

Hosted by
The Dalai Lama Trust
Emory University
Vana Foundation

Global Launch of SEE Learning

April 4–6, 2019
New Delhi, India



SEE Educating the
Heart & Mind
LEARNING



5-8-18 SEE LEARNING
Exploring Kindness



SCHEDULE AT A GLANCE

DAY 1 April 4, 2019

10:00–11:30 AM Press Conference
For credentialed media outlets and by special invitation only

DAY 2 April 5

8:30 AM All attendees must be cleared through security and seated

9:00–9:30 AM Pre-Program

9:30 AM–12:00 PM Unveiling of the SEE Learning Curriculum by
His Holiness the Dalai Lama

10:40 AM–12:00 PM Panel Session with His Holiness the Dalai Lama

12:00–1:00 PM Lunch

1:00–3:30 PM Panel Session: “SEE Learning in Action:
Student and Educator Experiences”

3:30–4:30 PM SEE Learning World Fair

DAY 3 April 6

8:30 AM All attendees must be cleared through security and seated

9:00–9:30 AM Pre-Program

9:30–9:55 AM Launch of the SEE Learning Platform by
His Holiness the Dalai Lama

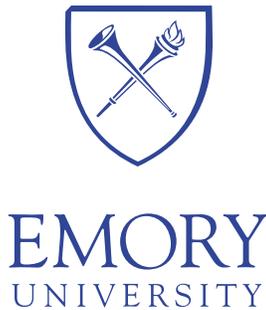
9:55–10:45 AM Keynote Address by His Holiness the Dalai Lama
“Preparing Children for a Changing World:
Infusing Discernment and Compassion into Education”

10:45 AM–12:00 PM Panel Session with His Holiness the Dalai Lama

12:00–1:00 PM Lunch

1:00–3:00 PM Closing Session: “Taking SEE Learning into the World”

A Message from Emory University's President



The launch of Emory's Social, Emotional, and Ethical (SEE) Learning program marks an exciting moment in Emory's story. Our collaboration with H.H. the Dalai Lama began more than twenty years ago with founding of the Emory-Tibet Partnership. In the years that have followed, we've worked together to equip students and faculty with the social, emotional, and ethical tools to create true well-being for themselves and others in a rapidly changing world. I'm thrilled that H.H. the Dalai Lama has continued his partnership with Emory, and today, we're working on a shared dream—to develop an educational program for worldwide use that cultivates evidence-based compassion, kindness, and altruism into daily learning practices. On behalf of all of us at Emory, thank you for attending the launch of the Emory SEE Learning program. We hope you will find inspiration and ideas that you can use to transform your classrooms around the world.

Claire E. Sterk
President
Emory University
Atlanta, Georgia

INTRODUCTION

SEE Learning: The Culmination of a Decades-Long Collaboration Between Emory University and H.H. the Dalai Lama

Emory University is proud to co-host the Global Launch of its program in Social, Emotional, and Ethical Learning (SEE Learning™) with The Dalai Lama Trust and Vana Foundation.

Although SEE Learning is a relatively new endeavor, it has its roots in a special relationship between His Holiness the XIV Dalai Lama and Emory University that began more than two decades ago. In 1995, the Dalai Lama was awarded Emory's first President's Medal, honoring his dedication to the promotion of peace. During this visit, the prospect of a collaboration between Emory and the Tibetan tradition was first raised, and His Holiness was invited to return to campus in 1998 to deliver Emory's 153rd Commencement Address and to receive an honorary Doctor of Divinity degree from the university.

During that visit, in his commencement address, the Dalai Lama emphasized the importance of educating both heart and mind, planting the seed for what would eventually become SEE Learning. He said, "I believe that education is like an instrument. Whether that instrument...is used properly or constructively...depends on the user...Education and the warm heart, a compassionate heart, if you combine these two, then your education, your knowledge, will be constructive. That is one of my fundamental beliefs: that a good heart, a warm heart, a compassionate heart, is still teachable."

It was during this visit that another seed was planted when the Dalai Lama inaugurated the Emory-Tibet Partnership (ETP),

an academic partnership between Emory and Drepung Loseling College. ETP served as the foundation for the university's collaborative relationship with His Holiness. With the guidance of university leaders Vice-President Gary Hauk, and Dean Robert A. Paul, ETP served as the hub for a number



of programs emerging from this collaboration. In 2017, ETP was elevated to the status of an academic and research center at Emory—the Center for Contemplative Science and Compassion-Based Ethics—to realize the Dalai Lama's far-reaching vision for the education of heart and mind.

