

Wendy Ellyatt

Education and the Path towards Wholeness

“Human flourishing refers to a wholeness - of being and doing, of realising one’s potential in helping others to do the same, of acting with honour and treating others with dignity, of living with integrity.”

- Francis Su, Mathematics for Human Flourishing



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My own (outer) path towards wholeness

- 1980 Strategic management consultant until the age of 32
- 1988 Birth of daughter
- Discovered the work of the scientist and pedagogue Maria Montessori
- Qualified as a Montessori teacher
- Masters Degree in Education
- Became a writer and consultant in integral education (both national and global)
- 2008 Set up the **F2be.com** website (The Freedom 2Be my Self) exploring educational innovation around the world
- 2010 Set up the **Unique Child Network** website
- 2011 Set up the **Sophos Network** website, exploring the link between Science and Spirituality
- 2012 Founded the **Save Childhood Movement**
- 2013 Ran the **'Too Much Too Soon'** national education campaign
- 2014 Established **National Children's Day UK**
- 2016 Made one of the **Brahma Kumaris '100 Women of Spirit'**
- 2018 Founded the **Flourish Project**
- 2019 Became Co-Chair of the Global Council of the **Wellbeing Economy Alliance** (and still sit on the council)
- 2020 Became Chair of **the UK Spirituality in Education Alliance (SIEUK)**
- 2021 Created the **FutureGens Research Hub**
- 2021 Became a member of **the SDG Thought Leaders Synergy Circle**
- 2021 Nominated as the **UK Country Lead on Collective Stewardship** for the G100 Group

My inner
path
towards
Wholeness

Long-term meditator (30 years+)

Consciousness Studies

Mentors and teachers

Bodywork/ Breathwork

Retreats with like-minded others



The Pedagogy of Love

"ESTABLISHING LASTING PEACE
IS THE WORK OF EDUCATION; ALL
POLITICS CAN DO IS TO KEEP US OUT
OF WAR. WITHIN THE CHILD LIES
THE FATE OF THE FUTURE."

MARIA MONTESSORI

*"Love is more than the electricity which lightens our darkness, more than the etheric waves that transmit our voices across space, more than any of the energies that man has discovered and learned to use. Of all things love is the most potent."*⁷ - Montessori, The Absorbent Mind

The Pedagogy of Love

Maria Montessori's work is currently returning to the foreground as remarkably relevant to the issues that the modern world is now facing. Much of her thinking around early human development has now been endorsed by the new Science of Early Childhood⁴ and her cosmic perspective is being recognised as highly consistent with the latest thinking on spirituality, ecology and sustainability.^{5,6}

*"Whenever we touch the child, we touch love. It is a difficult love to define; we all feel it, but no one can describe its roots, or evaluate the immense consequences which flow from it, or gather up its potency for union between men. Despite our differences of race, religion, and of social position, we have felt, during our discussions of the child, a fraternal union growing up between us... Love, like that which we feel for the child, must exist potentially between man and man, because human unity does exist and there is no unity without love."*⁸ - Montessori, The Secret of Childhood

"The education of even a very small child, therefore, does not aim at preparing him for school, but for life." Maria Montessori (1948)



Love moves through Relationship

- Relational Memory
- Relational Consciousness
- Relationship of the Inner with the Outer
- Relational Presence
- Relational Attunement
- Relational Development
- Relational Responsibility

The triple nature of wellbeing



Values are formed on the inside, but shaped by Relationship



The Flourish Model

It's all about Relationship

"Human flourishing refers to a wholeness - of being and doing, of making one's potential in helping others to do the same, of acting with honour and treating others with dignity, of living with integrity." - Francis De Meritibus, *On Human Flourishing*

Through revealing the interconnected nature of human development, evolution, behaviour and sustainability, the Flourish Model aims to provide an interdisciplinary road map explaining the relational foundations of human capacities and potential and how these promote and express sustainable wellbeing.

We are not born as blank slates. Instead, we are both carrying forward the patterns of the past and contributing to the creative unfolding of life in forms of ever-expanding diversity and complexity. Every other living species has a fixed nature - in that they are simply operating on the basis of their natural instincts. Human beings, however, have come with the incredible capacity for transforming and transcending these instincts - and that means that we are directly co-creators of the future.

We can choose to maintain the old forms that have shaped us and to live within systems that diminish us, or we can choose to work together to create new and more powerful possibilities. It is disconnection - from our selves, each other and the natural world that prevents us from being able to flourish, and it is relationship that reveals the path to wholeness. There is a dynamic ecology of wellbeing that needs to be understood if we want to ensure a viable world for the generations yet to come.

- Relational Memory
- Relational Consciousness
- Relationship of the Inner with the Outer
- Relational Presence
- Relational Attunement
- Relational Development
- Relational Responsibility



The 'Pattern Language of Beauty, Flow and Love'

The Flourish Model

It's all about Relationship



"Evolutionary science suggests that the human spirit is part of a generative creative field, with every element materializing the form that best suits its nature, together with the circumstances that enable it to grow and perfect itself. Wholeness is a dynamic and unified system of active, energetic forces that combine together to shape the future.

What we are suggesting is a relational, participatory, and evolutionary vision of reality and human existence in which individuality, relationality, and generative creativity are all understood as interdependent dimensions of this unfolding evolutionary process. When unfolding naturally they manifest as the pattern language of beauty, flow and love."

Relational Memory

Relational Memory

Of all the 113 billion human beings that have ever existed each one has been totally unique, and that is due to the evolutionary nature of memory. Evolution is accumulated memory that has constantly built upon itself to reach higher and higher possibilities of life.

There are different sorts of memory though, and most are unconscious.

Evolutionary Memory (Unconscious) The fact that we are a specific species and carry with us all the biological survival information that has been steadily built up since the first living forms existed.

Epigenetic Memory (Unconscious) The biological information that we carry forward from the environmental experiences of our own direct ancestors.

Genetic Memory (Unconscious) The biological information that we carry forward from our own parents and which is then moulded by our unique personal environmental experiences.

