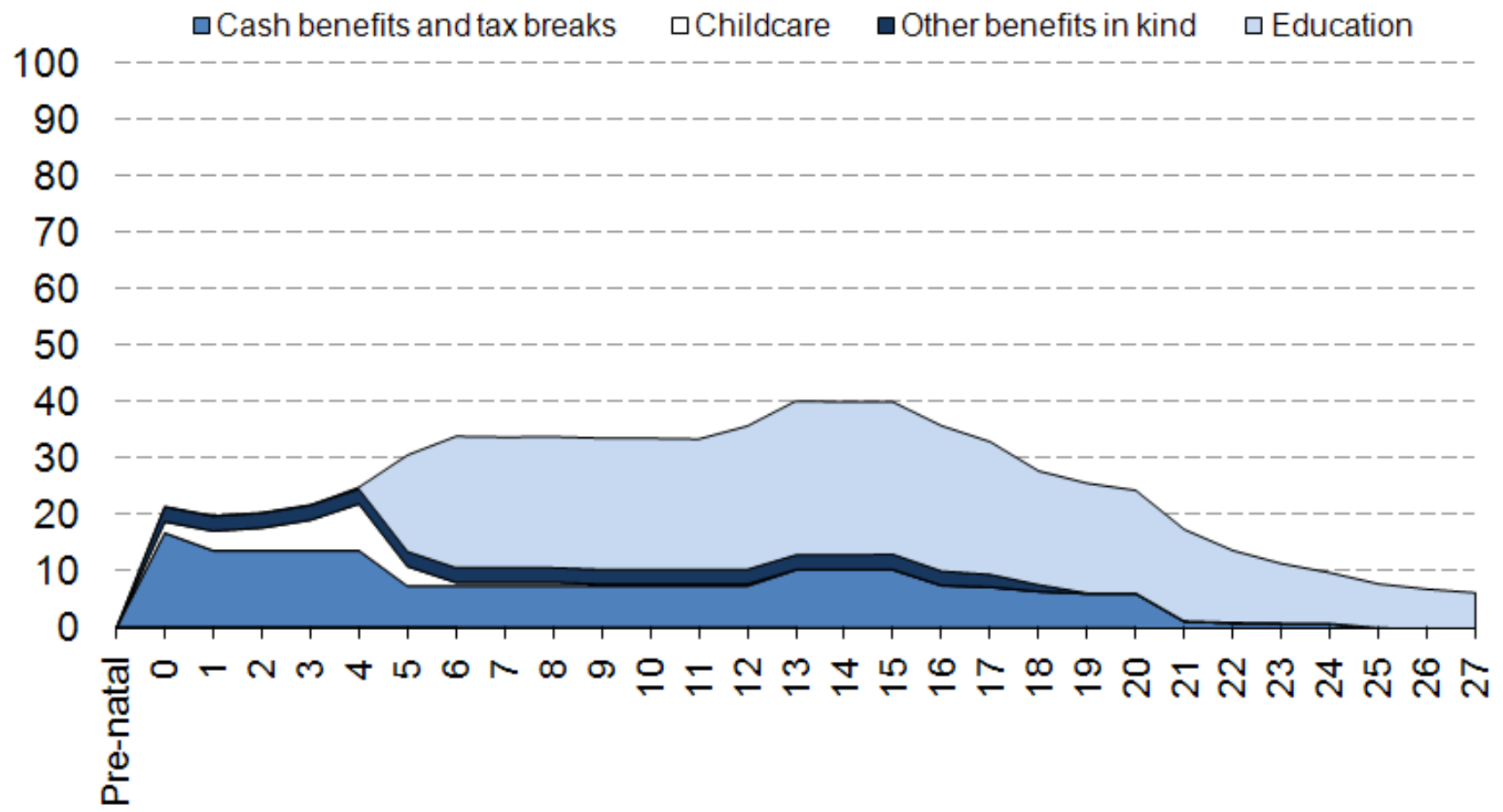
# Countries in the OECD tend to prioritise spending on older children



