



Learning for Well-being
Consortium of Foundations in Europe

Learning for Well-being Policy Glossary

Expert meeting

Marrakesh, 26th and 27th November 2010

Participants: Short Bios and References

Participating Experts



Professor Ilona Kickbusch (Dr. h.c.) is the Director of the Global Health Programme at the Graduate Institute of International and Development Studies, Geneva. She is the chair of *Global Health Europe - a platform for European Commitment to Global Health* and of the *Consortium on Global Health Diplomacy*. In Switzerland she serves on the executive board of the *Careum Foundation* and is the chairperson of the *World Demography and Ageing Congress St. Gallen*.

She advises – also through *Kickbusch health consult* - organisations, government agencies and the private sector on policies and strategies to promote health at the national, European and international level. These include the World Health Organisation and the European Commission. She has published widely and is a member of a number of advisory boards in both the academic and the health policy arena. She has received many awards. In 2007 she was appointed as the *Adelaide Thinker in Residence* for the subject area “Healthy Societies” at the invitation of the Premier of South Australia and continues to be involved in a range of projects in South Australia, in particular as regards Health in All Policies.

Her key areas of interest are health in all policies, the health society and its interface with demography, health literacy, global health governance and global health diplomacy. She has had a distinguished career with the World Health Organization, at both the regional and global level. She then joined Yale University as the head of the global health division, where she contributed to shaping the field of global health and headed a major Fulbright programme. She is a political scientist with a PhD from the University of Konstanz, Germany.

Some recent book publications include:

Implementing Health in All Policies: Adelaide 2010. Edited by Professor Ilona Kickbusch., Dr Kevin Buckett, Director, Public Health, SA Health

Policy Innovations for Health. (ed) Springer 2009

Health and Modernity, Theoretical Foundations of Health Promotion. EDs with David McQueen et al. Springer 2007

Die Gesundheitsgesellschaft. Verlag für Gesundheitsförderung, Gamburg 2006

She has also produced three major white papers/policy glossaries:

European Perspectives on Global Health – A Policy Glossary. European Foundations Centre 2006 (with Graham Lister)

The Food system: a prism of present and future challenges for health promotion and sustainable development. Bern 2010

The challenge of addiction: Foundations for a future oriented policy on addiction in Switzerland. Bern 2010

Details can be found on her Website: www.ilonakickbusch.com



Professor Roberto Carneiro is the President of the Study Centre on Peoples and Cultures and Dean of the Institute for Distance Learning of the Portuguese Catholic University (UCP). Carneiro is a tenured professor of UCP where he teaches Knowledge Management and Learning Organizations, Leadership and Change Management, Globalization and Social Change, New Technologies and Organizational Culture, Economics of Human Resources, and Innovation Policy. He is also a Professor of the National Institution of Administration where he coordinates the Executive training of Public Managers in the area of Leadership and People Management.

Professor Carneiro has extensive international experience with the World Bank, UNESCO, OECD, European Union, Council of Europe and other development agencies. He served as a member of the UNESCO International Commission on Education in the 21st Century. A former Portuguese Minister of Education (1987-91) he currently runs the Observatory of Immigration and was responsible for the Information Society Observatory in Portugal (2003-2006). A graduate of the Lisbon Technical University he conducted his post-graduate studies in the UK (New University of Coleraine and London School of Economics) and is a Doctor in Education/Presentation Fellow of the King's College (University of London). Professor Carneiro is a member of several International Journals and Chairs the Editorial Board of the European Journal of Education.

Publications

New knowledge, new learning and creation of value (Ariadne's Thread) ElearningEuropa, 13 January 2006

http://www.elearningeuropa.info/directory/index.php?page=doc&doc_id=7013&doclng=6

The Big Picture: understanding learning and meta-learning challenges, European Journal of Education, Volume 42, Issue 2, pages 151–172, June 2007

<http://onlinelibrary.wiley.com/doi/10.1111/j.1465-3435.2007.00303.x/abstract>

Motivating School Teachers to Learn: can ICT add value? European Journal of Education, Volume 41, Issue 3-4, pages 415–435, September/December 2006

