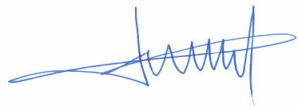


People behave the way they are measured. What would happen if teachers and doctors were evaluated and financially remunerated on the basis of the well being of their pupils and patients? This could include, for example, how much children are encouraged to take responsibility for their needs, feelings, interpretations and health as well as for their environment; whether their capacities for critical thinking and their abilities to sense, create, organize and interact are encouraged; and how their ability to plan their own lives according to their needs and interests while learning to manage it with as much autonomy as possible is fostered.

We invite you to join us in this crucial search for, and promotion of, the well being of our children - for their sakes...and ours.

Yours sincerely,



Daniel Kropf

Founding Chairman

Education by All for the Well Being of Children

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Education by All for the Well Being of Children

An invitation from the Founding Chairman

There was a time when the education of children was shared by the community. It was in many ways the collaborative interplay of parents, extended family, neighbors, teachers, doctors and spiritual leaders, who worked together to raise the children with a strong sense of their role within the community and in some cultures, of themselves also. Today the community is extended to a global village. Parents and family have lost much of their educational role to teachers and to both the media and information and communication technologies (ICT) that influence today's values. Family doctors are disappearing and are being replaced by specialists who focus on isolated aspects of health and disease, rather than on a deep understanding of how to foster proactively the well being of children, families and the environments in which they live.

The Universal Education Foundation, "Education by All for the Well Being of Children", believes that the purpose of education is the well being of children. Well being is the realization of one's physical, emotional, mental, social and spiritual potential. Besides reaching an understanding of the content of these aspects, we need to expand, maintain and preserve the qualities that suffuse our life with well being so that we feel energetic, hopeful, connected to nature and living things, and in touch with our creative, playful self. In this way we can spontaneously be 'in the moment', demonstrate empathy to others and live a meaningful and purposeful life.

Children do not do what you tell them to do - they do what you do and reproduce what they see. Unfortunately many examples of what children see in the media and in the world around them contribute to increasing anxiety and disease, rather than health. The health system is under enormous pressure to confront diseases which are mostly derived from unhealthy lifestyles, environments and thoughts. Obesity is reaching pandemic levels and some 40% of hospital and medical visits are for symptoms related to anxiety and depression.

Genetics accounts for a minimal part of unavoidable pathologies and many genetic predispositions to disease can be addressed by healthy behaviors. Both the healthcare system and industry are focused mostly on relieving symptoms of diseases, rather than the development of well being.

The subjective experience of well being is not at present sufficiently researched, studied and evaluated by mainstream institutions. The World Health Organization defines health as a state of complete physical, mental and social well being and not merely the absence of disease or infirmity but has very little in terms of indicators to assess it or professionals to support it. Its expertise is in disease management and prevention. Well being, on the other hand, is a never ending process of self fulfillment.

We propose that only a shared responsibility, "Education by All", towards learning and the "Well Being of Children" can move us towards a paradigm shift. Uniting the purposes of our education, public health and healthcare systems towards well being, in partnership with Media and ICT, can ensure over time a reorientation of emphasis and priorities in what truly matters.