# But this dwarfed by education spending...

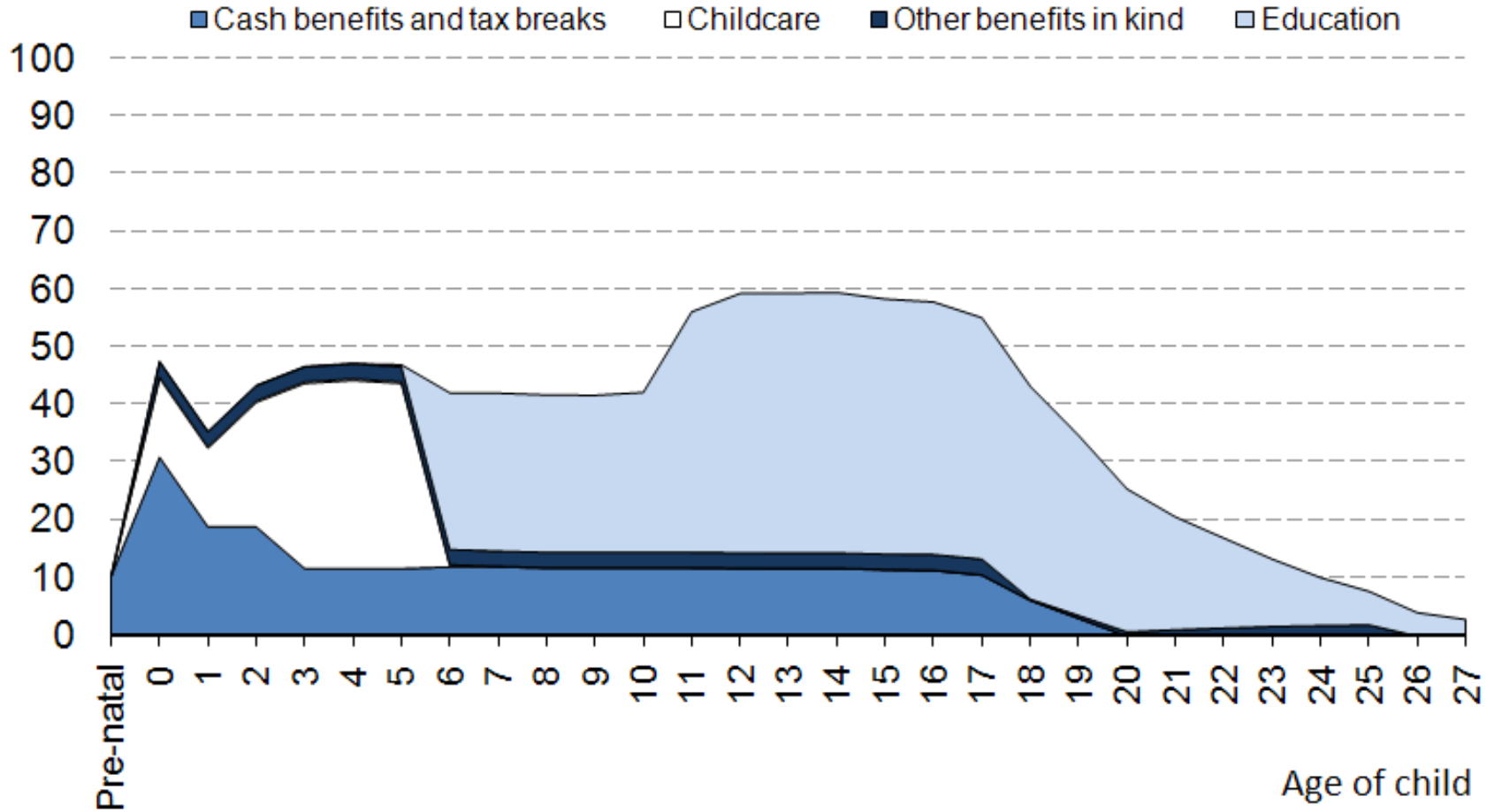
	Cash benefits and tax breaks	Childcare	Other benefits in kind	Education
<b>Top 5</b>	Luxembourg	Sweden	Netherlands	Korea
	Germany	Denmark	Japan	Switzerland
	Slovak Republic	Finland	Denmark	New Zealand
	United Kingdom	Hungary	Australia	Japan
	Austria	Iceland	Portugal	Italy
<b>Range</b>	30.8 to 36.6%	17.2 to 21.6%	8.0 to 10.4%	75.7 to 92.8%
<b>OECD average</b>	20.4	11.3	5.1	63.1