<http://onlinelibrary.wiley.com/doi/10.1111/j.1465-3435.2006.00274.x/abstract>



Professor John F. Helliwell is Arthur J.E. Child Foundation Fellow of the Canadian Institute for Advanced Research and Co-director (with George Akerlof) of CIFAR's program on "Social Interactions, Identity and Well-Being". He is also Professor Emeritus of Economics at the University of British Columbia, a member of the National Statistics Council, and a Research Associate of the National Bureau of Economic Research. He was previously visiting special advisor at the Bank of Canada in 2003-04, visiting research fellow of Merton College, Oxford, in 2003, of St. Catherine's College, Oxford, in 2001, and Mackenzie King Visiting Professor of Canadian Studies at Harvard in 1991-94. He is a Fellow of the Royal Society of Canada and an Officer of the Order of Canada.

Recent articles include:

- "Well-Being, Social Capital and Public Policy: What's New?" (Economic Journal, March 2006)
- "Well-Being and Social Capital: Does Suicide Pose a Puzzle?" (Social Indicators Research, 2007)
- "How's Your Government? International Evidence Linking Good Government and Well-Being." (joint with Haifang Huang, British Journal of Political Science 2007)
- "The Social Context of Well-Being" (joint with Robert Putnam) in Huppert, Bayliss and Keverne, eds. The Science of Well-Being (Oxford University Press, 2005)
- 'Viewpoint : Measuring and Understanding Subjective Well-Being' Canadian Journal of Economics, August 2010)

Books:

- 'How Much Do National Borders Matter?' (Brookings Institution, 1998)
- 'The Contribution of Human and Social Capital to Sustained Economic Growth and Well-Being (OECD and HRDC, 2001)
- 'Globalization and Well-Being' (UBC Press, 2002, also as 'Mondialisation et bien-être', Les Presses de l'Université Laval, 2005)
- 'Well-Being for Public Policy' (with Diener, Lucas and Schimmack, Oxford University Press, 2009)
- 'International Differences in Well-Being' (edited with Diener and Kahneman, Oxford University Press, 2010)



Dr. Maria Herczog has a PhD in Sociology and an MA in Economics. She is a Senior Researcher and reader at Eszterházy Károly Teacher's College. She is President of Eurochild (1) and the Family Child Youth Association (2). She was elected as a member to the UNCRC Committee in 2007. Her main area of research is child welfare, child protection. Since 1992 she has been the chief editor of the only Hungarian professional journal "Family, Child, Youth" (3). She has been working with international organisations – Council of Europe, UNICEF, WHO - as a temporary scientific expert and consultant. From 2004 until September 2010 she was one of the civil representatives in the European Economic and Social Committee and the National Focal Point of WHO on violence prevention since 2004.

Dr. Maria Herczog has authored several books, chapters and articles, among them: "Child Abuse" published in 2007, "Child Welfare and Protection Handbook" published in 2005. Her recent publications as co-author and co-editor are: "Reconciliation and Restoration, Handbook on Restorative Justice" (2003), "Child Sexual Abuse in Europe" (Council of Europe, Strasbourg 2003), "Corporal Punishment and Physical Abuse" in Childhood and the Means of Disciplining, the "People Concerned Possess" in: Victims and Opinions (2004), chapter on child abuse in Loathing Family (2005), "Encouraging Early Child Development" in Green Book for the Renewal of Public Education in Hungary (2008)(4), "Case Study: Hungary" in Assessing Conditional Cash Transfers as a Tool for Reducing the Gap in Educational Outcomes Between Roma and Non-Roma (2009)(5), Early Childhood education and care (2010), The changing face of childhood and its social consequences (2010), Different faces of family policies (2010).

