Dear Friend,

We warmly welcome you to the inaugural meeting of the Community of Contemplative Education (CCE) in Rotterdam from 14-16 September. We are delighted and honoured that so many of you have already taken the time from your busy lives to help us in our consultation through the survey and skypes, and are now willing to take further time to explore together what we can all do to further develop the field of Contemplative Education in Europe.

Mind & Life Europe and ourselves would like to thank and acknowledge the kindness and generosity of the support of the following donors, who made the consultation, the report and this CCE meeting possible: Iona Foundation, LB Foundation, Porticus Foundation, Schöpflin Stiftung, The Dalai Lama Trust and Triodos Foundation.

We hope that you will enjoy the meeting and that it will support the incredible work that you are doing in this emerging field. The brochure contains the biographies of participants and restates the aims and the schedule for the meeting.

Sincerely,

Katherine Weare & Sander Tideman

Getting to know one another

• To bring together some of the people at the leading edge of contemplative education in Europe to share our knowledge, wisdom and understanding around CE, and around the creating of a Community of Contemplative Education in Europe.
• To start to feel like a community - to build relationships, learn from one another, to start to come together, and feel more enriched and supported in our work.

Reflecting on the consultation and the guidance paper

• To provide feedback on the paper that attempts to start to outline 'the whole elephant' of CE in Europe at present, based on the consultation across Europe.
• To report on whether it is a picture we can broadly endorse, whether we can find ourselves within it, whether it captures any kind of broad consensus on what CE is, its constituent parts and current challenges - respecting that there will be many points of view and goals represented in such a community.
• To identify any major omissions/errors that need correcting straight away, not just in the next draft.
• To appreciate the wider support for this initiative from those who cannot be present at this meeting but who were part of the consultation, and ensure we respect their views.

Practical steps

• To start to clarify what we each would like this initiative to be like, what for each of us present would make it worthwhile to be actively involved.
• To consider who else we need to reach out to and include, acknowledging the need for cultural relevance and equity, and the barriers created by language, access to resources and culture.
• To envision what the CCE might hope to achieve over time.
• To identify some concrete next steps this community might take, which might attract funding and move the community forward.
• Offers to amend and enhance the guidance paper.
Julie Berentsen

Julie is a qualified systemic practitioner with a passionate interest in supporting the wellbeing of young people and the communities around them. She is an experienced primary school teacher and has a qualification with the Mindfulness in Schools Project (MiSP), a not-for-profit organization offering mindfulness training to young people from 7–18 years of age. In addition to this, Julie has trained at the Special Yoga Centre in London gaining her children's yoga credential. She also has an MA in education from King’s College, London, with her dissertation focusing on mindfulness in children using the Plum Village approach. Over the years Julie has studied with many experts in these fields and has taken part in mindfulness training with a variety of renowned practitioners. She has also spoken on her experiences and research at various international conferences and retreats.

She featured on the BBC News as part of a research project into mindfulness in secondary schools as well as a short piece on mindfulness in primary schools. Julie runs regular classes, introductory workshops and INSET training on mindfulness for students, parents and teachers.

Michael Bready

Michael is the founder and director of UK-based charity Youth Mindfulness. He discovered meditation at the age of 18 and began teaching mindfulness when he was 25. He has taught mindfulness to 1,000s of children, young people and adults and is the author of the Youth Mindfulness Kids Programme – a 16-lesson introduction to mindfulness for 7-11 year olds. He has trained over 500 educators to deliver the programme who have gone on to bring mindfulness to over 25,000 children in more than 15 different countries. With colleagues at Youth Mindfulness he has developed several mindfulness courses for adults and a year-long training programme to enable would-be mindfulness teachers to reach with authenticity, depth and compassion. He has worked with incarcerated youth and continues to develop programmes for at-risk youth with an emphasis on enabling deep, safe and transformative experiences.

Amy Burke

Amy Burke is an educational consultant who spent 15 years as a high school teacher and guidance counsellor in Canada and The Netherlands before relocating to Prague in 2013. She holds a Masters Degree in Contemplative Education from Naropa University and in 2012 she co-founded MindWell, whose aim is to support educational communities in fostering wellbeing through mindfulness and social-emotional learning.

She is a lead teacher trainer for the Mindfulness in Schools Project (UK) and has completed curriculum training with Gina Biegel (MBSR-T) and Dr. Amy Saltzman (Still Quiet Place). Amy is also a facilitator for the CARE program (Cultivating Awareness and Resilience in Educators) and has taught at the New York University in Prague. She is developing Contemplative Career Planning programs for high school and college aged students, combining contemplative practices with design thinking. Amy works internationally in schools and universities providing workshops and retreats for educators, students and parents with a focus on self-care and stress management. She is also trying to perfect her skills of writing in the 3rd person.

Marianne Claveau

Marianne Claveau loves nature, smiles and sunrise. She is practising meditation in the Plum Village tradition. She’s graduate in physiology and in education for sustainable development. In 2013, she conducted research on the contributions of mindfulness in education and deepened this action in the field with teens and also with people in precarious situations. She offers training courses for teachers and others professionals.

She is actively involved in the development of Wake Up Schools, an initiative of Zen master Thich Nhat Hanh for education sector. She contributed to the realization of the book Happy teachers change the world published in 2017 by gathering very inspiring field accounts in France. As a mother, she also seeks to develop conscious parenthood by sharing the testimony of her experience.