Sensory and Intellectual Memory (Conscious) The neurological structures and connections that are shaped by our unique environmental experiences.

Relational Consciousness

Relational Consciousness

Honouring the natural spiritual urge to perfect ourselves i.e., to optimise our unique capacities and potential.

Honouring the natural human predisposition to connect with the world relationally i.e., as intimately connected to the wider field of others and the natural world.

Awareness of the relational nature of our bodily sensations, thoughts and emotions, the impact of language and shaping of cognition and the cultural agreements we both sign-up to and create.

Becoming increasingly mindful about the fact that we are constantly radiating our own information into the wider system and what we would want our long-term contribution to be.

Understanding that love is our natural condition and the grounding of our existence as human beings within the larger unified field. It is the relational matrix that is always calling us towards wholeness and growth.

Understanding that we are social beings and that to develop and grow we need the love and support of others.

Developing compassion towards the natural world in acknowledgment that human values, beliefs and behaviours are constantly impacting the wellbeing of the ecosystem.

Our individual and joint responsibility to identify and transform potentially damaging values, beliefs and behaviours.

Relationship of the inner with the outer

Relationship of the Inner with the Outer

Understanding the world from 'Inside-out'

How our own backgrounds, experiences, values, thoughts and emotions influence our mindsets, behaviour and activities and how these then ripple out into the wider system.

The fact that we are carrying forward the patterns of the past and that these may not be serving the best interests of the future.

The primary importance of early human development in both determining whether potentially limiting patterns and tendencies are reinforced or dissipated, and in preventing the life-long impact of adverse childhood experiences (ACES).

Promoting psychological flexibility and resilience i.e., being able to authentically own and experience all sensations, thoughts and feelings, both positive and negative, as important information that is helping us to develop and grow.

And 'outside-in'

How the external pressures and expectations of the systems that we live within (i.e., families, communities, political and religious systems and cultures) influence our thoughts, emotions, worldviews, values and behaviours.

How the people that are running these systems are, themselves, the results of their own family and cultural backgrounds and that we need to understand the world from their perspective in order to effectively influence them.

Developing compassion towards others as a tool to understand the underlying patterns that lift us away from conflict and judgement to an awareness of our mutual interconnectedness.

Our joint responsibility to identify and transform inhibiting structures and organisations, so that we can create a more peaceful and sustainable world.

Relational presence

Relational Presence

Understanding the power of being 'fully here' and how being mindful of the relational quality of our everyday moments helps to cultivate a sense of gratitude and compassion towards the natural world and our role within it.

Recognising that between each stimulus and the predictable response there is a space - and that increasing our awareness of this space provides the possibility to choose different.

Recognising wisdom is the ability to feel from that space of presence and awareness (which lies beyond thinking) and to fully experience, non-conceptually, how everything is interrelated and what might best serve the whole.

Trusting the process.

Expanding the horizons of caring to include all human beings and the global ecosystem.

Relational attunement

Relational Attunement

Becoming increasingly aware and present to the fact that other people's actions and behaviours (why they are the way they are) have also been shaped by their family and cultural backgrounds.

Becoming increasingly present to our own cognitive biases and learnt responses, so that we can allow new and more positive behaviours to emerge.

Acknowledging that caring for others (people, animals and other living things) is the single most important thing that gives meaning and value to our lives. Cultivating compassion towards Self, Others and the Natural World.

Valuing the simple: realising that things that seem mundane and irritating about everyday life are actually those that give it meaning and context.

Living lightly: not taking yourself too seriously – realising that nobody cares as much as we think and that everybody else is busy inhabiting their own lives.

Relational development

Relational Development

Optimising our physical, emotional, mental and spiritual growth through integrating seven core human evolutionary needs and motivations.

We all need . . .

Growth	to expand who we are and what we know
Contribution	to contribute to something greater than ourselves
Fulfilment	to test our skills and know that we can overcome challenges
Engagement	to explore and take risks in order to learn
Independence	to feel a sense of self-worth
Relationship	to love and be loved
Security	to have a safe and secure place to live



In order to . . .

Growth	positively impact a dynamically interconnected world
Contribution	be able to follow and fulfil our unique purpose
Fulfilment	be able to fully optimise and express our skills and capacities
Engagement	be fully playfully and creatively involved
Independence	develop a sense of personal mastery and agency
Relationship	develop a sense of connection and belonging
Security	be able to develop healthy bodies and minds

Relational responsibility

Relational Responsibility

Stepping back from potentially damaging personal and group values, beliefs and behaviours, so that we can become the best version of our selves.

Sharing the individual and group responsibility for creating the processes through which the values that we need to see in the world are identified, nurtured and sustained.

Identifying and transforming inhibiting structures and organisations, so that we can create a more meaningful, peaceful and sustainable world.

Redefining success, so that it reflects personal, community and organisational integration and wholeness.

Taking responsibility for our everyday actions that compromise the wellbeing of others and the sustainability of the planet.

Connecting with millions of other people around the world who are using technology, collaboration and the power of community to bring in a new and more meaningful future.

Love in action: becoming a living example of compassion for Self, Others and the Natural World.

Current core activities

- Further development of the **Flourish Project** - that is now moving into its pilot/proof of concept stage

Digital Wellbeing Platform for Schools, Family Patterns Project, Love, Life and Legacy Project

- Further development of the **FutureGens website**
- **National Children's Day UK (NCDUK2022)** – that this year is focused on the theme 'Choose Kind'

Partners currently include The Charter for Compassion, Compassion Matters, The School of Kindness, Action for Happiness, the Anti-Bullying Alliance , Bounce Back.