¹ www.eurochild.org

² <http://www.csagyi.hu/en/association>

³ <http://www.csagyi.hu/en/activities/periodical-edition>

⁴ <http://oktatas.magyarorszagholnap.hu/images/Chapter1.pdf>

⁵ <http://www.romaeducationfund.hu/documents/CCTs%20-%20Working%20Paper%204.pdf>



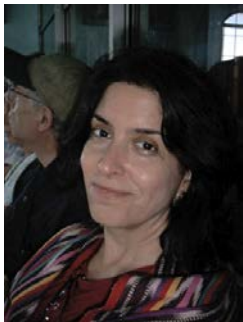
Kersti Kukk has recently completed her bachelor degree in political science at the University of Tartu in Estonia. She is on the Board of Power4Youth, a youth-led organisation that provides a platform for young people with an experience of out-of-home care. Power4Youth is one of the results of the European project Quality4Children in which between 2004 and 2007 European

Quality Standards were developed. SOS Children's Villages, IFCO (International Foster Care Organisation) and FICE (Fédération Internationale des Communautés Educatives) joined forces and developed a set of quality standards for out-of-home child and youth care in Europe in order to improve the care situation for hundreds of thousands of concerned young people.

Ms Kukk was a member of the Quality4Children research team that developed standards for children in out-of-home care. Quality4Children used youth participation in all levels of the project and this resulted in a core group of active young European people that developed Power4Youth. Ms Kukk has taken part in different meetings and consultations in Europe, including presentations at the European Parliament and the United Nations Human Rights Council on the Guidelines for the Alternative Care of Children. She is currently also a Board member of the Estonian Association of Care Placement Workers.

Publications

Kennedy, J., Mansens, R., Kukk, K. (2010) *Preface by Young People to the Eurochild - Children in Alternative Care - National Surveys 2nd Edition*, pp. 5-6 (Eurochild)



Laura H. Lippman, Senior Program Director for Education and Data Development & Senior Research Scientist, Child Trends

Laura Lippman is a demographer and Senior Program Director at Child Trends, a private non-profit and non-partisan research organization in Washington, DC whose mission is to conduct research to improve children's lives. Ms. Lippman has 30 years of experience on education and child well-being measurement and survey development, recognized nationally and internationally for her work on child well-being indicators, especially positive indicators of development. She co-edited the book, *What do Children Need to Flourish: Conceptualizing and Measuring Indicators of Positive Development*, and recently completed a paper on the state of the art of positive indicators which was presented to the UNICEF/OECD/EC Expert Consultation on Child Well-being, where she also served as Rapporteur. Previously, she led staff of 18 agencies in developing the official U.S. monitoring report on child well-being, *America's Children: Key National Indicators of Well-being*. She has directed work on numerous education and child well-being surveys and reports on topics such as school engagement, children's connections and relationships to family, school, and community; teen lives, parental involvement in school, international comparisons of education and child well-being; urban schools, and child well-being in Miami-Dade County, Florida.

Currently, Ms. Lippman's interest is in student flourishing and how schools can create environments that foster that flourishing. She is co-principal investigator of the Flourishing Children Project, developing new measures of personal flourishing, flourishing in schools, in relationships, and the workplace that can be

used in surveys. For the Bill & Melinda Gates Foundation, she authored *A Developmental Perspective on College and Workplace Readiness*, reviewing competencies needed for postsecondary education and the workplace, and what secondary schools can do to foster them. She directs the development of needs assessments, surveys and indicators for the National Safe and Supportive Schools Technical Assistance Center to improve conditions for learning in U.S. schools, as well as indicator reports for the National Evaluation of Charter Schools, both for the U.S. Department of Education. She has consulted internationally on the development of systems to monitor child and family well-being.

Selected recent publications:

Lippman, L. & McIntosh, H. (2010). *The Demographics of Spirituality and Religiosity Among Youth: International and U.S. Patterns*. Washington, DC: Child Trends

Moore, K.A., Lippman, L., McIntosh, H. (2009). *Positive Indicators of Child Well-Being: A New Conceptual Framework, Measures, and Methodological Issues*. Florence, Italy: UNICEF Innocenti Research Centre

Lippman, L., Atienza, A., Rivers, A., Keith, J. (2008). *A Developmental Perspective on College And Workplace Readiness*. Washington, DC: Child Trends

Moore, K.A., and Lippman, L. H. (Eds.). (2005). *What Do Children Need to Flourish? Conceptualizing and Measuring Indicators of Positive Development*: NY: Springer Science and Business Media.



Dr Raphael Melmed (M.D., FRCP) was trained in medicine at the University of Cape Town Medical School, South Africa, and specialized in General Medicine, Gastroenterology and Liver Disease, at the Royal Free Hospital and the Middlesex Hospital Medical Schools, University of London.