Guy Claxton

Guy Claxton is a cognitive scientist with a special interest in the expansion of non-intellectual forms of intelligence. His books on the subject include Hare Brain, Tortoise Mind: Why Intelligence Increases When You Think Less; The Wayward Mind: An Intimate History of the Unconscious; and Intelligence in the Flesh: Why Your Mind Needs Your Body Much More Than It Thinks. Much of his professional life has been spent trying to improve the quality education, so that it equips young people with minds fit for 21st century life. His education books include Building Learning Power; What's the Point of School?; New Kinds of Smart: How the Science of Learnable Intelligence is Changing Education (with Bill Lucas); and The Learning Power Approach.

Guy was a founding faculty member of Schumacher College, and the Sharpham Institute of Buddhist Studies, both in Devon, England. He has studied in the Tibetan, Theravadan and Zen traditions of Buddhism. He is currently Visiting Professor of Education at King’s College London.

Jamie Bristow

Jamie Bristow is director of The Mindfulness Initiative, the world’s first policy institute about mindfulness, which grew out of a programme of mindfulness teaching in the British Parliament. The Mindfulness Initiative provides the secretariat to the UK Mindfulness All-Party Parliamentary Group and helped politicians to publish the seminal Mindful Nation UK policy report.

Jamie now works with politicians around the world to help them make capacities of heart and mind serious considerations of government policy and advises public institutions seeking to implement or develop mindfulness training programmes.
Amy Cohen Varela

Amy Cohen Varela is Chairperson of the Mind & Life Europe Board and involved with Mind and Life since its inception. She is also a clinical psychologist specialized in psychodynamic therapy and philosophy.

Amy studied comparative literature at Brown and Columbia Universities before moving to Paris in the early 80’s, where she received her degree in clinical psychology at the University of Paris 3, with a specialty in psychodynamic theory and practice, and in parallel, completed psychoanalytic training.

Michael de Vibe

Michael de Vibe’s is educated as a family doctor and family therapist and has worked for ten years with quality improvement of health care services for the Norwegian government. He has practiced and taught on Mindfulness for many years. In 2014 he completed his PhD on the effects of mindfulness training for students of medicine and psychology. In 2017 he published a comprehensive review and meta-analysis on the effects of MBSR for adults.

His last publication was an article on the 6-year follow-up results of mindfulness training for students of medicine and psychology. In 2017 he has developed an online training program in mindfulness. He is a grandfather and learns to be mindful from the grandchildren – they are such good teachers.

Heidemarie Dobner

Heidemarie Dobner is the artistic director of the think tank GLOBART - a platform for visionaries and future decision makers. GLOBART has become an indispensable place of interdisciplinary dialogue, in which society is being actively shaped. In 2012, GLOBART hosted the first “World Peace Game” in Europe (created by US educationist John Hunter).

In 2016, Heidemarie Dobner published the book The Toolbox is You in cooperation with Maria Khage (Association for Mindfulness, Österlokh). The manual for mindfulness training, especially created for students and teachers, has been awarded with the Austrian State Prize. Together with the Institute for Mindful Pedagogics at the University of Vienna, GLOBART initiated the research project “Mindful Teacher Training”. In 2018, GLOBART organized the first GLOBART Mindfulness Forum with Richard Davidson in Vienna and Melk.

Dusana Dorjee

Dusana Dorjee, PhD, is a cognitive neuroscientist, author, meditation practitioner and teacher. She received her Ph.D. in Psychology and Cognitive Science (with neuroscience focus) from the University of Arizona.

Dusana also holds master’s degrees in clinical psychology (Comenius University) and cognitive psychology/cognitive science (University of Arizona) and studied at doctoral level philosophy of mind and science. She leads a research lab where she investigates changes in the mind and brain resulting from meditation practice in the context of well-being across the lifespan and broader focus on developmental neuroscience of well-being. Dusana has pioneered translational neuroscience research on secular meditation with children and adolescents in schools and proposed a framework for research in contemplative science.

She received several research grants in support of her research, including a Mind and Life Contemplative Studies Fellowship.

Dusana is currently developing new measures which may enable a more comprehensive and integrative investigation of modifications in the mind and brain with meditation in adults, adolescents and children. She has also co-authored (with focus on neuroscience content) a mindfulness and well-being curriculum called The Present Course for Primary Schools.

Dusana authored two peer-reviewed books: Mind, Brain and the Path to Happiness (Routledge, 2013) and Neuroscience and Psychology of Meditation in Everyday Life (Routledge, 2017). Dusana has been regularly practicing meditation since 2000 with a particular focus on Dzogchen and has been teaching meditation since 2005.

Kamila Dvořáková

As a prevention researcher, Kamila is primarily interested in enhancing young people’s well-being and mental health through evidence-based practices in educational settings. In particular, her work is focused on the promotion of awareness and socioemotional competencies of children, youth, and their teachers. Her PhD experience in Human Development and Family Studies at the Pennsylvania State University (under the guidance of Dr. Mark Greenberg) equipped her with a broad range of research development skills that she is applying in her home country, the Czech Republic, where she now lives.

Through collaboration between the Charles University and the National Institute for Mental Health in Prague, she is developing research projects that support children’s positive development and teachers’ capacity to promote a healthy school climate. First, they are creating a comprehensive well-being-focused educational program for elementary school students based on a systematic review of effective mental health interventions in schools.

Second, they have developed a stress management and emotional awareness program for elementary and high school teachers and are conducting a pilot study to evaluate the program’s feasibility and acceptability in Czech schools. Overall, her professional intention is to promote international collaboration focused on the promotion and sustainable application of well-being enhancing practices.
Brigitte Eigenmann

Brigitte Eigenmann is the Head of Human Resources at Zurich International School (ZIS), one of the leading international day schools in Switzerland, with 1300 students and close to 300 employees. She holds a Master of Law (lic. iur.) from Zurich University and has vast experience in international human resources in the financial and educational sectors. Her main areas of expertise are in management support, assessment, conflict resolution, recruitment and organizational health.

