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Statement submitted by Fondation Ostad Elahi: éthique et solidarité humaine, a non-governmental organization in consultative status with the Economic and Social Council

The Secretary-General has received the following statement, which is being circulated in accordance with paragraphs 30 and 31 of Economic and Social Council resolution 1996/31.

*E/2011/100.



Statement*

In response to the theme of the 2011 annual ministerial review, Fondation Ostad Elahi: éthique et solidarité humaine, approved and endorsed by the French Government, in partnership with the Social Cohesion Research and Development Division of the Council of Europe, herewith proposes recommendations in the form of a methodology based on the SPIRAL (Societal Progress Indicators and Responsibilities for ALL) protocol developed by the said Division, by means of which the well-being of all education stakeholders in schools can be promoted.

Students, teachers and other staff encounter an absence of well-being in many schools. Since the definition of well-being for all should flow from the vision of the education stakeholders themselves, the methodology is implemented by a coordinating group representing these various stakeholders. The coordinating group initially establishes homogenous groups of 8 to 10 persons: for example, groups of students from the same class, of the same level, etc. Within these groups, the participants are invited to reflect first individually and then collectively on three simple, open questions: (a) what does well-being mean for you? (b) what does an absence of well-being mean for you? (c) what do you do (or what are you prepared to do) to experience well-being?

A large number of very diverse well-being criteria end up being voiced as a result. New groups consisting of persons from the initial homogenous groups share and organize these criteria into indicators according to the main aspects of well-being, which then allows for a synopsis to be produced that takes diverse points of view into account. User-friendly spreadsheet software facilitates this stage.

The next stage involves developing indicators of progress in well-being based on the criteria that have been assigned to each identified indicator by establishing a road map for progress from situations considered highly unsatisfactory to ideal situations. An action plan based on the identified priorities is then drawn up, with co-responsibility for implementation.

Recommendations: (a) in addition to the proposals for organizational improvements and adjustments that emerge from the process, this methodology allows the foundations of a mutually agreed code of ethics to be laid with the aim of optimizing students' educational and personal success; (b) it opens up a new way of addressing the school's governance and educational role: by creating a dialogue between students, teachers and other staff on well-being for all, it allows existing problems to be addressed, not directly but by shifting the focus onto living together on the basis of freely expressed individual and collective aspirations; (c) in addition to its educational role in terms of promoting learning for life in society, it helps develop greater understanding and ownership of the education function without it being seen as an imposition; (d) the process in itself generates well-being and a better quality of life and work.

*Issued without formal editing.