The programs housed within the new center include CBCT® (Cognitively-Based Compassion Training) program. Originally developed in 2004, CBCT was a response to the need for an effective way to address the increasing mental health problems among Emory students. It is a secularized protocol that draws from the Indo-Tibetan lojong or "mind training" tradition, a treasure trove of theoretical and practical knowledge detailing a systematic approach to enhancing positive emotions and transforming toxic ones. Pioneering research in CBCT with Emory's undergraduate population led to a five-year NIH-funded research study to evaluate the health benefits of compassion training. Since then, CBCT has been suc-

cessfully adapted and implemented with a variety of populations including healthcare practitioners, educators, and the general public, as well as being used as a promising research intervention with groups as diverse as breast cancer survivors, veterans with PTSD, and HIV+ young adults. Notably, its use with at-risk youth in Atlanta's foster care system and elementary students at public and private schools in Atlanta helped pave the way for the development of the SEE Learning program. This experience showed that even very young children could be successfully taught critical thinking approaches to compassion and interdependence.

The collaboration between Emory and



the Dalai Lama also led to The Robert A. Paul Emory-Tibet Science Initiative (ETSI). Initiated in 2007, this long-term project integrates a comprehensive modern science curriculum into Tibetan monastic education. The program has resulted in the creation of bilingual science textbooks and online instructional videos spanning multiple scientific disciplines while also creating and standardizing a modern science lexicon in Tibetan. It includes summer intensives taught by international science faculty at three teaching sites in south India, drawing students from nine monasteries and five nunneries. The Tenzin Gyatso Monastic

Science Scholars program trains indigenous monastic science teachers and leaders through two-year residencies at Emory University focused on science study.

When the Dalai Lama visited Emory University in 2007, he accepted an appointment as Emory's Presidential Distinguished Professor, the only such appointment he has accepted from a western university. The theme of the visit was "Educating the Heart and Mind: A Path to Universal Responsibility," and again the Dalai Lama emphasized the importance of such an approach to education, saying,

"I deeply value my close association with Emory University and have always appreciated Emory's leading role in developing innovative programs that draw on the strengths of Tibetan and Western civilizations for the mutual enrichment of our two traditions. I firmly believe that education is an indispensable tool for the flourishing of human well-being and the creation of a just and peaceful society, and I am delighted to be able to make a small contribution in this regard through this appointment [as an Emory professor]."

As Presidential Distinguished Professor, the Dalai Lama returned to Emory University in 2010 and again in 2013. On both occasions, he emphasized the need for the education of heart and mind, or what he often refers to as 'secular ethics in education.' Then in 2015, after more than three decades of talks with scientists and educators about the promise of bringing compassion and ethics into kindergarten to 12th grade and higher education, the Dalai Lama asked Emory University to create a program in ethics to promote basic human values. His

approach to compassion-based ethics is grounded in common sense, common experience, and scientific evidence; furthermore, any secular ethics curriculum should be equally acceptable to those of religious faith and those without. The Dalai Lama also generously provided and arranged for crucial funding to support the development of an innovative program in compassion-based ethics. This program, now being globally launched as SEE Learning, is an initiative intended to make a lasting contribution to education—and to individual and societal well-being. By bringing together best practices in education, recent scientific findings, and a holistic approach that includes ethical development alongside social and emotional learning, SEE Learning seeks to fulfill His Holiness's vision for the education of heart and mind. It is designed to help students cultivate the crucial emotional, social and ethical skills they need to succeed not just academically, but in life.



As evidenced by the gathering for this global launch, SEE Learning has met with great interest worldwide, with partnerships in North and South America, South Asia, East Asia, and Europe, and new partners emerging at an inspiring pace. The program provides educators with a comprehensive framework for the cultivation of social,

emotional, and ethical competencies that can be used in kindergarten-12 education as well as in higher education. It also provides age-specific curricula for K-12 schools, comprised of easy to implement lessons, as well as a support structure for educator preparation, facilitator certification, and ongoing professional development.

In alignment with the Dalai Lama's vision, SEE Learning builds upon the best practices in Social and Emotional Learning (SEL) programs, but also expands on them by drawing in new developments based on the latest knowledge in educational practice and scientific research.

It includes important new topics such as attention training, the cultivation of compassion for self and others, resilience skills based on trauma-informed care, systems thinking, and ethical discernment. Leading education expert Dr. Daniel Goleman remarks that,

“SEE Learning has been brilliant in finding ways to integrate all these pedagogic innovations into the classroom. I'd call SEE Learning SEL 2.0, showing the way to the future direction for this critically important educational approach.”