Brigitte was first introduced to contemplative practices through yoga at age 16. She has since broadened her practice to Zen and mindfulness meditation. She is still an avid yoga practitioner and goes on retreat on a regular basis. In her capacity as Head of HR of ZIS she is responsible for organizational health and in this context, for introducing mindfulness to faculty, staff and subsequently students. She is currently working with Kevin Hawkins on bringing mindfulness to the school leadership and employees. Through her personal positive experience with mindfulness practices, she is convinced of its potential for the health of the individual and society as a whole. Her professional focus therefore lies in bringing contemplative practices into the business world.

Clare Eddison

Clare Eddison is the Head Teacher of the Dharma Primary School in Brighton, Sussex. The school, established in 1994, is the only school in the UK with a Buddhist ethos. In November 2017, the school won the inaugural ISA (Independent Schools Association) National Award for Excellence and Innovation in Pupils’ Mental Health and Wellbeing.

Clare joined the school in September 2015 after teaching for many years at secondary and university level. At her last school, she was deeply involved in working with the well-being and creativity agendas for children at the school. A Cambridge graduate, she is deeply committed to educational development and has a clear vision for educating the whole child. In addition to her proficiency as a teacher, Clare is a long-term practitioner of Buddhism.

Clare first met and studied with H.H. The Dalai Lama and Kirti Tsenshab Rinpoche in India in 1990. After a year in Asia, she returned to the UK and resumed meditation and study in 1995. She studied with the FWBO (now Triratna) and then found her spiritual home at Gaia House (https://gaiahouse.co.uk/), studying with Insight Meditation teachers such as Christina Feldman and Yanai Postelnik. Later on, she became a manager at Gaia House and undertook many further retreats and courses in Insight Meditation and the Mahasi tradition (with Bhante Bodhidhamma).

Clare has had many different jobs (DJ, radio presenter, environmental researcher) and taught many things (horticulture, music, maths, the art of making dens) to different sets of students. At the core there remains a deep desire for creative service, including the development of an experimental mindset and lifelong learning dispositions.

Oren Ergas

Oren is a senior lecturer at the faculty of education, Beit Berl College, Israel. His academic research and teaching revolve around bridging the fields of education and contemplative practices. Unlike other scholars who easily say “I am an educational psychologist” or “a philosopher of education” – Oran’s case is more difficult to define, since his research and teaching draw on a multi-disciplinary perspective that spans Western and East-Asian philosophy, contemporary sociology and the psychology and philosophy of mind. His daily contemplative practice focuses mostly on mindfulness, yoga and tai chi.

His publications generally focus on two perspectives: (a) an external perspective from which I study the growth and development in the discourse of contemplative education from sociological and philosophical perspectives, and I also examine the sources of these practices within East-Asian traditions and how they relate to education. (b) an internal perspective from which I examine the theory and practice of education, curriculum and pedagogy from the perspective of the nature or mind.


Paul Gilbert

Paul Gilbert, PhD, FFBPsS, OBE is Professor of Clinical Psychology at the University of Derby and is a Visiting Professor at The University of Queensland, Australia. He was an NHS Consultant Clinical Psychologist at the Derbyshire Health Care Foundation Trust until his retirement in 2016. He has researched evolutionary approaches to psychopathology for over 40 years with a special focus on shame and the treatment of shame-based difficulties - for which compassion focused therapy was developed. He was made a Fellow of the British Psychological Society in 1993.

In 2003 Paul was president of the BABCP and a member of the first British Governments’ NICE guidelines for depression. He has written/editied 22 books and over 300 publications. In 2006 he established the Compassionate Mind Foundation, a charity with the mission statement “to promote wellbeing through the scientific understanding and application of compassion” (www.compassionatemind.co.uk). He was awarded an OBE in March 2011.
Jannus Jaska

Jannus is director of the Minutes of Stillness NGO. This Estonian initiative offers mindfulness and self-regulation skills to children at all levels of school and kindergarten. Our bigger vision is to upgrade the national educational system one teacher at a time – we're at ~ 8% at the moment.

Since 2010 he has helped his Service Design clients varying from rural NGOs to biggest Ministries in Estonia to implement human-centred service thinking to build sustainable value chains and business models. Along the way, he's built an AI-based wellness service for pets and helped to establish a real-time wellbeing and culture analytics start up PSYT in the UK. He served as a in-house service designer for an Estonian e-Residency program. Since 2005, encouraged by his Master's degree studies in Religious Philosophy he has attended several study programs in various Tibetan Buddhist monasteries of Nyingma, Gelug and Kagyu schools in Nepal and in India, studying and practising the 'Science of the Mind'.

Jannus is currently acquiring his new Master's degree in Educational Technology at Tallinn University where his main research area is the application of smartphones in developing metacognitive skills and mindfulness. He has acquired the Cultivating Emotional Balance Teacher Training (CEBTT) certificate and serves as a Mindfulness coach at Minutes of Stillness NGO’s “8 Weeks to Mindfulness” program in Estonia.

Kevin Hawkins

Kevin Hawkins has worked with adolescents and young people in various contexts for over 30 years – as teacher, school head, and social worker in the UK, Africa, and Europe. He currently lives in the Czech Republic where for 10 years he was Middle School Principal at the International School of Prague.