- Further development of the **UK Spirituality in Education Alliance (SIEUK)** - *the link between spirituality, ecology and sustainability, narrative development, teacher training modules*
- Further involvement in the **Wellbeing Economy Alliance**
- Participation in the **SDG Thought Leaders Circle**
- The new **G100 UK Country Lead Collective Stewardship** role

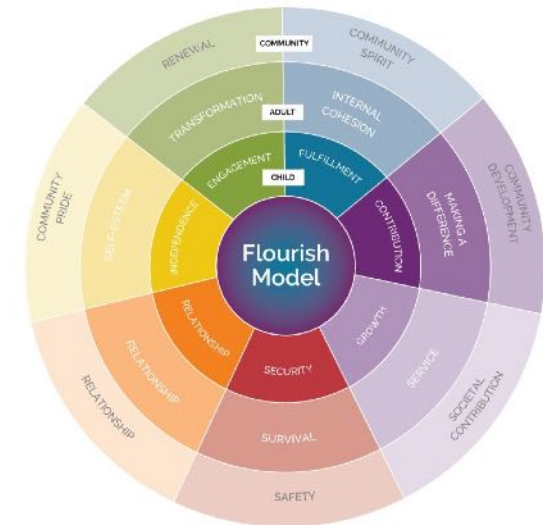
The Flourish Project



Optimising human values and worldviews to serve individual, societal and environmental flourishing



Flourish Model



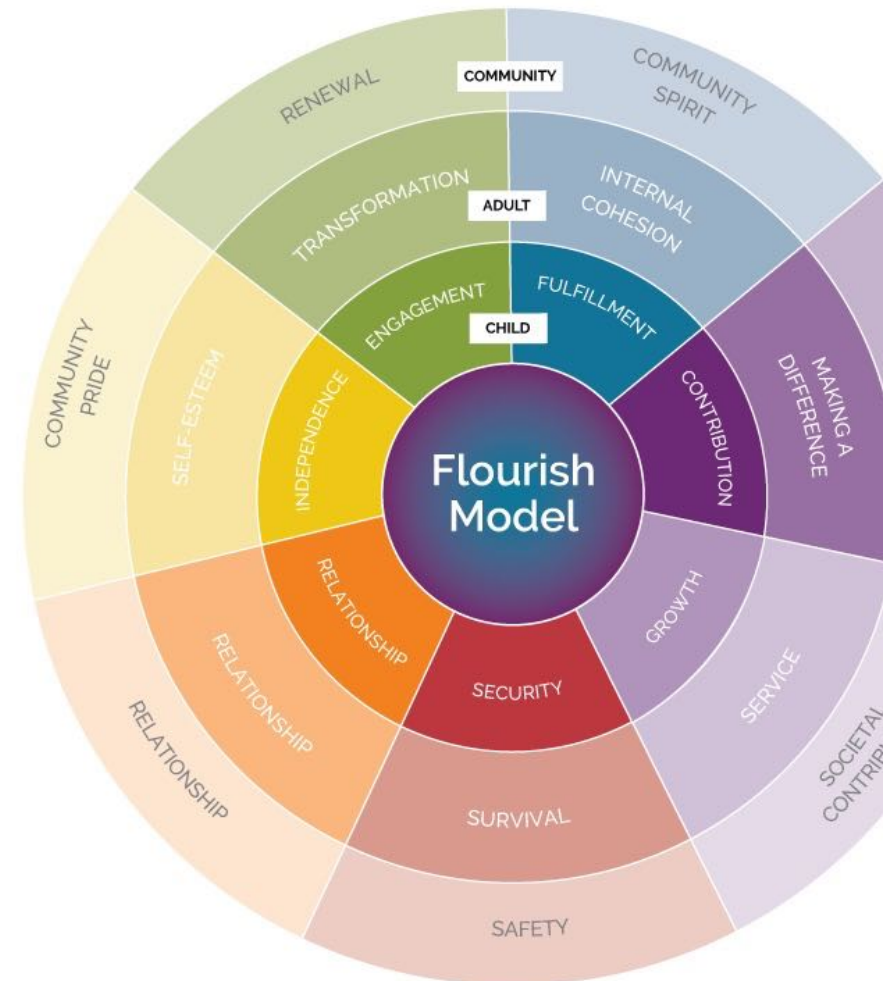
Putting the child at the heart

Underpinned by the Science of Early Human Development, the model puts the wellbeing of children firmly at the centre of the system

It shows the huge importance optimising potential in the earliest years of life

and acknowledges the physical, emotional, mental and spiritual aspects necessary to promote healthy human development

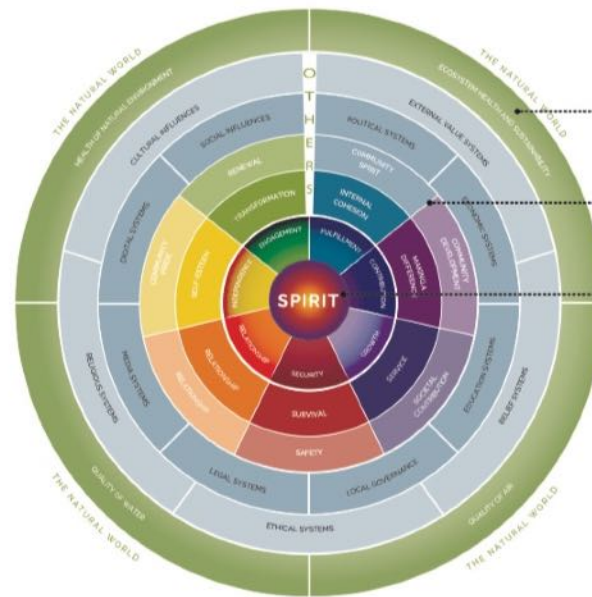
Flourish Model



Encompasses
all 17 of the
Sustainable
Development
Goals (SDGs)