From 1973 to 2006 Dr. Melmed worked as a Senior Physician, Department of Medicine, Hadassah University Hospital, and as Associate Professor of Medicine, Hebrew University – Hadassah Medical School in Jerusalem. He was appointed Fellow of the Royal College of Physicians, London. He is the former Israel Wecksler Professor in Medical Education, Head of the Unit of Behavioral Medicine in Internal Medicine, and Head of the Department of Medicine A, Hadassah University Hospital. Since retirement from active clinical practice Dr. Melmed has continued to mentor Ph.D. and M.A. students of the Hebrew University.

Dr. Melmed is the author of numerous scientific papers and the single author of the book "Mind, Body and Medicine: an Integrative Text", Oxford University Press, 2001.

Publications

Shapira M, Melmed R.N., Sgan-Cohen HD, Eli I, Parush S: Behavioral and Physiological Effects of Dental Environment Sensory Adaptation on Children's Dental Anxiety. *Eur J Oral Science*, 2007; 15; 479-483.

M. Shapiro, S. Parush, H. D. Sgan Cohen, R.N. Melmed: Influence of Adapted Environment on the Anxiety of Medically Treated Children with Developmental Disability. *J Pediatrics*, 2009; 154; 546-550

Lewenstin, S, Melmed R.N. 2010 (In preparation): The impact of exposure to a modified sensory environment (Snoezelen room) on the functioning of people with intellectual and developmental disabilities.



Dominic Richardson has been working at the OECD in Paris since May 2007. Dominic's work at the OECD has focussed on issues of child well-being, in particular analysing child and family policies, and designing a framework through which policy amenable indicators of child well-being can be compared. Dominic co-authored the OECD's first report on child well-being, and has contributed work on child indicators to both the OECD Health at a Glance and Society at a Glance series. Prior to taking up post at the OECD Dominic worked in the Social Policy Research Unit at the University of York where he contributed background research to the UNICEF Innocenti Report Card 7 on child well-being. Present work includes analysis of the inequalities in child well-being, an evaluation of the content and methodology of cross-national surveys of children in advanced economies, and comparisons of social expenditure on family benefits across the OECD as children age.

Dominic has recently completed the background research for the upcoming UNICEF Innocenti Report Card 9 entitled "The Children Left Behind: A league table of inequality in child well-being in the world's rich countries" to be launched on December 3rd 2010.

Publications

Bradshaw, J., and Richardson, D. (2009) An Index of Child Well-being in Europe. *Journal of Child Indicators Research*, Vol. 2, No. 3, pp 319 – 351.

OECD (2009) *Doing Better for Children*. OECD, Paris. www.oecd.org/els/social/childwellbeing

Bradshaw, J., Hoelscher, P. and Richardson, D. (2006), 'Comparing Child Well-Being in OECD Countries: Concepts and Methods'. Innocenti Working Paper No. 2006-03. Florence, UNICEF Innocenti Research Centre <http://www.unicef-irc.org/publications/464>



Erik Jan de Wilde was trained as a clinical psychologist and methodologist and finished his dissertation ‘Specific Characteristics of Adolescent Suicide Attempters’ to receive a Ph. D degree in medicine (1992). After graduating from Utrecht University he was employed by the Academic Hospital for Children and Youth “het Wilhelmina Kinderziekenhuis” in Utrecht as a psychologist/researcher. In 1993 he was appointed as Assistant Professor at the Department of Clinical and Health Psychology at Leiden University. His research was primarily directed towards emotional problems, especially depression and suicidality in children and adolescents. During his Leiden appointment, he was trained as a cognitive behavior therapist and gave classes in collective interventions to tackle youth problems, communicative skills, prevention theory and practice, and methods of research and statistics.

On request, he co-authored the report ‘Aanzet tot Inzet’ in which the main blueprint for a new evidence-based local youth policy method involving youth health care was described. He co-initiated the cross-cultural study on deliberate self-harm in adolescents that took place in nine countries in 2000. In 2001 he became head of research at the Youth section of the Rotterdam Municipal Public Health Service. Four years later, he was promoted to the staff of this organisation as a main policy adviser and director of research.