Kevin trained in mindfulness in Europe and the USA with Mark Williams (Oxford Mindfulness Centre), Jon Kabat-Zinn, Saki Santorelli and Florence Meleo-Meyer (UMass Medical School, Centre for Mindfulness), and with Dr. Amy Saltzman (Still Quiet Place) and he has taught mindfulness to students, teachers and parents since 2008. In 2012 he co-founded MindWell, (mindwell-education.com) which supports educational communities around the world in developing wellbeing through mindfulness and social-emotional learning.

Kevin is a Senior Trainer for the Mindfulness in Schools Project (UK); a facilitator of the evidence-based CARE program (Cultivating Awareness and Resilience in Educators); and he has worked as lead consultant to the International Baccalaureate Organisation on SEL and mindfulness. Kevin is a regular speaker, writer and presenter on the topics of mindfulness and social and emotional learning in education. His first book, Mindful Teacher, Mindful School: Improving wellbeing in teaching and learning, was published by SAGE in July 2017.

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Helle Jensen

Helle Jensen is a psychologist and family therapist. Together with Jesper Juul, she has among other things been teaching relational competence for educators in different European Countries. As chairperson and co-founder of the Danish Society for the Promotion of Life Wisdom in Children, she has been teaching professionals how to develop empathy and presence and how to bring these values into the lives of the children and young adults with whom they work.

Her current activities include responsibility for the school staff programme of “Hand in Hand”, an EU funded programme aimed at enhancing social-emotional-intercultural competences for 8th grade students (www.handinhand.si). She is the author of numerous publications, including Hilfezucht und ganz bei sich: Achtungkeit und Empathie in der Schule and (with Jesper Juul, Peter Høeg and others) Empathie: Was die Kinder Stark Macht. She also directs the two-year training programme “Training Empathy” (www.trainingempathy.com).

Helle Jensen

Jeroen Janss

Jeroen is a mindfulness teacher and social entrepreneur, bringing people together through silence, dialogue and storytelling. He teaches mindfulness and compassion in international organisations such as the European Commission and European Parliament. He works with schools to find ways to integrate mindfulness in a sustainable way and teaches mindfulness to both teachers and students. He founded “What We Share” to encourage people to open up their living rooms, work places and schools to self-organise moments of silence (www.whatweshare.org). As co-founder of AmWell he helped organisations measure wellbeing and taught programs to respond more effectively to stress.

Jeroen is a former partner at an international HR consulting firm has a master in International Relations. While originally from the Netherlands, he lives with his Romanian wife and three boys in Brussels.

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Emma Jones

Emma has worked as a Lecturer at The Open University since 2014. Her research interests focus on the role of emotion and wellbeing in legal education and practice and through these, she has developed an interest in contemplative practices. Emma recently introduced mindfulness meditation into a clinical legal education programme she was running and is currently working on devising a programme which combines contemplative practices with alternative dispute resolution processes.

Emma is currently writing a monograph for Routledge on the role of emotion in legal education. She is also leading an interdisciplinary project called "Fit for Law" in partnership with the UK charity LawCare. This project aims to encourage psychologically and emotionally healthier ways of working within the legal profession. Prior to becoming a Lecturer, Emma practised as a solicitor in private practice and has also taught in both further and higher education.

Bryndís Jóna Jónsdóttir

Bryndís Jóna Jónsdóttir, MA in counselling and MA diploma in Positive Psychology at the University of Iceland. She is trained as a mindfulness teacher from the UK (Bangor University & Breathworks) and is one of the founders and directors at the Mindfulness Centre in Reykjavík, Iceland.

Bryndís Jóna teaches part-time mindfulness and positive education to masters students in the Faculty of Education Studies at the University of Iceland. She is part of the team at the University of Iceland in developing resilience program called Upright, funded by the European Union and is collaborated within six other countries. From 2007-2016 she worked as a Human Resource Manager at the Flensborg College where she led the development and implementation of the concept of Health Promoting Schools, in which mindfulness is one of the key components. Since 2014 Bryndís Jóna has been leading the development and implementation of Positive Education into the school curriculum. She is one of the leaders in the research team, working in collaboration with the Directorate of Health, in developing holistic approach to implement mindfulness into elementary schools nationwide.

Bryndís Jóna is also leading development, teaching and training for holistic approach with kindergarten. She has developed mindfulness teaching material for teenagers and has taught mindfulness for different age groups, from 6 to 76 years old. Her main passion is well-being in schools, for staff and students and she believes that mindfulness and other contemplative ways are very strong foundation for well-being in schools.

Vera Kaltwasser

Currently working on implementing mindfulness into the everyday schooling (Staatliches Schulamt Frankfurt am Main, Landesinstitut für Lehrerbildung und Schulentwicklung, Hamburg, MBSR-Verband, akiju, Berlin).

Vera studied German literature and Educational Psychology (Universities of Frankfurt and Bristol) and First and Second State Exam (German University Grades – enabling teaching at state schools) and received further training in Theatre and Drama Pedagogy, Psychodrama (Moreno-Institute, Stuttgart), Qigong (MQA), Mindfulness-Based-Stress-Reduction (MBSR) and Teacher Coaching (Prof. J. Bauer).


Claire Kelly

Having had a career in teaching for over 25 years, 18 of which at Senior Leadership level, Claire joined the UK charity Mindfulness in Schools Project (MiSP) in 2012 as their Director of Curricula and Training. As part of her role she creates classroom content, and trains teachers to deliver mindfulness-based programmes in school settings for 7-18 year-olds. She has also overseen the b teacher training programme for the large scale MYRIAD research project in collaboration with Oxford University. This includes the largest ever randomised control trial involving the teaching of mindfulness in school contexts with over 8,000 students taking part in the trial. On behalf of MiSP, Claire also contributed to the Education strand of the Mindful Nation Report UK report.