The Ecological Self



One unified relational field

The wider cosmos/deep time

The patterns and influence of the wider universe

The natural world

Relating to other living systems on the planet

Others

Connecting to family, community, society

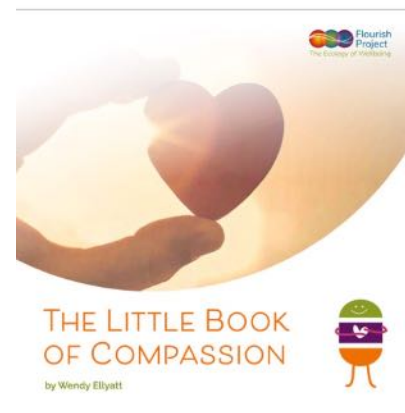
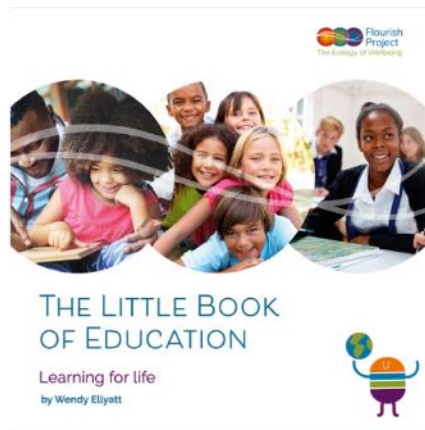
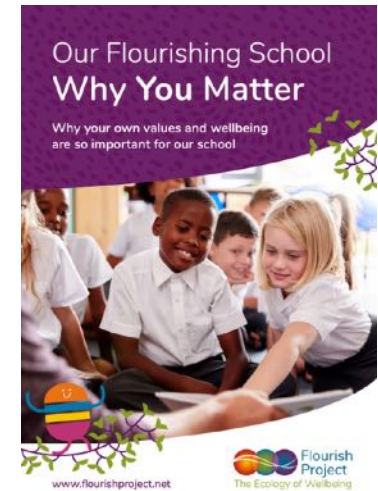
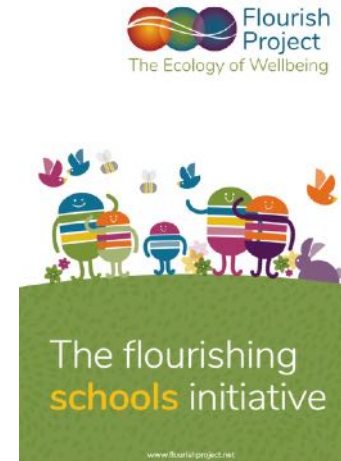
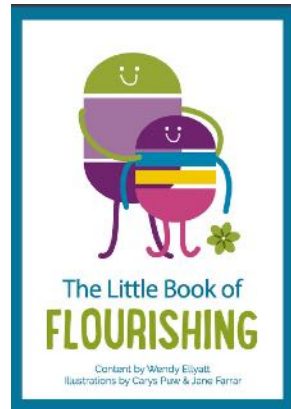
Self

Optimising potential

Wellbeing as Relationship

From the relationship with our own personalities, to how we are influenced by the wellbeing of other human beings and all species on the planet and beyond, our lives are intimately ones of connection and interrelationship.

Flourish Publications



Children's Charter of Developmental Rights



Awareness
Children have the right to live in societies where policy-makers ensure that they are fully informed about the evidence supporting healthy human learning and development and take action to protect children's rights and freedoms based on this.

Safety
Children have the right to live in societies where their basic survival needs are met and where they are protected from neglect, abuse and repression. National and local decision and policy-makers have the duty to provide environments that promote children's survival and healthy development.

Health and Wellbeing
National and local decision and policy-makers have the duty to seek to provide environments that maximize children's physical, mental, emotional and spiritual wellbeing. In doing so they should recognize the vital importance of relationships, the primary importance of parents, families and local communities, and the intrinsic human need for belonging and contribution.

Adult Wellbeing
Adult wellbeing is essential for child wellbeing. Adults have the right to request the cultural and social systems within which they live to acknowledge this and to respond in ways that seek to support their own learning and self-development. Children need the remedy of being, responsive and attentive adults and have the right to be protected from any relationships that are unbalanced or harmful to their health and wellbeing.

Pre-Birth
Every child has the right to expect to be protected from anything that might be detrimental to his or her healthy growth pre-birth. Local and national decision and policy-makers have a duty to ensure that parents are fully informed about the issues that might negatively impact on the development of their babies.

Birth
Children have the right to be welcomed into the world in as gentle, loving and caring ways as possible with mothers and babies having the right to be protected from all care that might compromise their healthy, natural perinatal and birth experiences.

Learning and Development
Children have the right to be protected from any systems that might stifle their innate curiosity, creativity and love of learning. National and local decision and policy-makers have the duty to seek to provide environments that maximize children's innate capacities and learning potential. They should do so in ways that affirm to every child the value and importance of

Identity and that nurture positive and self-affirming values, dispositions and interests.

Discovery and exploration
Children have the right to be given the time and space to explore the world in unstructured ways, free from developmentally inappropriate adult pressures and expectations.

Play
Children have the right to be provided with environments that nurture their creativity and self-expression through regular unstructured exploration and play.

Risk-Taking
Children have the right to learn from challenge, to experience failure as learning and to become confident and adventurous explorers of the environment. Safety concerns therefore need to be balanced with the child's need to experiment and grow.

Engagement and Encouragement
Children have the right to be in the company of informed and encouraging adults who help to enhance the ways in which they can relate to and understand the world.

Wonder and awe
Children have the right to maintain a deep connection with the natural world that helps them feel part of something greater than themselves and that fosters compassion and empathy.

Stewardship
Children have the right to be protected from systems that endanger their own future. They need to learn about plans, models and interventions so that they understand the importance of balance and sustainability and can grow up as stewards of the environment.



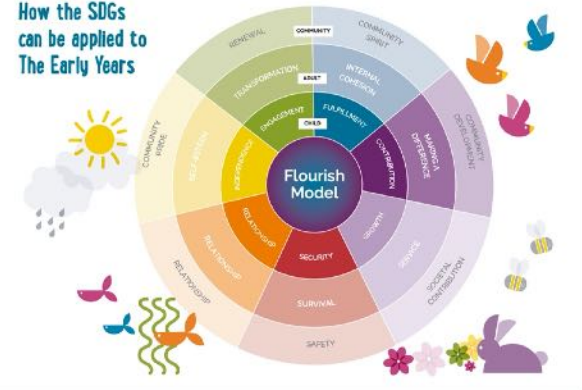
www.flourishproject.net

SDG Handbooks for the Early Years

SDGs for The Early Years



How the SDGs can be applied to The Early Years



1. NO POVERTY

- Thinking about what our bodies need to live
- Thinking about our lives and how they are different to children in other countries
- Understanding sharing and why it matters
- Creating a world where nobody goes without

ACTIVITIES

- What do we need and why?
- What would it be like to have no food or toys?
- What would I share with another child that was in need?