In 2007, he was asked to head the Youth Services program of the newly-founded Netherlands Youth Institute in Utrecht, the Netherlands. From there, he builds up and disseminates expertise about, among other things, youth monitoring and youth policy. In 2009, he co-implemented the Rotterdam Youth Monitor in 4 cities in the Russian Federation within a program on HIV/AIDS-prevention.

References and links to further information:

“Benelux – Nordic countries meeting on Child Indicators: introduction” (2009), Nordic-Benelux seminar on Child Wellbeing indicators. (<http://www.nji.nl/eCache/DEF/116580.html>)

Petra M. van de Looij-Jansen, Judith E. J. Goldschmeding and Erik Jan de Wilde “Comparison of Anonymous Versus Confidential Survey Procedures: Effects on Health Indicators in Dutch Adolescents”, *Journal of Youth and Adolescence*, Volume 35, Number 4, 652-658.

(For a complete list of international publications: <http://www.nji.nl/eCache/DEF/119133.html>)



Georg Henrik Wrede has a master's in political science from Åbo Akademi University in Turku, Finland. Mr. Wrede is Programme Director for the Government policy programme for the well-being of children, youth and families in Finland. The policy programme is placed at the Ministry of Education and Culture. The programme is divided into three areas: prevention of social exclusion; well-being of families with children; and a child-oriented society. Within last area one of the goals is to develop an indicator system to help decision-makers monitor the well-being of children.

Mr. Wrede's past professional experience record include CEO at the Swedish Centre of Expertise on Social Welfare in Finland; Programme director at the Mannerheim League for Child Welfare - the largest NGO in the field of child welfare in Finland; and Manager for health promotion at Folkhälsan - a Swedish NGO in the social welfare and health care sector in Finland.

Publications

Policy Programme for the Well-being of Children, Youth and Families, 2007 goals:

<http://www.vn.fi/toiminta/politiikkaohjelmat/lapset/en.jsp>; & 2009 mid-term paper:

<http://www.vnk.fi/julkaisut/julkaisusarja/julkaisu/en.jsp?oid=266448>

Statistics Finland Indicators for Social Progress: http://www.findicator.fi/indicatorlist_en/

The Finnish Government's Child and Youth Policy Programme 2007–2011:

http://www.minedu.fi/OPM/Julkaisut/2007/Lapsi- ja_nuorisopolitiikan_kehittamisohjelma_2007-2011?lang=en

Youth Participation in Finland and in Germany - Status Analysis and Data Based Recommendations, co-published with the Bertelsmann Stiftung:

http://www.nuorisotutkimusseura.fi/sivu.php?artikkeli_id=1040

Foundations Representatives



Dr Marwan Awartani, recently elected as the Chairman of the Arab Foundations Forum, is the Co-founder and Secretary General of the Universal Education Foundation, and the Secretary General of Elham Palestine. Elham Palestine is a nationwide program extending throughout Gaza

and the West Bank that aims at improving the physical, mental, psychological and social well-being of Palestinian children, and enhancing their learning environments to become more conducive for their learning for well-being. Elham stimulates, identifies, supports and disseminates innovative initiatives that “made a difference in children’s life journey”. For more information please visit (<http://www.elham.ps/english.php>).

Mr. Awartani, a Professor of Mathematics, has held professional interest and made innovative contributions in a number of areas including mathematics, mathematics education, curriculum development, education reform, university-business links, science and technology planning, monitoring, and evaluation. Professor Awartani was the founding President of the Palestinian Society for Mathematical Sciences, the founding Chairman of the Palestinian Mathematical Olympiad; a founding member of the Palestine Academy for Science & Technology, co-founder of the Network of Palestinian Scientists and Technologists Abroad and Director of the national policy for science and technology. He is the Founding President of Alpha International for Research, Polling and Informatics, senior fellow for Synergos and senior regional advisor to MIT International Science and Technology Initiative.

He has been Chief Advisor for Science and Technology in the Palestinian Ministry of Planning and International Cooperation, Director of the National Science and Technology Policy Project, and Chairman of the National UNESCO Committee on Science. Professor Awartani has been a consultant in areas as diverse as intellectual property rights, incubators and science parks, evaluation, capacity-building, technology transfer, and secondary and higher education. He has consulted for several international organizations including the EU, USAID, UNDP, and UNESCO.