Claire Kelly is a teacher of mindfulness for adults (MBSR) having trained with Bangor University Centre for Mindfulness Research and Practice. She has taught mindfulness in a range of settings, including traditional primary and secondary schools, the Guildhall School of Music and Drama in London, for clinical and educational psychologists, in pupil referral units (short-stay schools), universities, medical and veterinary schools.
Nava Levit-Binnun

Dr. Nava Levit-Binnun is the director of the Sagol Center for Brain and Mind, and the founder and director of the Muda Institute for Mindfulness, Science and Society at the Interdisciplinary Center (IDC) Herzliya. The research in Sagol Center aims to understand the qualities underlying healthy brains and minds such as brain resilience, interpersonal interactions, self-awareness, mindfulness, compassion and friendship, integrating tools from physics, neuroscience, psychology and phenomenology.

Dr. Levit-Binnun runs the Sagol Center from a deep belief that neuroscientists are not only capable of but are obligated to making the world a better place. Accordingly, in 2009 she founded the Muda Institute for Mindfulness, Science and Society which operates as part of the Sagol Center. This institute focuses on promoting and implementing the vast knowledge accrued from neuroscientific research about our ability to nurture positive mental traits such as resilience, well-being, mindfulness and awareness, compassion and empathy, giving and caring and altruism and tolerance. The Muda Institute’s basic working assumption is that these traits are essential to our ability as individuals and as a society to deal with the personal, societal and political challenges facing us. Accordingly, the Muda Institute develops interventions and professional development programs aimed at creating agents of social change that will help develop and nurture positive mental traits in formal and non-formal educational, health, business, legal and public systems. To date, the Muda Institute has developed several mindfulness-based programs, has trained over 100 mindfulness instructors, and has worked with more than 600 school teachers in both Jewish and Arab schools.

Dr. Levit-Binnun has been studying Yoga and Buddhist meditations for over 20 years, and has completed a 3-year Yoga instructor course and a Mindfulness-Based Stress Reduction Teacher training course. She teaches mindfulness to psychology students as part of an academic course in the last 10 years.

Birgitta Kimber

Birgitta Kimber has worked for the development and welfare of children throughout her career. She is a special teacher, concerned with children with difficulties, a qualified psychotherapist, and an instructor in mindfulness based cognitive therapy (MBCT). She has been involved in two major school-based intervention programs: the social and emotional training (SET) program, which introduced social and emotional learning (SEL) to Swedish schools; and, more recently, the resilience curriculum (RESCUR), which is a Europe-wide effort to promote resilience in children.


RESCUR has its own sites (www.rescur.se; www.rescur.eu), and has been described in the academic literature (see, e.g., Cefai, C., Cavioni,C., Bartolo, P., Simoes, C., Renati, R., Bouillet, D.T., Saric, M., Matopoulou, A., Gavogiannaki, M., Zanetti, M.A., Gablek, K., Lebre, P Kimber, B & Eriksson, C. (2015). Social inclusion and social justice: a resilience curriculum for early years and elementary schools in Europe: Journal for Multicultural Education 9(3). Birgitta has published several books for teachers to help them to create an inclusive classroom and also a book for the parents of teenagers.

David McMurtry

Dr. David McMurtry lives and works in Zagreb, Croatia, where he teaches mindfulness. He is an Emeritus Senior Lecturer at the University of Aberdeen, Scotland, UK, where previously he was co-Founder and Director of the MSc in Studies in Mindfulness Programme.

David is currently President of the Non–Governmental Organisation (NGO) ‘Mindfulness Hrvatska’ (Mindfulness Croatia). He is also a Director of ‘Inspired By Learning’, a publishing and training company.

Ven. Constanze Miller

Ordained in 1978 as a Buddhist nun in the Tibetan tradition, Constance Miller has taught Buddhist practice and philosophy in Buddhist centers in Europe, Asia and the Americas since 1982. During her 40 years as a Buddhist nun, Connie has directed her knowledge and energy toward bringing the wisdom of Buddhism into Western culture, focusing specifically on the fields of education and publishing. In addition to her professional ability as a writer and editor, Connie has dedicated her energy for many years to the development of Universal Education, assisting Lama Thubten Yeshe in launching this project from its beginning in the early 1980s.

Over the years, she has served in various centers of the Foundation for the Preservation of the Mahayana Tradition (FPMT) as a resident teacher and as a visiting teacher. Currently, Connie is a resident teacher at Istituto Lama Tzong Khapa (ILTK) in Pomaia, Italy, which is one of the largest and most active and innovative Buddhist centers in Europe. She has also taught within doctoral and post-doctoral programs at the University of Pisa and at the University of Rome La Sapienza. At ILTK, Connie is responsible for researching, developing and teaching new and creative learning programs for adults and adolescents, as well as for the development of training programs for teachers and educators.

She seeks ways to bring together more harmoniously the pedagogical approaches of East and West in modern education, while encouraging an exploration of themes pertaining to ethics and the development of the whole person in all aspects – emotional, cognitive, social, and so on – through the use of contemplative pedagogical methods. To this end, in 2015 Connie created the extremely successful secular ethics program, “L’Arte della Felicità (The Art of Happiness)” based on the Dalai Lama’s book, which she teaches together with neuroscientist Nicola De Pisapia of the University of Trento and which runs for 9 months each year at Istituto Lama Tzong Khapa.
Lobsang Tenzin Negi

Lobsang Tenzin Negi, Ph.D. is the Executive Director of the Center for Contemplative Science and Compassion-Based Ethics at Emory University. He is also the co-founder and director of the Emory-Tibet Partnership, a unique multi-dimensional initiative founded at Emory University in 1998. In addition, Prof. Negi is a Professor of Practice in Emory University's Department of Religion and the founder and spiritual director of Drepung Loseling Monastery, Inc., in Atlanta, GA.