Flourish Level: 1

Headline Goal: Being aware of the lives of others



CLEAN WATER AND SANITATION

- Understanding where water comes from
- Wee and Poo and where it goes!
- Why clean water matters
- Creating a world where everybody has clean water



ACTIVITIES

- Saving and recycling water
- The use of water around the world
- What can we do to look after the water?

Flourish Level: 1

Headline Goal: Children as water activists

SDG Handbooks for Primary/Elementary Schools



SDGs for Primary/Elementary Schools

The Flourish Project has taken the SDGs and created sets of topics that can be explored within primary/elementary school settings







**SDG2:
ZERO HUNGER**

- Where food comes from
- How food is processed and transported
- Why are some people hungry?
- Why waste matters

Flourish Level: 1 | Headline Goal: No child to go hungry





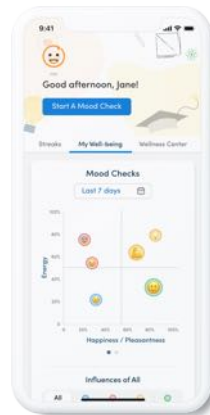
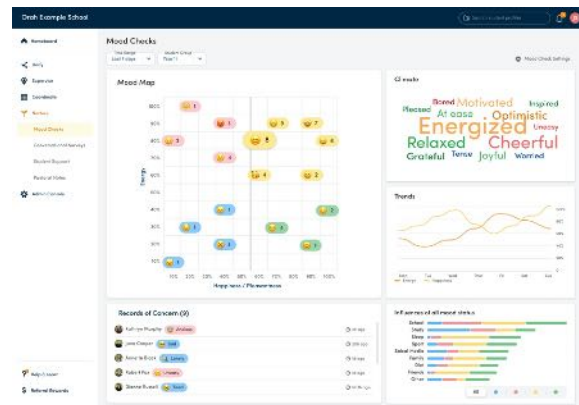
**SDG4:
QUALITY EDUCATION**

- Why we learn
- What we learn
- Schools around the world
- Inequality

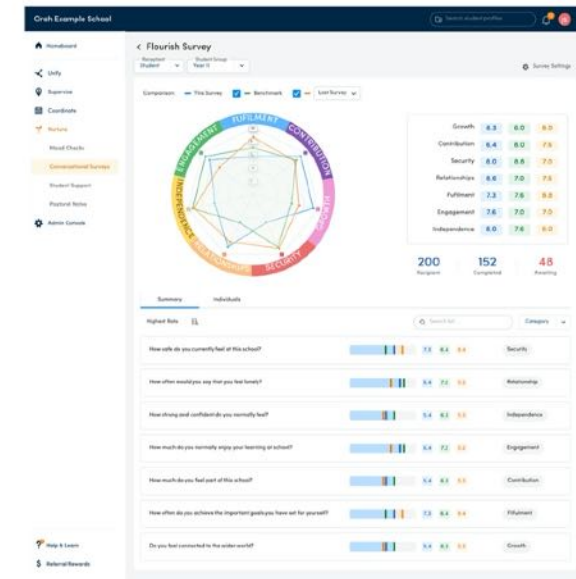
Flourish Level: 3,4,5 | Headline Goal: Learning as a lifelong process

Digital Wellbeing Platform for Schools (Beta development)

Collaborative Development Project with some of the leading schools in the world



Flourish Survey Report (In Design)



Core development partner

Orah's School Network

Orah's client base consists of over 260 of the most respected and innovative schools in the world. These schools are leading the way in helping students flourish in an increasingly complex world. Orah has been working closely with several early adopters to develop the first version of the Nurture platform which is currently in live beta and expects many more schools to be interested in participating in the next phase of the project.

260+

Schools

18

Countries

75,000

Student Users

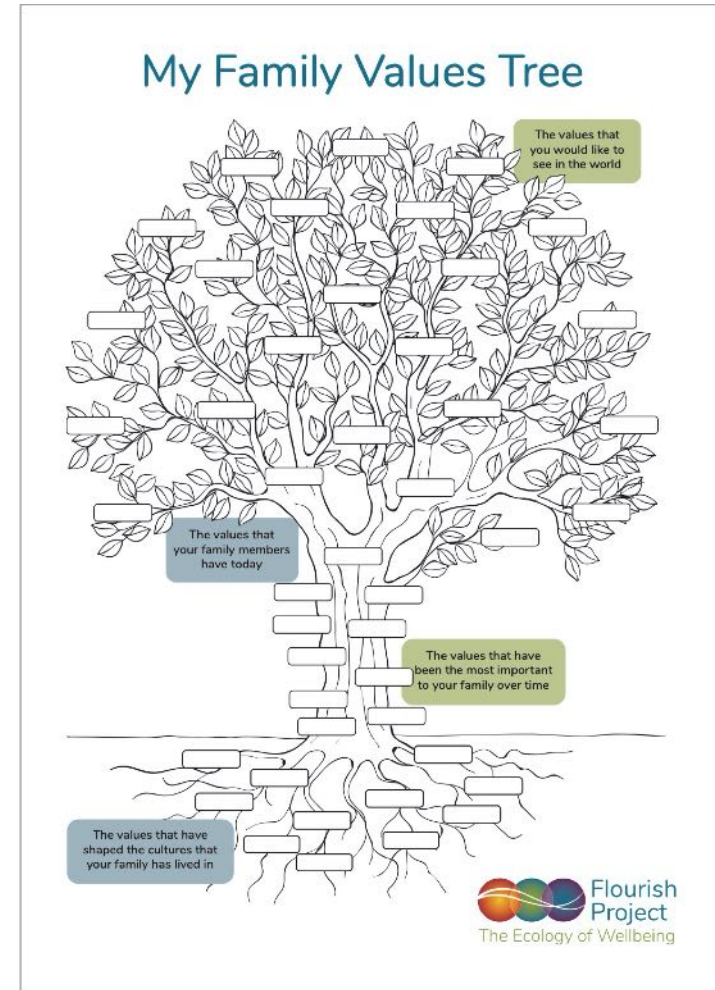
80,000

Parent Users

15,000

Staff Users

Understanding Family Patterns (concept development)