With the assistance of the Gaden Phodrang Foundation of the Dalai Lama, the Yeshe Khorlo Foundation, the Pierre and Pamela Omidyar Fund, the Walton Family Foundation, Lexie and Robert Potemkin, and other patrons, the Center for Contemplative Science and Compassion-Based Ethics Center provides a solid foundation for the long-term sustainable development of these programs and for the continued evolution of Social, Emotional, and Ethical Learning as a worldwide movement.



Station 7



When the I sounds within the word
and I sounds occur

What do you notice on the right
to present, emphasize a word?

DRESS
And Enjoy The Little One

SCHEDULE

DAY 1 April 4, 2019

10:00–11:30 AM **Press Conference**

For credentialed media outlets and by special invitation only

LOCATION

Andaz Hotel, Studios 6 & 7

PARTICIPANTS

H.H. the Dalai Lama; educational experts
Dr. Daniel Goleman; Dr. Kimberly Schonert-Reichl and
Ms. Linda Lantieri and Dr. Lobsang Tenzin Negi, Executive Director
Center for Contemplative Science and Compassion-Based Ethics at
Emory University, home of the SEE Learning™ program

AGENDA

1. Welcome
2. Opening Remarks by His Holiness
3. Remarks by invited experts
4. Questions from press
5. Photo op

11:30 AM

Refreshments

DAY 2 April 5

8:30 AM **All attendees must be cleared through security and seated**

9:00–9:30 AM **Pre-Program**

9:00–9:25 AM Short Video Presentations on SEE Learning and Brief Personal
Experience Testimonials (before arrival of His Holiness the
Dalai Lama)

9:30–10:40 AM **Unveiling of the SEE Learning Curriculum**

Mr. Ravi Gulati, Master of Ceremonies

9:30–9:45 AM Welcome Remarks

Mr. Tempa Tsering, The Dalai Lama Trust
Mr. Veer Singh, Vana Foundation
Dr. Robert Paul, Emory University

9:45–9:50 AM The SEE Learning Program: An Introduction

Dr. Lobsang Tenzin Negi, Emory University

9:50–9:55 AM Unveiling of the SEE Learning Curriculum by His Holiness
the Dalai Lama

- 9:55–10:00 AM SEE Learning Video
- 10:00–10:10 AM Opening Remarks: Honorable Shri Manish Sisodia,
Deputy Chief Minister, Delhi Govt
- 10:10–10:20 AM Opening Remarks: Shri Kailash Satyarthi, Nobel Peace Laureate
- 10:20–10:40 AM Keynote Address: His Holiness the Dalai Lama

10:40 AM–12:00 PM Panel Session with His Holiness the Dalai Lama

- 10:40–12:00 AM “Educating the Heart and Mind: Mapping Current Practices and Charting a Future Direction”

Chair: Dr. Lobsang Tenzin Neg

PANELISTS

Dr. Daniel Goleman
Dr. Kimberly Schonert-Reichl
Dr. Robert Roeser
Dr. Brendan Ozawa-de Silva
Mr. Aditya Natraj

- 12:00–1:00 PM Lunch

1:00–3:30 PM Panel Session: “SEE Learning™ in Action: Student and Educator Experiences”

- 1:00–1:05 PM Welcome and Introduction of Afternoon Program—
Ms. Reshma Piramal

- 1:05–1:25 PM Brief Presentation by the SEE Learning Team on SEE Learning Efforts Around the World and Results of Initial Feasibility Studies
Presenters: Dr. Tyrallynn Frazier and Mr. Tsondue Samphel

- 1:25–2:00 PM Student Panel
A panel of elementary and middle school students will discuss their experiences with SEE Learning.
Moderators: Ms. Lindy Settevendemie and Ms. Elaine Miller-Karas

- 2:00–2:40 PM Teacher Panel
A panel of teachers will share their experience of using SEE Learning in the classroom and the impact it has had on their teaching.
Moderators: Ms. Christa Tinari and Mr. Vivek Kumar

- 2:40–3:00 PM Whole Group Activity
Ms. Elaine Miller-Karas will facilitate a guided group insight activity for all participants, taken from the SEE Learning curriculum. Ms. Miller-Karas will then debrief the activity with the teachers on stage.