In 2007, Prof. Negi developed CBCT® (Cognitively-Based Compassion Training), a secularized contemplative program based on Tibetan Buddhist mind training practices that deliberately and systematically works to cultivate compassion. He also oversees several other programs including SEE Learning™ (Social, Emotional and Ethical Learning), a program that develops and implements curricula for kindergartens through university level education for the education of heart and mind, and the Emory-Tibet Science Initiative, a program created at the invitation of His Holiness the Dalai Lama to develop and implement a comprehensive modern science curriculum specifically for Tibetan monastics.

Prof. Negi was born in Kinnaur, a remote Himalayan region adjoining Tibet. A former monk, he began his monastic training at The Institute of Buddhist Dialectics in Dharamsala, India and continued his education at Drepung Loseling Monastery in south India, where in 1994 he received the Geshe Lharampa degree. Prof. Negi completed his Ph.D. at Emory University in 1998. In addition, Prof. Negi is a Professor of Practice in Emory University's Department of Religion and the founder and spiritual director of Drepung Loseling Monastery, Inc., in Atlanta, GA.

Brendan Ozawa-de Silva

Brendan Ozawa-de Silva, Ph.D. is Associate Director for SEE Learning at the Center for Contemplative Science and Compassion-Based Ethics at Emory University in Atlanta, Georgia. Prior to that he was Associate Professor of Psychology and Associate Director for the Center for Compassion, Integrity and Secular Ethics at Life University. His research focuses on the psychological, social and ethical dimensions of prosocial emotions and their cultivation, with a focus on compassion and forgiveness, and his chief interest lies in bringing secular ethics—the cultivation of basic human values—into education and society. He was the founding director of the Chillon Project, Life University's higher education in prison program, and is a founding board member of the Association for Higher Education in Prison. He is also a Fellow of the Mind & Life Institute and an Associate Editor for the Journal for Healthcare, Science and the Humanities.

Hanna Paulmann

Hanna Paulmann is founder and shareholder of the newly established institute ACHTSAMKEIT-VERBUNDENHEIT-ENGAGEMENT eGmbH (Mindfulness-Connectedness-Engagement), Berlin. The institute shares the vision to establish mindfulness-based interventions into the German educational system by funding and supporting outstanding projects, by supporting research projects and networking.

As mother of 3 children and 7 grandchildren she feels responsible to contribute to a change in the German educational system and society.

Orlaith O’Sullivan

Orlaith (pronounced 'Orla') has practiced mindfulness for over 20 years in the tradition of Zen Master Thich Nhat Hanh, and is an ordained lay member of his Order of Interbeing. Orlaith is international co-ordinator for Wake Up Schools, a movement to realise Thich Nhat Hanh's vision for mindfulness in education. She works with educators and children to help make schools kinder and more compassionate. She is the founder of two Dublin City sanghas (mindfulness practice groups) – one for adults and one for families.

Orlaith consults on corporate mindfulness solutions, working to create resilient communities that can innovate, problem-solve with clarity and work positively with change. Her public offerings include courses on mindfulness, poetry and cultivating happiness. She mentors and teaches widely in Ireland.

Cornelius Pietzner

Cornelius Pietzner, Co-Director Mind & Life Europe, is Chief Executive Officer of Altiera Impact Finance GmbH, an impact investment firm in Zurich. He is President of the Altiera Foundation, a Swiss charitable foundation that supports transformation initiatives related to a human-centered economy. He served as Chief Financial Officer on the Executive Board at the Goetheanum, General Anthroposophical Society, Switzerland with affiliates in 90 countries. He has had leading roles in social impact enterprises, financial management, philanthropy and investments.

Cornelius Pietzner serves as Trustee/Advisory Board on a number of organisations and foundations in the USA and Europe. He received his degree in Political Science from Williams College, Mass. and was awarded a Thomas J. Watson Fellowship.
Tobias Röder serves as Managing Director of the newly established Berlin-based Institut für Achtsamkeit, Verbundseins und Engagement (Institute for Mindfulness, Connectedness and Engagement). Our institute shares the vision to support the educational system to become more holistic and far-reaching, so that real potential development of everyone, mutual respect and responsibility for society and the environment develop equally. We will create networks and fund projects and research projects. We are interested in mindfulness, relationship competence and social responsibility.

Tobias Röder holds a Master's degree in Political Science, Social Anthropology and Public Law. He has worked for several years as a public relations consultant for German governmental and non-governmental organisations, advising local authorities and best-practice projects in the children and youth sector. He also worked for several years as managing director of a large Buddhist seminar house and as well as of a Buddhist care and hospice project near Berlin. As a father of a 5-year-old girl, he also has a great personal interest in a humane and child-friendly education.

Joana Sampaio de Carvalho is an educational psychologist since 1997. She is a research fellow in the project “Effects of a mindfulness-based intervention for teachers: A study on teacher and student outcomes”, funded by the BIAL Foundation and developed by the Faculty of Psychology of the University of Lisbon. The overall objective of this project is to evaluate the effectiveness of a Mindfulness Program for Teachers – Atentamente (Attentively) –, created by the Institute of Mindfulness where she is responsible for the Education Department, since 2016. In the ambit of the Interuniversity PhD programme (Universities of Lisbon and Coimbra) in Educational Psychology is completing a study on the effects of mindfulness practices (through the Mindup Program) for teachers and students in the 3rd year of primary education.