Love, Life & Legacy (concept development)



Love, Life & Legacy
Honouring the spirit within



www.flourishproject.net



Honouring the spirit within

Love, Life and Legacy is a pioneering and unique approach to transformation specifically created for residential care homes. As a whole systems process, it protects the essence of what works well with a current system, whilst providing a powerful set of tools and resources that will enable care homes to build back better after COVID. As a unifying framework, it places human values at the heart of personal and organisational transformation and seeks to achieve a profound and sustainable impact on culture, capability and capacity.

Love, Life and Legacy Core Aims

1. to improve the quality of care
2. to improve staff relationships and wellbeing
3. to improve resident experiences and wellbeing
4. to improve staff productivity and retention
5. to maintain and improve Quality of Care ratings
6. to attract and retain residents
7. to reduce costs and increase revenue
8. to improve leadership skills, organisational culture and staff capability
9. to measure and monitor wellbeing throughout a whole community

What is the Flourish Project?

The Flourish Project is a community engagement initiative that helps to get everyone thinking about what really matters to them in life, and how we can best capture this, in care homes this involves the leadership teams, in engagement groups, care and nursing staff, support and admin staff, the residents themselves and their families.

www.flourishproject.net



My perfect day - Resident Patterns and Rituals

As part of getting to know each resident it's important to understand what a good day practically looks like for them, and what aspects of living in a residential community they most are worried or concerned about. The daily rituals and relationships of a care home matter, but, as far as possible, they should be responsive to the needs of the residents. The FF Perfect Day Questions ensure that staff members better understand the structures that support resident wellbeing.

You are not alone - Circles of Support

Circles of support ensure that residents always have somewhere to share their thoughts, fears, stories, interests and aspirations within a supportive setting. What the model shows is the huge importance of relationships and how the wellbeing of everyone in the system impacts the whole.



An ocean of circles interconnecting and influencing each other

www.flourishproject.net



A Core transition - The FP Transition Plan

For many elderly people moving into a care home is the thing that they have most been dreading. Such change is stressful for both residents and their families and a thoughtful and effective transition plan can make all the difference to how everybody feels. It is an essential element of compassionate care. The FP Transition Plan notes all the things that should be thought through for this to be a successful process.

This is me - The FP Resident Personal Profile

Every resident that enters a home has a unique life story to share. The FP Resident Profile enables everyone within the care home to better understand and celebrate both the ordinary and extraordinary aspects of residents' lives, along with their past and current interests, talents and abilities.

What matters to me - The FP Personal Values Assessments

Values assessments tell us what is important in a person's life at that time. As they are a reflection of needs, they also show us that life is unsteady, that they change over time, and that what matters to one person's life is not the same as what matters to someone else.

If a care home is a living community and the values, health and wellbeing of everyone in the system is always impacting that of everyone else. In this way, if staff members better understand both their own values and that of the residents in their care, the process facilitates compassionate relationships and appropriate levels of care.

www.flourishproject.net



Compassionate Practice

The project gives everyone involved access to tools and resources that promote resident quality of wellbeing, sense of identity, meaning and self-worth, within the context of a larger interconnected whole.

Compassion for Self

- Understanding why we are the way we are and the value of self-kindness
- Recognising suffering within ourselves and others
- Responding to difficult and conflicting feelings and emotions

Compassion for the other

- Understanding that other people see the world differently from ourselves
- Understanding that values, beliefs and behaviours are a reflection of genes, culture and lived experiences
- Recognising the universality of human suffering

Compassion for the natural world, the planet and future generations

- Understanding that everything is interconnected and that we share responsibility for creating a world fit for children
- Being motivated to act to prevent damage, alleviate suffering and protect future generations
- Recognising our value and place in an interconnected world

www.flourishproject.net

FutureGens Research Hub



For the creation of a sustainable world, inaction is no longer an option

What is the economic cost of NOT investing in: environmental sustainability? clear air and water? healthy nutrition? combatting obesity? loving relationships? positive values and worldviews? peaceful communities?

The most important and valuable learning happens in the early years of life. The experiences that we have then shape our physical, mental and emotional wellbeing and how we think about our selves and others. Healthy, happy and caring societies are built upon healthy, happy and connected children.

Prioritising the wellbeing of future generations

ECOLOGY - EDUCATION - CULTURE - SPIRITUALITY - PEACE

How do we hold the wellbeing of future generations at the centre of all our actions and decision-making?

How do we have consideration and empathy for the fact that our genetic backgrounds and early lived experiences profoundly effect how we see and respond to the world?

How do we acknowledge the fact that we are intimately part of nature and that by destroying the balance of the natural world, we are destroying ourselves

How can we acknowledge and let go of the cultural traumas and wounds of the past?

How do we create a courageous, compassionate and authentic space that holds power to account and that calls for flourishing to be recognised as our birthright?

The Futuregens Research Hub consolidates global thinking and expertise on child wellbeing and sustainable futures and seeks to clarify how we can best support human flourishing in all its aspects.

Awareness

Children have the right to live in societies where policy-makers ensure that they are fully informed about the evidence supporting healthy human learning and development and take action to protect children's rights and freedoms based on this awareness.