- 3:00–3:30 PM **Afternoon Summary with General Q&A**
Ms. Jennifer Knox and Dr. Brendan Ozawa-de Silva will sum up the afternoon session and take questions from the audience about what they have seen and experienced during the afternoon session and the moderators of the afternoon session will take questions from the audience about what they have seen and experienced during the afternoon session.
- 3:30–4:30 PM **SEE Learning World Fair**
- 3:30–4:30 PM **SEE Learning World Fair with Refreshments**
The SEE Learning World Fair will consist of representatives from schools and organizations around the world who are implementing SEE Learning as well as informational booths displaying their ongoing work, with tea and refreshments available in the area. Participants will be able to mingle, talk with each other, and meet members of the SEE Learning Team and its international partners.

DAY 3 April 6

- 8:30 AM All attendees must be cleared through security and seated
- 9:00–9:30 AM **Pre-Program**
- 9:00–9:30 AM Short Video Presentations on SEE Learning and Brief Personal Experience Testimonials
- 9:30–9:50 AM **Launch of the SEE Learning Platform by His Holiness the Dalai Lama**
- 9:30–9:35 AM SEE Learning Online Platform: An Introduction
- 9:35–9:50 AM Presentation of the SEE Learning Online Platform
Dr. Brendan Ozawa-deSilva and Dr. Tyrallynn Frazier
- 9:50–10:45 AM **Keynote Address by His Holiness the Dalai Lama**
- 9:50–9:55 AM Introduction of H.H. the Dalai Lama—Dr. Gary Hauk, Emory University
- 9:55–10:45 AM **“Preparing Children for a Changing World: Infusing Discernment and Compassion into Education”—His Holiness the Dalai Lama**
- 10:45–12:00 PM **Panel Session with His Holiness the Dalai Lama**

10:45–12:00 PM “Promoting the Education of Heart and Mind Regionally and Globally: Key Lessons and Strategies”

Chair: Dr. Kimberly Schonert-Reichl,

PANELISTS

Mr. Ajay Piramal

Dr. Ruben Apressyan

Mr. Luis Cabrera

12:00–1:00 PM Lunch

1:00–3:00 PM Closing Session: “Taking SEE Learning into the World”

1:00–1:05 PM Welcome and Introduction of Afternoon Program—Geshe Lhakdor

1:05–1:20 PM Presentation of Educator Preparation and Support Program
Ms. Christa Tinari and Ms. Lindy Settevendemie

1:20–1:35 PM Presentation of Research and Assessment Program
Dr. Tyralynn Frazier and Dr. Tenzin Sonam: Conducting
Research on SEE Learning

1:35–1:50 PM Presentation on Forms of Partnerships and Implementation Model
Dr. Lobsang Tenzin Negi and Dr. Brendan Ozawa-de Silva

1:55–2:55 PM Concluding Q&A with Expert Panel

Chair: Mr. Ravi Gulati

PANELISTS

Ms. Elaine Miller-Karas

Dr. Kimberly Schonert-Reichl

Dr. Robert Roeser

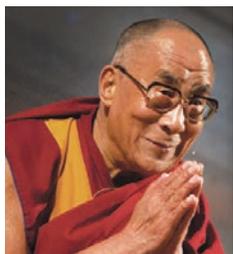
Dr. Lobsang Tenzin Negi

Dr. Brendan Ozawa-de Silva

2:55–3:00 PM Vote of Thanks—Nishant Dogra



SPEAKERS



HIS HOLINESS THE 14TH DALAI LAMA

Tenzin Gyatso, the 14th Dalai Lama, is the spiritual leader of the Tibetan people and one of the most revered and enduring leaders on the global stage. Born on July 6, 1935, in a small village called Taktser in north-eastern Tibet, the Dalai Lama was recognized at the age of two, in accordance with Tibetan tradition, as the reincarnation of his predecessor, the 13th Dalai Lama. He received his formal education in Buddhist thought and the great Buddhist classics and received the *Geshe Lharam* degree, equivalent to a doctorate in divinity, following the conclusion of his final debate examinations at the great Prayer Festival in Lhasa in 1959. Winner of numerous international awards, including the Nobel Prize for Peace in 1989 and the US Congressional Gold Medal in 2007, His Holiness is universally respected for his steadfast promotion of understanding and tolerance across boundaries and a more compassionate and peaceful resolution of human conflict. He has traveled extensively, speaking on subjects including global peace, environment, universal responsibility, justice, equality, and compassion. Less well known is his intense personal interest in the sciences; he has said that if he were not a monk, he would have liked to be an engineer. As a youth in Lhasa it was he who was called on to fix broken machinery in the Potala Palace, be it a clock or a car. He has a vigorous interest in learning the newest developments in science, and brings to bear both a voice for the humanistic implications of the findings, and a high degree of intuitive methodological sophistication.