She is a consultant and trainer at Hawn Foundation UK for the MindUp Program, and trainer of the paws b Program (for children between 7 and 11 years old). She is a trainee of the Mindfulness Based Stress Program (MBSR) at the San Diego Center for Mindfulness. She has participated in several international and national scientific meetings. She has participated in several retreats of deepening and study with Christina Feldman, John Peckock, Bilda Analayo, Ajahn Vajiro, among others.

Filippo Scianna is a 49 years old lawyer with a master in mediation at the University of Padua. He was a team leader in a British multinational operating in the insurance sector. He is a Mindfulness trainer within the Mindfulness Based Stress Reduction (MBSR) program managed by AIM (Italian Mindfulness Association). He obtained the title of Master Practitioner in neuro-linguistic programming in NLP Italy and that of Master in Coaching in EKIS. From 2002 to 2012 he has been director of the Center for the Study of Psychology and Buddhist Philosophy Tara Cittamani di Padova, within the Foundation for the Preservation of the Mahayana Tradition (FPMT), while I was also the coordinator of the Italian centers.

Since 2012 he have been director of the Lama Tsong Kha Institute in Pomaia where in the last six years he has contributed to the development of programs and activities by organizing very important events including two visits by the Dalai Lama and establishing relationships with academic centers, including University of Pisa. As part of this collaboration, the Master’s program in Neuroscience, Mindfulness and Contemplative Practice has been activated.

Nimrod Sheinman is one of Israel’s leading mind-body and mindfulness in education experts, and an international spokesperson advocating mindfulness-based initiatives with children. He is the founder and director of Israel's Center for Mindfulness in Education, co-founder of Israel’s Center for Mind-Body Medicine, and heads the International Soul of Education Initiative, now gaining momentum around the globe.

About 20 years ago, supported by Israel’s ministry of education, he initiated the country’s first whole-school mindfulness in education project, among the first of its kind in the world. The benefits of the whole-school model have since reached thousands of children, teachers and parents. In the last three decades, he presented mind-body medicine and mindfulness in education seminars in universities, institutes, hospitals and international conferences in USA, Canada, Europe, Australia and Israel. He is the author of Pauk for Thought (1989, in Hebrew), and Imagery-based Therapy: A Workbook for Clinical Practice (1991, in Hebrew). He is a co-editor of Potentiating Health and the Crisis of the Immune System (Plenum Press, 1997).

Dr. Sheinman was an Aeronautical Engineer, graduate of the Israel Institute of Technology (1973). He served as a chief project officer in the Israel Air-Force (1973-1978) and was a recipient of the 1976 Israel’s Air-Force Award. He is a keen photographer and a recipient of Nikon's photography award.
Ha Vin Tho

Dr. Tho is the founder of Eurasia Learning Institute for Happiness and Wellbeing (http://elihw.org/) and he has been the Program Director at the Gross National Happiness Centre in Bhutan (http://www.gnhcentrebhutan.org/). In this capacity, he has developed and facilitated many GNH learning programs for both Bhutanese and international audiences. He is currently implementing the “Happy Schools” program in Vietnam, in partnership with the Ministry of Education, and several Universities: Hue/Vietnam, Lausanne/Switzerland, Geneva/Switzerland.

Previously, he served as Director of training, learning and development at the International Committee of the Red Cross in Geneva, in charge of all the ICRC Training Centers in Europe, Asia, Africa, America and the Middle East. Dr. Ha Vinh Tho has been a professor in several universities in Europe and Vietnam, he has published several books and many articles on topics including education, engaged spirituality, intercultural dialogue, adult education and humanitarian action and GNH. He holds a Ph.D. in Psychology and Education from the University of Geneva.

Sander Tideman

Sander Tideman, LL.M., is Co-Director of Mind & Life Europe, and he serves on the faculty of Rotterdam School of Management, Erasmus University (RSM), where he researches and lectures on societal- and sustainability oriented leadership. In this work he draws on contemplative traditions and practices, which he has studied after encountering Buddhism in the Himalayas in 1982. He has studied under teachers in Nepal, Tibet, China and India.

He authored several books and articles, including Mind over Matter, Towards a New Paradigm for Leadership in Business and Economics (2007) and Business as Instrument for Societal Change: In Conversation with H.H. the Dalai Lama (Greenleaf 2016).

Sander received education in International Law (Utrecht University), Asian Affairs (London School of Oriental and African Studies), International Economic Law (London School of Economics) and Chinese language and culture (Taiwan National Normal University). He later studied various approaches to psychology, organizational dynamics and leadership. He is a founding board member of the Dalai Lama Netherlands Foundation.

Volker Tischendorf

Volker Tischendorf has been working for the “Association for Mindfulness in Osterloh e.V.” with the “The Toolbox is You” at schools in Germany and Austria. The community of Osterloh promotes mutual appreciation, self-care and respect for the environment. The focus is on MBSR, MBCP, MSC, mindful eating, silence retreats and yoga classes. In January 2018 he was part of the SEE Learning Initiative in Frankfurt.

He began his activity with children and adolescents in 2006 as a youth leader in the Alpine Club. For several years he was deputy head of the afternoon care in the context of the all-day school (secondary school). In addition, as an employee in a housing association, he has gained experience in dealing with people with disabilities. Volker has been practicing meditation for 20 years; he conducts meditation groups and gives seminars with the main emphasis on breath- and bodywork.

Karlheinz Valit

Karlheinz Valit holds a PhD in Pedagogy and Psychology and the 1st and 2nd State Exams as teacher at public schools. Besides that he took numerous long-term trainings in pedagogy, psychology, spirituality and body work. In his spiritual lineage he is a student of the Kalchow School founded by A. H. Almaas since 20 years.