Children's Charter of Developmental Rights



National Children's Day UK



National Children's Day UK



SOCIAL MEDIA TOOLKIT

15th May 2022



Things we are interested in exploring for NCDUK2022

- Celebrating diversity
- Understanding difference/prejudice
- The Science and Biology of Unkindness
- Bullies – are they born or made?
- The lifelong benefits of Kindness
- The lifelong costs of Unkindness
- Unkindness and Technology
- Kindness and how we promote it

www.nationalchildrensdayuk.com

UK Spirituality in Education Alliance (SIEUK)

The Spiritual Essence of Childhood

Spiritual development has now been recognised as a core element of children's lives within the United Nations Convention on the Rights of the Child (1991)¹¹, and there is increasing global interest in understanding and exploring spiritual development in child and youth care research and practice, that respects the cultural and social diversity of both religious and nonreligious settings and the lifespan developmental processes of children. Examples of global activity in this area currently include the US-based 'Collaborative for Spirituality in Education' the UK Spirituality in Education Alliance (SIEUK) and the International Association for Children's Spirituality (IACS).

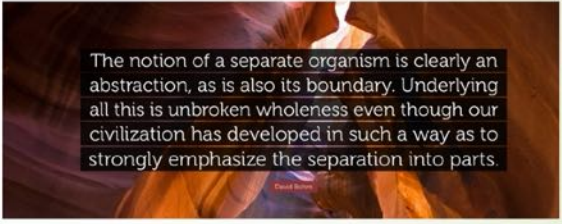
The core message: an essential unity

An essential unity

Until recently, mainstream science has considered the seemingly separate and material appearance of the universe as being its essential, and sole, reality. It has held that consciousness somehow arises from the brain as an accidental result of random occurrences that enable the evolutionary emergence, and survival, of the fittest.

Now, a radically different understanding is emerging. Leading-edge science across all scales of existence and across many fields of research tells us that mind and consciousness aren't something we have – but rather what we and the whole world are.

An informational and relational reality of undivided wholeness



The notion of a separate organism is clearly an abstraction, as is also its boundary. Underlying all this is unbroken wholeness even though our civilization has developed in such a way as to strongly emphasize the separation into parts.

Spiritual Intelligence in action

Spirituality is increasingly understood as an innate human evolutionary process, that pre-exists cultural or religious differences, that stems from a unified reality and that is grounded in connection and love.^{15,16} As such, it exists throughout the lifespan, both coming from and returning to, an essential unity, and is an essential element for human flourishing”¹⁷ - Wendy Ellyatt, 2021.

An intelligent relational universe

We live in a relational universe

Love is the emanating power of relationship

Our essence is spiritual intelligence in action



www.sieallianceuk.org

Influencing Policymakers

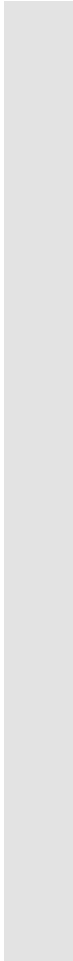



"We have both the responsibility and privilege of educating and preparing young people for a changing world – ensuring they are equipped with the right knowledge, understanding and skills to meet their biggest challenge head on."

The DfE's post COP26 **Draft Strategy for Sustainability and Climate Change** acknowledges that education is critical to fighting climate change. It also acknowledges that it is critical to shaping the values, beliefs and worldviews of the global citizens we need to see in the world. The choices that we now make about education will effectively determine the kind of societies that the future generations will inherit.

The organisations below believe that this is providing the UK with a unique opportunity to bring together an interdisciplinary coalition of partners and advocates around the eco-systemic context of uniting Ecology, Sustainability, Culture, Education and Peace Studies. In this way, it would show that, as human beings, we are embedded within the natural world, that our individual values, beliefs and worldviews profoundly influence how we walk the world as global citizens, and that nature has an intrinsic value that needs to be both honoured and protected.

Through a collaborative alliance, each one would seek to bring its own knowledge and understanding to assist this process and many could also give access to young people coming from a diverse heritage of voices, backgrounds and experiences.



Outside of families and communities, education systems are the key influencers in how we learn to think about ourselves, others and the natural world. They inform us about what our cultures most value and significantly shape our subsequent motivations and behaviours. They profoundly shape our sense of personal agency, worth and wellbeing and either promote or inhibit what we feel is possible in terms of personal aspiration.

Transitioning to new and more eco-systemic models of education has tremendous potential to optimise personal, societal and planetary wellbeing, to better prepare children for the rapidly changing future of work, to distribute opportunities for agency more equitably, so that young people are empowered to shape the future now, to enhance social mobility and to promote more participative, engaged and harmonious societies, which pay attention to wellbeing beyond individualistic success. For the UK it would fast-track the opportunity to be a world-leader in the field by 2030.

In this way, schooling and education systems would be understood as simply one element of the wider ecosystem of a lifelong journey, within which personal meaning and ongoing growth is acknowledged as essential for human and planetary wellbeing. They would represent a crucial element in promoting our need to live regeneratively and in right relationship for a sustainable world.

The strategy currently calls for:

- a whole-system approach
- collaborative working
- opportunities for sharing best practice, evidence and resources
- ways of reflecting the diversity, excellence and ambition that prevails across each of the sectors
- ways of inspiring action on an international stage
- the UK to become the world-leading education sector in sustainability and climate change by 2030

The current signatories fully support the strategy's recognition that this must include a focus on the development of values, beliefs and worldviews in the early years of life. When looking at the National Curriculum, we would like to suggest that the current suggested focus on science, geography and biology should be expanded to encompass the social studies currently held under Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) development.

In this way, any new approach to children's services would balance the more external studies with optimising essential inner developmental processes and would echo the 2021 Dasgupta Review in showing that, rather than nature being something outside of ourselves, that we learn about, rather than with, and that we alternatively abuse or protect, we are, instead deeply embedded within that natural world ourselves and that it has an intrinsic and sacred value that, for millennia, has been recognised by indigenous peoples around the world.

If we damage nature, we damage ourselves

“Although the sense of transcendence that Nature invokes may still exist everywhere, it has taken a severe beating in modern times...That need not have been. Correct economic reasoning is entangled with our values. Biodiversity does not only have instrumental value, it also has intrinsic worth – perhaps even moral worth. Each of these senses is enriched when we recognise that we are embedded in Nature. To detach Nature from economic reasoning is to imply that we consider ourselves to be external to Nature. The fault is not in economics; it lies in the way we have chosen to practise it.”