# Countries are not prioritising the early years



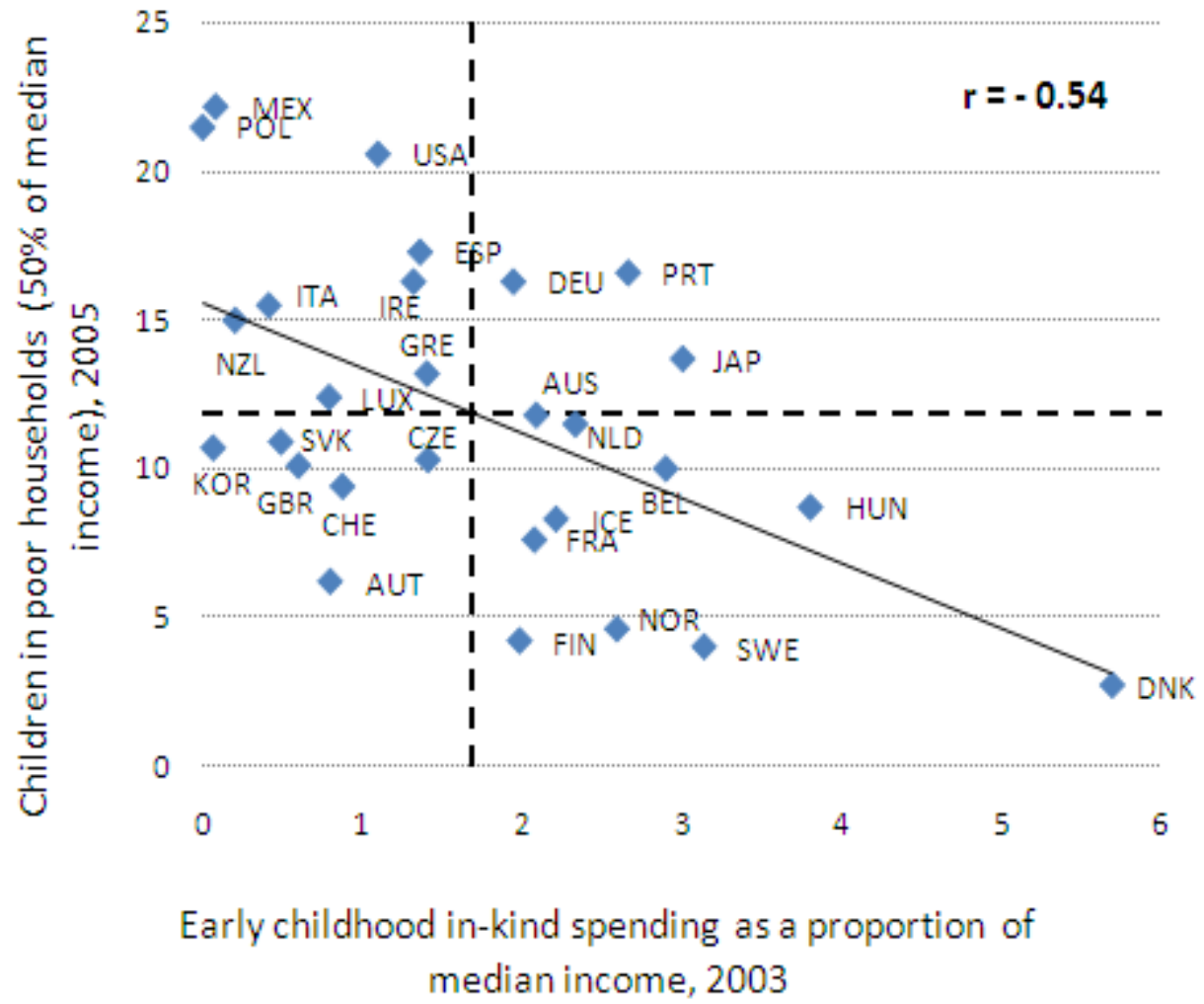
Example of Australian spending in 2003.  
Source: OECD (2009) *Doing Better for Children*

# When they do, the policy choice matters...



Example of French spending in 2003.  
 Source: OECD (2009) *Doing Better for Children*

# Early in-kind spending is associated with lower poverty rates...



Child poverty	
Cash benefits and tax breaks	-0.34
Childcare	-0.50
Other benefits in kind	-0.54

# Policy Recommendations I: System design

- Support the present *and* future well-being of children across a *range* of domains of well-being.
- Develop policy to support child well-being as a *system*, with a coherent approach to the *child life cycle* and to the *risks* children face.
- *Monitor* child well-being to identify improvements and areas needing policy attention.
- Spend on children as if it were an *investment portfolio*. Subject the portfolio to a *continuous* iterative process of evaluation, reallocation and further evaluation to ensure child well-being is actually improved
- Set child well-being targets, unless these create strong perverse incentives.