He is the Scientific Director of the first Master’s Degree in mindfulness in German language (entitled Mindfulness in Education, Counselling and Health Care) that started in the spring of 2018 at the Church Based University of Applied Sciences in Wies/Krems, and he currently leads the project Mindfulness in Teacher Education and Schools (Achtsamkeit in LehrerInnenbildung und Schule, ALBUS) at the University of Vienna (2017-2022) where he also teaches educational science as an Assistant Professor. Additionally he works as a lecturer for Didactics of Higher Education at the Technical University of Vienna.

Formerly he was Visiting Lecturer at the Institute for Educational Science of the University of Vienna and Project Manager and Scientific Consultant of various transnational education projects of the Chamber for Trade and Crafts of Munich and Upper Bavaria. He was a Trainer, Supervising Trainer and Chairman of the Institute for Sexual Education, Dortmund (up) for over a decade and Assistant Professor at the University of Regensburg. In the beginning of his career he was a teacher at a Secondary Modern School in Germany.

The current academic focuses of his work are: Mindfulness and compassion in education, Social-Emotional Learning (SEL) und Social-Emotional Competencies of teachers (SEC), Didactics of Higher Education (at university level) with a special focus on personal transformation processes in teacher education, Gender- and Sexual Education and Educational Supervision/Coaching.

Together with his team he twice a year organizes the Symposium on Mindfulness in Education at the University of Vienna (6 symposia up to now). He is a member of the Austrian Mindfulness Initiative (Initiative Achtsames Österreich) that strives to implement mindfulness in politics in Austria, and he is founder of the Austria based Network Mindfulness in Pedagogy (Netzwerk Achtsame Pädagogik, NAP).
Nickel van der Vorm

Nickel is the co-founder of NIVOZ (Dutch Institute for Educational Matters) which functions as a think tank in the field of education in the Netherlands. NIVOZ finds its moral anchor in the Earth Charter and strives for a definition of quality in education not only from a qualification perspective but also from a socialization and personification perspective. NIVOZ focus is to strengthen teachers and principals in their respective pedagogical tasks. It does so through research, capacity building and raising awareness. Mindfulness, phenomenology and connectedness are well known within NIVOZ.

Nickel holds master degrees in law as well as business administration. Within NIVOZ he responsible for the social context of NIVOZ and its partnerships. Website: www.nivoz.nl

Salla-Maarit Volanen

Salla-Maarit Volanen is a social scientist and a senior researcher at Folkhälsan Research Center, and at University of Helsinki, Faculty of Medicine (Dept of Public Health). Volanen's earlier research includes topics such as the role of social capital in well-being and the determinants of sense of coherence and its impact as a positive internal resource promoting mental and somatic health.

Currently she directs the Healthy Learning Mind (HLM) initiative and research project (http://www.isrctn.com/ISRCTN18642659;https://bmcpsychology.biomedcentral.com/articles/10.1186/s40359-016-0142-3). The HLM project investigates the effectiveness of mindfulness-based interventions in Finnish schools, as well as explores the possible nationwide implementation and dissemination of mindfulness-based approaches in Finland’s schools.

Katherine Weare

Katherine Weare is Professor at University of Exeter where she directs the MSc in Mindfulness. Email: Kw262@exeter.ac.uk

Katherine is known internationally for her work on well-being, social and emotional learning and mindfulness in education. She has published widely, reviewed the evidence base, advised the UK government, EU and WHO, and developed practical strategies in these fields across most European countries. Her recent best selling book, co-written with Zen Master Thich Nhat Hanh Happy Teachers Change The World is being translated into 10 languages. She is principle investigator on a new initiative with Mind and Life Europe to develop a new Community of Contemplative Education Europe and is also a member of the MLE association.

COMMUNITY OF CONTEMPLATIVE EDUCATION IN EUROPE

ROTTERDAM, 14 – 16 SEPTEMBER 2018

Location: Bilderberg Parkhotel Rotterdam, Westersingel 70, 3015 LB Rotterdam

Friday, September 14th

18:00 Welcome by Katherine Weare and Sander Tideman
Group exchanges – getting to know one another, who is here, what do we want from this meeting and what can we each contribute?
19:45 Informal Buffet Dinner – further chance to exchange with others

Saturday, September 15th

Theme: Exploring where we are now
9:00 – 9:30 Plenary – what did the consultation tell us about what is happening across Europe and our views and understanding of CE?
9:30 – 11:30 Break out in small groups – Exploration of what is happening in CE in Europe, and learning from one another’s experience.
11:30 – 12:30 Plenary – drawing together the learning from the groups
12:30 – 14:00 Lunch Break – Informal lunch at Bilderberg Hotel – Conference room

Theme: Planning for the future
14:00 – 14:30 Plenary – what did the consultation tell us about our vision for the CCE?
14:30 – 16:00 Break out in small groups – the vision – what we would like the CCE to be like and what might it do to be useful – to us and to CE in Europe?
16:00 – 17:00 Plenary – drawing together the learning from the groups
18:00 Social evening

Sunday, September 16th

9:30 – 11:45 Public Talk Dalai Lama at Ahoy’ (Ahoyweg 10, 3084 BA Rotterdam)
13:00 – 14:00 Informal lunch at Bilderberg Hotel – Conference room

Theme: Taking our first steps
14:00 – 14:15 Plenary – getting started on action
14:15 – 15:15 Break out in small groups – what small steps might we take next?
15:15 – 16:00 Next steps + Closing
16:00 Departure
Mind & Life Europe is registered in Switzerland as a society with a not-for-profit status and a support office in the Netherlands.

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