Publications

Elham’s Harvest Elham Inspirational Program, Universal Education Foundation 2010 (Currently in Arabic only)

Awartani, M. “A Holistic Approach to Educational Reform from the Quality of Education to the Quality of the Learning Environment” in *This Week in Palestine*. (February 2010). Available at: <http://www.thisweekinpalestine.com/details.php?id=2990&ed=178&edid=178>

Elham’s Harvest Elham Inspirational Program, Universal Education Foundation 2009

Marwan Awartani, Cheryl Vince Whitman & Jean Gordon, “Developing Instruments to Capture Young People’s Perceptions of How the School as a Learning Environment Affects their Well-Being”, **European Journal of Education**, vol. 43, no. 1, 2008
<http://onlinelibrary.wiley.com/doi/10.1111/ejed.2008.43.issue-1/issuetoc>



Manuel Carmelo Rosa obtained his degree in Law from the University of Lisbon. He has been the Director of the 'Education and Scholarship' Department at the Calouste Gulbenkian Foundation since 1999. Prior to this, he served as the Director of the 'Cooperation for Development' Department at the Foundation (1995-1999) and before that he was the Deputy General Director of Higher Education in the Ministry of Education (1986-1990).

Mr. Carmelo Rosa has taught in education and development; training activities; and education and aid for development, both in Portugal and abroad, including at the Universidade Aberta (1996-2004) where he was Professor for a Seminar on "Education and Development" of the Intercultural Relations Master Course. He has authored several articles on education and development matters that were published internationally, and presented at national and international conferences on general education, higher education and development. He was a member of several working groups on education, cooperation for development and scientific matters.

Mr. Carmelo Rosa was a former consultant at the World Bank and the Chair of the Portuguese delegation on behalf of the Portuguese Minister of Finance that negotiated a Project on Technological Education with the World Bank. He was also the coordinator of educational projects at the Ministry of Education which were funded by the World Bank.

He was a permanent member of the Consultative Committee of the Erasmus Programme in the European Commission from 1987 to 1995, and from 1986 to 1990 was the coordinator of the activities related to the academic recognition of higher education diplomas and of the Portuguese NARIC. He served as consultant for the European Commission for the launching of the ALFA Programme (Academic Mobility Europe in Latin America). He has participated in several education projects on for the Council of Europe, the European Commission, UNESCO, Macau's Government, Madeira's Regional Government, and the Portuguese Ministry of Education.



Dr. Scherto Gill is a Research Fellow at the Guerrand-Hermès Foundation for Peace. Her research interests centre on understanding the processes of learning and human development where learners are considered as whole persons. A key concept is that of human-centred education and her work addresses issues in teaching and learning towards individual flourishing and transformation.

Dr Gill is also a visiting lecturer at the University of Sussex's School of Education. She convenes, teaches and tutors on the MA in Education Studies programme.

Recent books include:

Goodson, I. & Gill, S. (2010) *Narrative Pedagogy*. New York: Peter Lang

Gill, S. & Thomson, G. (forthcoming) Social cohesion as solidarity in a community: a case study. in M. Shurayb (ed.) *Education and Social Cohesion*, Palgrave

Gill, S. (2010) *Learning across cultures*. Lambert Academic Publishing

Gill, S. & Thomson, G. (forthcoming) *Human-Centred Education*. Pearson



Christel Grünenwald has worked at the Freudenberg Stiftung since 2003 as the Project Director of language improvement and parental mobilisation programs in nursery and elementary school. She is also the Director of Harald Stoess Erinnerungstiftung. She has worked as a freelance trainer in the Institute of Educational Issues and Advanced Teacher Training in Basel for over 20 years, as a personal and organisational advisor. Her work has been successful in all the different programs offered to schools: seminars, school development programs, (quality, curriculum), counselling (supporting teachers, career, individual development) and long-term development.

Ms Grünenwald was trained as a primary and secondary school teacher and afterwards as a basic trainer for child and youth therapy. She has worked as a scientific officer at the Educational University in Reutlingen and then as a freelance trainer mainly in the area of advanced training for teachers: TCI, perception communication and change management. She has been an advisor in school development projects, coaching teachers in a range of domains such as class visits, project attendance and crisis intervention.