# Policy Recommendations II: Resourcing

- “*Frontload*” spending early in the child life cycle. Spend relatively more on:
  - Prenatal policies / Early childhood
- “*Risk-load*” spending. Spend relatively more on:
  - Children at high risk of poor well-being especially early on
  - Ensure that later investments in high risk children complement earlier investments
- Spend relatively less on:
  - Highly medicalised, universal policies surrounding child birth
  - Programmes captured by advantaged children, especially on children past the age of compulsory education

# Policy Recommendations III: Things to experiment with

- Prenatal interventions
- Coordinating breast-feeding with paid parental leave
- Home visiting and early childhood education interventions
- Methods of targeting resources to the most disadvantaged children
- Conditional cash transfers for children
- Experimental and non-experimental policy evaluation options

# Extra stuff

- Sole parents
- Services around the time of birth
- Intergenerational transmission
- Tax benefit analysis
- CWB trends in equity and efficiency
- Fertility
- CWB outcomes from CC choices
- Child protection policies



Power4Youth  
[www.power4youth.net](http://www.power4youth.net)

Life Experts!  
Self organised  
Youth initiated, youth led  
By Youth; For Youth; With Youth



## P4Y Vision

*“Youth with alternative care experience have equal opportunities to develop, to be a voice and to make changes through **involvement**, **empowerment** and **support**.”*

## P4Y Vision

*We believe in ensuring consultation, involvement, empowerment and support of youth, in order for young people with (alternative) care experience **to reach their full potential**.*



## Our 5 Core Values:

### Diversity

We respect diversity of opinions, backgrounds, persons; reflected in our actions, representation and involvement

### Participation

We stand for participation of youth in Power4Youth. We believe in stakeholder participation in all levels of alternative care



## Commitment

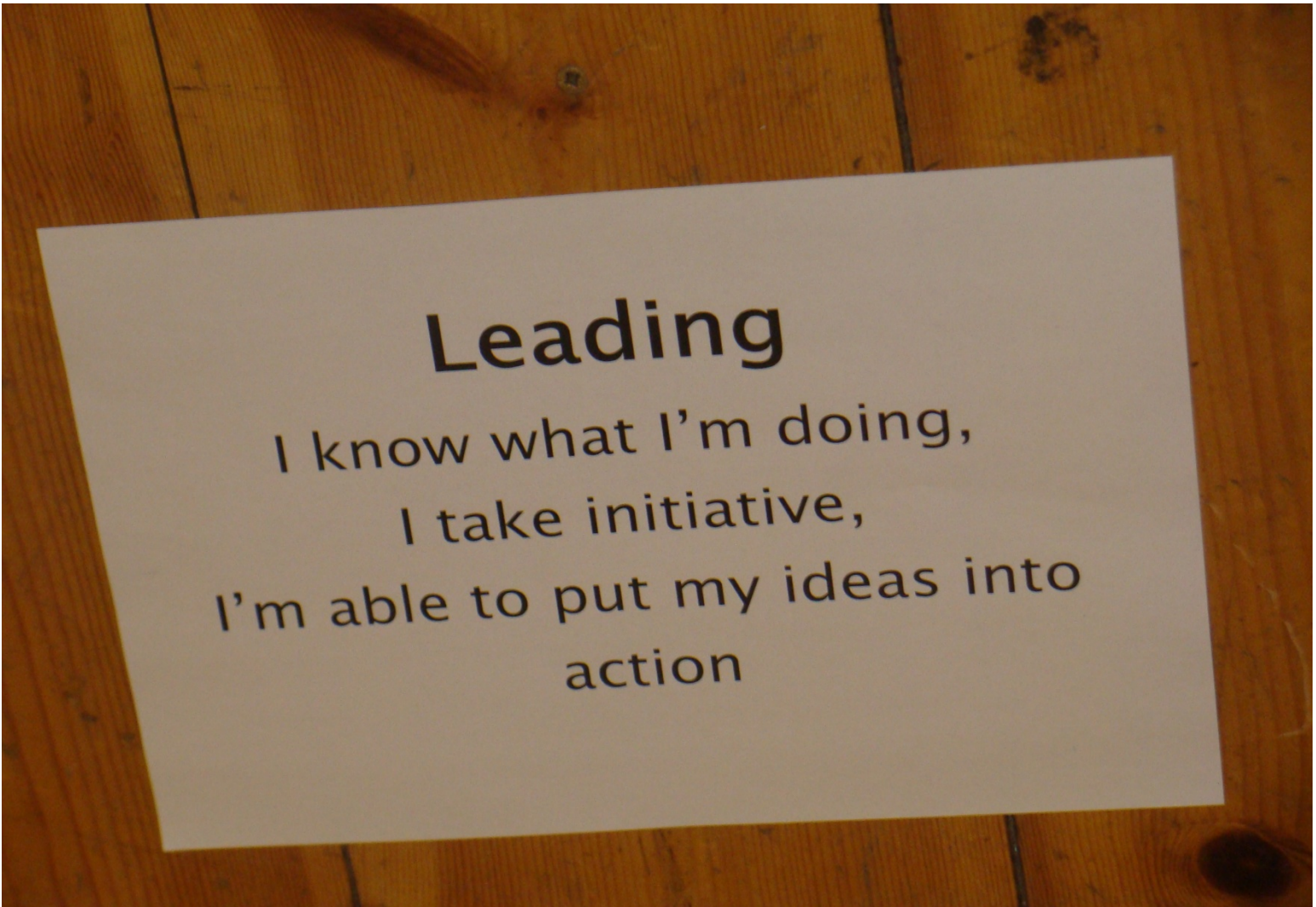
We commit to active co-operation with stakeholders in the field of alternative care. We recognise the UNCRC and the Q4C Standards for Out-of-Home Child Care in Europe