Dasgupta Review, 2021

Signatories

Wendy Ellyatt, G100 UK Country Lead, Collective Stewardship; Founder, Flourish Project; Chair Spirituality in Education Alliance (SIEUK)
Stewart Wallis (OBE), Executive Chair, Wellbeing Economy Alliance
Dame Alison Peacock, Chief Executive, Chartered College of Teaching
Sir Tim Smit (KBE), Founder, Eden Project
Kim Polman, Founder, Reboot the Future
Richard Dunne, Director, Harmony Project
Jamie Agombar, Executive Director, Students Organising for Sustainability (SOS-UK)
Mike Ayles, Chair, National Association for Primary Education (NAPE)
Wendy Scott (OBE) President, Association for Professional Development in the Early Years (TACTYC)

June O'Sullivan (MBE), Chief Executive Officer (CEO), London Early Years Foundation
Marilyn Turkovich, Executive Director, Charter for Compassion
Dr Jude Currivan, Cosmologist, author and co-founder, WholeWorld-View
Jimi Slattery, Director, Compassion Matters
Dr Scherto Gill, Director, Global Humanity for Peace Institute
Ivona Kirschel, Founder, ADOT Foundation
Rachel Musson, Founder, ThoughtBox Education
Richard Barrett, Managing Director, The Academy for the Advancement of Human Values
Dr Neil Hawkes, Chair, International Values Education Trust
Bridget Knight, Chief Executive Officer (CEO), Values Based Education (VbE)
Jeff Beatty, Co-Convener, Quaker Values in Education
David Green, Consultant and Author, The Age of Wellbeing
Sue Palmer, Author, Toxic Childhood, Founder, Upstart Scotland
Dr Mine Conkbayir, Author and Researcher, Early Childhood and Neuroscience
David Lorimer, Programme Director, Scientific and Medical Network (SMN)
Kathryn Solly, Founder, Solly.biz Early Years Consultancy
Cath Prisk, Chief Executive Officer (CEO), Outdoor People/Outdoor Play Campaigner
Philippa Thomson, Co-Chair, Early Childhood Studies Degrees Network
Tanya Richardson, Acting Co-Chair, Early Childhood Studies Degrees Network
Drs. Anne-Marie Voorhoeve, Chair, The Hague Center for Global Governance, Innovation and Emergence

Wellbeing Economy Alliance

WEAll is a collaboration of organisations, alliances, movements and individuals working towards a wellbeing economy, delivering human and ecological wellbeing.

[Learn more about WEAll](#)

An infographic titled "5 WEAll Needs" centered around a circular logo with five colored segments (red, orange, yellow, green, blue). The needs are arranged in a grid around the logo:

- FAIRNESS**: We all need... Justice in all its dimensions at the heart of economic systems, and the gap between the richest and poorest greatly reduced.
- NATURE**: We all need... A restored and safe natural world for all life.
- PARTICIPATION**: We all need... Citizens are actively engaged in their communities and locally rooted economies.
- CONNECTION**: We all need... A sense of belonging and institutions that serve the common good.
- DIGNITY**: We all need... Everyone has enough to live in comfort, safety and happiness.

What is Education actually for?

What are we trying to achieve?

What is already emerging?

Who needs to be involved in the process?

What are the inhibitors?

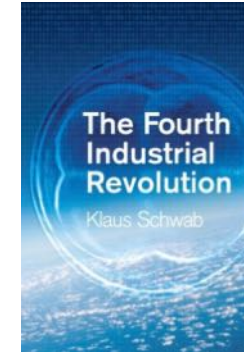
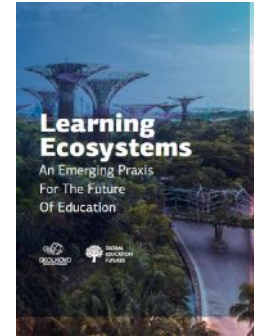
Education Megatrends

Education – the way we organize teaching and learning throughout life – has long played a foundational role in the transformation of human societies. It connects us with the world and to each other, exposes us to new possibilities, and strengthens our capacities for dialogue and action. **But to shape peaceful, just, and sustainable futures, education itself must be transformed.**

UNESCO Education Futures Report

- The urgent need for change
- The need for ecological thinking
- Learning as a generative life process
- Education for human flourishing
- Rapidly evolving educational innovation
- Global Citizenship/Stewardship
- A new social contract

Global agreement



UNESCO, 2021

It is essential that everyone be able to participate in building the futures of education

– children, youth, parents, teachers, researchers, activists, employers, cultural and religious leaders. We have deep, rich, and diverse cultural traditions to build upon. Humans have great collective agency, intelligence, and creativity. And we now face a serious choice: continue on an unsustainable path or radically change course.

The main barriers to change

- Political influence and short-termism
- Shifting global priorities
- Different ideological visions for education
- Lack of funding and investment vehicles
- Lack of R&D capacity, capability and infrastructure to manage change effectively
- Lack of desire for and motivation for change
- War/conflict
- Siloed worldviews
- Lack of agreement about what constitutes a 'good education'
- Concern about the economic implications of change
- Fear about population control

The key issues that lie ahead

- How to connect up all the change agents and innovators, so that we avoid duplication and can keep up-to-date with the current level of innovation
- How to ensure that change agents and innovators are supported in working collaboratively and at speed
- How to develop innovative sources of funding for impact at scale
- How to find ways of providing hope and inspiration to parents, teachers and students
- How to support new forms of collaborative policymaking that support the needs and wellbeing of participant communities
- How to create a united, sustainable and peaceful world
- How to protect future generations

The emergent power of the present

"The task of education is not a question of educating towards a pre-specified future that we know and have already imagined. Instead, the task is to explore how to create the spaces and practices that will continually enable the dynamic disclosure, imagination and creation of radically new possibilities in the present."

Using the Future in Education: Creating Space for Openness, Hope and Novelty by Keri Facer

The core message

Love in action: becoming a living example of compassion for Self, Others and the Natural World.