In long-term development, Ms Grünenwald trains teachers in the methods of perception and self awareness, in TCI (theme-centered interaction), in communication and conflict management and in organisational development. Her present focus is how to initiate living learning processes in the whole school system as well as in teams, classrooms and in every single teacher.

Ms Grünenwald is a member of: Incomindios (The International Committee for America's Indians); the Foundation Board of Landschulheim am Solling; AMICA Switzerland, and the Foundation Board of Ecole d'Humanité, in Hasliberg. She also promotes intercultural woman projects in Tuzla, Bosnia.



Daniel Kropf is the Founding Chair of the Universal Education Foundation (UEF), and is currently the Executive Director. UEF works in partnership with other organizations in the development of a global advocacy movement: Learning for Well-Being.

As a healthcare entrepreneur, Daniel has always pursued a deeper understanding of human functioning through diverse approaches encompassing tools and methodologies from the Western and Eastern cultures. He has established, chaired or directed several healthcare businesses ranging from bio feedback and cognitive behavioral therapy to tools for genetic diagnostics, cell therapy, glycol-protein mapping, finger printing and sequencing to medical devices. Daniel is also a Board member of the Evens Foundation and he serves as the Secretary-General of CEJI, which promotes diversity education within formal and informal settings as well as organizing dialogues among cultures and religions throughout Europe.

Publications

O'Toole, L. and Kropf, D. (2010) *'Learning for Well-being, Changing Paradigms, Sharing Our Hearts, Beginning a Dialogue'*, (Universal Education Foundation)

Ostroff, S., O'Toole, L. and Kropf, D (2007) *Reflections on Well-being for Education* Universal Education Foundation



Linda O'Toole brings over 30 years of experience in the human development field to her current role of Learning for Well-being Liaison with UEF. She began work with UEF in early 2006 and has participated in the development of the Voice of Children surveys, various communication strategies and materials, and youth and adult capacity building workshops.

Her professional experience has been as an explorer and illuminator of the multiple ways perception and communication function within and between people. She helps individuals and groups utilize their distinctive ways of operating so they are better able to develop, interact, and achieve their goals. Linda is particularly interested in addressing patterns in how we gather, process, and share information as foundational to our sense of wholeness, health and well-being. Her approach involves a whole system perspective, which integrates the cognitive, emotional, and sensory functions, including the imaginative and intuitive senses.

Linda was a key part of the original research team at Human Dynamics International and centrally involved in the development and implementation of Human Dynamics programs for over twenty years. As Director of Training and Product Development, she designed and delivered seminars, produced written, audio and video workshop materials, trained facilitators, and engaged in individual and group coaching in more than 15 countries in Asia, Europe, and North America for clients ranging from community literacy programs to global corporations.

Publications

O'Toole, L. and Kropf, D. (2010) '*Learning for Well-being, Changing Paradigms, Sharing Our Hearts, Beginning a Dialogue*', (Universal Education Foundation)

Gill, S and O'Toole, L. (2009) *Education by all for the well-being of children: A conceptual framework*. (UEF and GHFP)

O'Toole, L. (2008) 'Understanding Individual Patterns of Learning: implications for the well-being of students', *European Journal of Education*, 43, No.1, pp. 71-86.



Dr. Garrett Thomson is director of the Guerrand-Hermes Foundation for Peace. He is the Compton Chair in Philosophy at the College of Wooster in the United States of America.

Dr. Thomson is the author and co-editor of 17 philosophy books, including *Needs* (1987) and *On the Meaning of Life* (2002). He specializes in ethical theory and values, as well as philosophy of mind and cognitive science.

Thomson, G. *Needs*. Routledge & Kegan Paul Books Ltd (1987)

Thomson, G. *On the Meaning of Life*. Wadsworth Publishing; 1st Edition (2002)

Secretariat



Jean Gordon is the Director of the European Institute of Education and Social Policy (Paris) (www.eiesp.org) which she joined in 1989. She has wide experience in the comparison & analysis of education policies & systems, and in contributing to lifelong learning opportunities & personal development through improving access to learning and its recognition, individualising pathways and increasing transparency of learning and qualifications in Europe. She has undertaken many Europe-wide studies, including for the EU Commission, and in 2008-2009 she was one of the authors of a 27 country study for DG Education: *Key Competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education*. Jean has undertaken projects in the EU Member States, the candidate countries as well as in the Western Balkans, the MEDA countries and also in Central Asia.