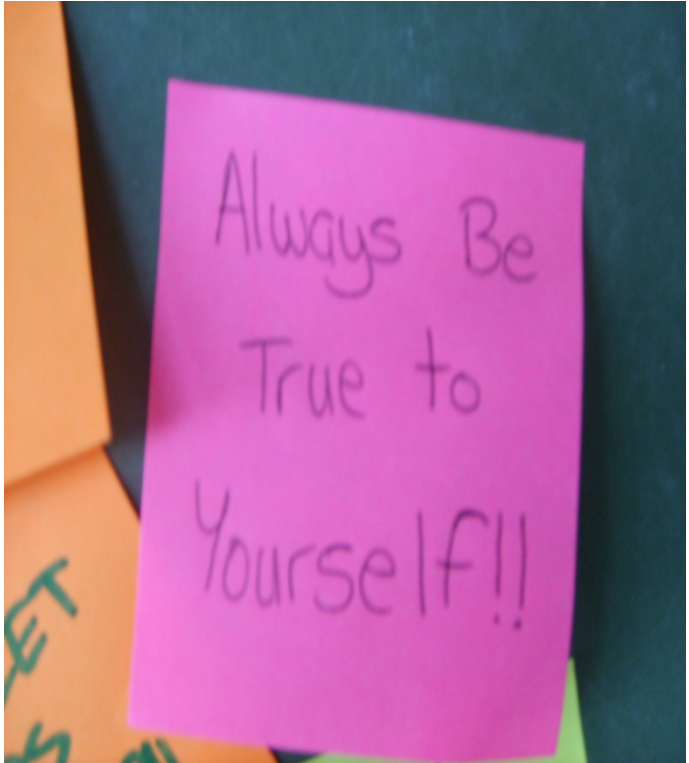
## Inspiration

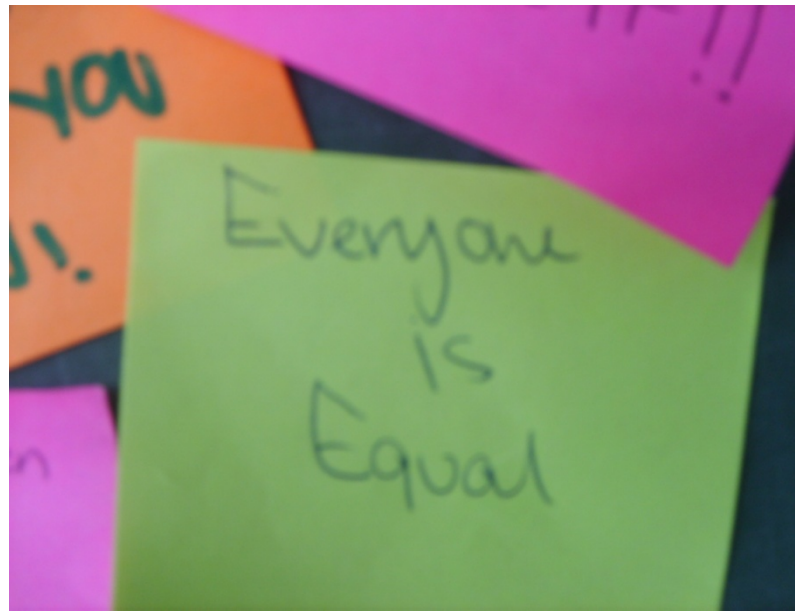
We strive for inspiration of, and by Power4Youth in pursuit of our Vision