She is Joint Editor of the *European Journal of Education* for which she has designed and/or coordinated issues on the futures of learning, education and well-being, intercultural dialogue, equal opportunities, internationalisation of education, qualifications frameworks, access to lifelong learning, etc.

Jean coordinates the Secretariat for the 'Learning for Well-being' Consortium of Foundations in Europe as well as the European operations for Universal Education Foundation of which EIESP is an operational partner.

Some references:

Gordon J., Arjomand G. & O'Toole L., *The well-being of children and youth - a stocktaking report on data sets and indicators, Work-in-Progress Report 2010*, drafted for the 'Learning for Well-being' Consortium of Foundations in Europe, 2009-2010. <http://www.eiesp.org/site/pages/view/69-plan-of-the-consortium.html>

J. Gordon, G. Halasz, M. Krawczyk, T. Leney, A. Michel, D. Pepper, E. Putkiewicz, J. Wisniewski, *Key Competences in Europe: Opening doors for lifelong learners across the school curriculum and teacher education*, study undertaken for the Directorate General Education and Culture of the European Commission, (http://ec.europa.eu/education/more-information/moreinformation139_en.htm)

Marwan Awartani, Cheryl Vince Whitman & Jean Gordon, "Developing Instruments to Capture Young People's Perceptions of How the School as a Learning Environment Affects their Well-Being", *European Journal of Education*, vol. 43, no. 1, 2008
<http://onlinelibrary.wiley.com/doi/10.1111/ejed.2008.43.issue-1/issuetoc>

Jean Gordon, Linda O'Toole & Cheryl Vince Whitman, "A sense of belonging as part of children's well-being", *Early Childhood Matters*, Bernard van Leer Foundation, November 2008, Number 111.
http://www.bernardvanleer.org/English/Home/Our-publications/Browse_by_series.html?ps_page=1&getSeries=4



Gloria Arjomand has a Masters degree in social policy planning, with a research focus on the effects of participatory projects involving pupils in schools. She has been involved in projects and initiatives in the field of children's well-being over the past year and a half, including for the development of indicators of children's well-being in their learning environments. She has several years of organizational experience in the non-profit sector, and has also participated in neighbourhood educational programs aimed at strengthening literacy, expression and community-service skills. Gloria is a project coordinator at the European Institute of Education and Social Policy, which she joined in 2008. She also coordinates the Secretariat of the Universal Education Foundation. She has been working over the past two years to support the plan and activities of the

Learning for Well-being Consortium of Foundations in Europe, which includes the development of the Learning for Well-being Policy Glossary.

Publications

Gordon J., Arjomand G. & O'Toole L., *The well-being of children and youth - a stocktaking report on data sets and indicators, Work-in-Progress Report 2010*, drafted for the 'Learning for Well-being' Consortium of Foundations in Europe, 2009-2010.

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Jean Anne Kennedy joins the UEF team in 2010 as the Learning for Well-being European Youth Movement Co-ordinator. Jean Anne's personal experience of engaging in youth programmes for over ten years, firstly participating as a youth, then facilitating and co-ordinating youth programmes and conferences, is a driving force for her passion for meaningful youth participation. In particular Jean Anne's experiences, education and employment before joining the team have focused on youth, and members of society with fewer opportunities. With a Sociology Masters Degree in Social Research, Jean Anne has also published articles on topics such as Alternative Care in Ireland, Ethnic Groups, Community Responses to Drugs and Youth Participation in Foster Care and Training. As well as facilitating and engaging youth in supporting their own identified agendas, Jean Anne is also a child and youth rights advocate working at various levels, having participated in Council of Europe and European Parliament events as well as other European and International forums.

Publications

Kennedy, J., Mansens, R., Kukk, K. (2010) *Preface by Young People to the Eurochild - Children in Alternative Care - National Surveys 2nd Edition*, pp. 5-6 (Eurochild)

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