## Accountability

We assure transparency and trustworthiness to all stakeholders in an effort to be sustainable as a youth platform









YOUTH-FULL!

[www.Power4Youth.net](http://www.Power4Youth.net)

info@power4youth.net

# Elham Palestine



## Learning for Well being

UEF • Learning for Well-Being



# A Partnership Initiative for Systemic Change

By

**Marwan Awartani**

*Universal Education Foundation*

*Palestine*



# Purpose

Mainstreaming a holistic well-being based approach into the Palestinian education and health systems

Holistic in terms of the learner and the learning environment:

Moving from: the quality of education to the quality of the learning environment:

school climate; human relationship; teaching learning  
psychosocial well being; student engagement

# Engaging second tier policy makers

- Developing a well being based prism toolkit [lens]
- Using the toolkit to answer the following question:
  - How conducive are our schools to our children's well being?  
Establishing a baseline [VoC.pdf](#)

## Approach

- Inclusive multitier consultative process: academia, civil society and policy makers, students, parents and entire school community
- **Engaging second and third tier** policy makers: education, health and UNRWA, seeding the partnership
- Intensive learning; incremental buy in; realization of value added, ownership of the findings

## From Second Tier to Top Level

- 2<sup>nd</sup> tier: Evolving as leading enterpeunors; systemic pivotal points; long term appointments
- Formal partnership agreements with the education and health systems [signature.ppt](#); [MOU.pdf](#)
- Signifying high level official endorsement
- Providing an enabling framework and the needed legitimacy



# Consolidating linkages with the System

- Consolidating system's ownership/championship of the process: co-creation: **deeper engagement of the DGs: Elham's Governance**
- Deepening understanding, appreciation and trust; in Elham's vision, spirit, intent, integrity and approach.
- Defining and smoothing effective channels of communication and decision making: Organic navigation
- Intensive mediatization of the discourse: public moral commitment; buffering institutional turbulence [media.ppt](#)



# Elham Localization

## going deeper and further

- Creating district level Elhams across the nation  
[local.ppt](#)
- Hence **engaging various levels of district level/field**  
[cadrecommittees.doc](#)
- Official designation of district level Elham coordinators

Rooting the Elham culture in local communities

Expanding buy in and leveraging local resources

Securing deeper impact and sustainability



# From Diagnostics to Action

Launching Elham Palestine

as an engine for

Mainstreaming the L4WB Approach [main-5-g.ppt](#)



# How

- Public-official definition of the desired areas of change deriving from the L4WB framework [areas.doc](#)
- Launching a nationwide program to:  
*Stimulate, recognize, support, showcase, integrate and take to scale*

Initiatives and practices that made a significant contribution to students well being or to their learning environment



# Magnified by

- Extensive multi-faceted multi-tier systemic engagement : learning by doing and leading
- A wide reach-out campaign [reach.pptx](#)
- Engaging the media all along: the well being lingo
- .Engaging civil society: the development multiplier of working together
- Engaging children and youth as partners in reshaping their learning environment [youth.ppt](#)



# Culminated in

- Prime minister and cabinet publicly declaring the adoption of the L4WB framework [fayyad-1.ppt](#); [Cer-Photo.doc](#)
- Publicly endorsing the partnership with the system and committing long term support
- Launching within Elham Palestine the

***State of Palestine Awards for Educational***

***Innovation*** [Inv.docx](#); [AlQuds.doc](#)



## The learning value of Elham Palestine

- Initiatives and practices as a source of learning and inspiration: grants dedicated to multiply and inspire
- The systemic integration and scaling: the system as a learning organism
- Various levels of decision making learning through the screening and evaluation: the evaluation system as a learning/streamlining platform



# Franchising Elham

## The European L4WB Consortium within EFC