His Holiness has had a relationship with Emory University spanning almost two decades. In 1998 he presided over the formation of the Emory-Tibet Partnership, and in 2006,

invited Emory to partner with the Library of Tibetan Works and Archives to create a sustainable and comprehensive science curriculum for monastics, leading to the creation of the Emory-Tibet Science Initiative. In 2007, His Holiness graciously accepted an appointment at Emory University as Presidential Distinguished Professor. In this capacity he meets with Emory faculty and students both in Dharamsala, India, and in Atlanta, Georgia, USA. Most recently, His Holiness invited Emory to spearhead the creation of evidence-based, K-12 and university level curricula in compassion-based ethics, an on-going effort.



KAILASH SATYARTHI

(born Kailash Sharma; 11 January 1954) is an Indian children's rights activist. He is a Nobel Peace Prize recipient and founder of Bachpan Bachao Andolan (lit. Save Childhood Movement), the Kailash Satyarthi Children's Foundation, Global March Against Child Labour, and GoodWeave International.

To date, Kailash Satyarthi and his team at Bachpan Bachao Andolan have liberated more than 87,000 children in India from child labour, slavery and trafficking. In 1998, Satyarthi conceived and led the Global March against Child Labour, an 80,000 km-long march across 103 countries to put forth a global demand against child labour.

Kailash Satyarthi has been a member of a UNESCO body established with the goal of providing "Education for All" and has been on the board of the Fast Track Initiative (now known as the Global Partnership for Education). Satyarthi serves on the board and committee of several international organizations including the Center for Victims of Torture (USA), the International Labor Rights Fund (USA), and the Cocoa Foundation.

In a 2010 interview with the Robert F. Kennedy Centre for Justice and Human Rights, he said his social conscience was awoken when he was six and noticed a boy his age on the steps outside the school with his father, cleaning shoes.

Satyarthi was among Fortune magazine's 'World's Greatest Leaders' in 2015 and featured in LinkedIn's Power Profiles List in 2017 & 2018. His work has been recognized through various national and international honours and awards including the Nobel Peace Prize of 2014, which he shared with Malala Yousafzai of Pakistan.

More recently, Satyarthi led a nationwide march, Bharat Yatra, in India covering 19,000 km (12,000 mi) in 35 days, to spread awareness about child sexual abuse and trafficking.



RUBEN APRESSYAN

is Dr., Professor, and Head of the Department of Ethics at the Institute of Philosophy, Russian Academy of Sciences, a Professor of Ethics at Lomonosov Moscow State University and a Visiting Professor at Novgorod State University.

He is an author of books, collections, and articles on the history of philosophy, genealogy of morality, nature of morality, normative and applied ethics, moral psychology, philosophical issues of war, (non)violence, education, and love.

As a member of the UNESCO World Commission on the Ethics of Science and Technology, in 2004 to 2011 and later as an invited expert, he has been involved in development of some normative documents related to bioethics, global climate change, and science activity. He is a member of Russian National Bioethics Committee.

He was a Visiting Fellow of the Swedish Collegium for Advanced Study (Uppsala University, 2010) and Lichtenberg Kolleg (University of Göttingen, 2016). In 2012 he was honored with Honorary Doctorate at Uppsala University (Sweden). Since 2018 he has become an editor-in-chief of a journal *Chelovek (The Human Being)*, published by the Russian Academy of Sciences in Moscow.



LUIS CABRERA is the

Academic Director for Centro Fox in Guanajuato, Mexico. The mission of Centro Fox is to be an institution that contributes to the formation of ethical

leaders who value the human spirit through ideas, training, philanthropy, and social development. Mr. Cabrera is responsible for developing new academic programs and strategic alliances as a means of strengthening the capacities of vulnerable groups in Mexico. Cabrera also worked as the LET Executive Director for Tec de Monterrey, where he managed three different programs to empower vulnerable sectors of society through innovation and public entrepreneurship. Owing to his passion for education and entrepreneurship, he founded Humant Innovation Project Management and co-founded the Cíclica Sustainability Learning System, to aid in the continuing sustainable growth and social development in Mexico.



NISHANT DOGRA is a

founding member of Vana and now leads Vana Foundation. It's key initiative, Vidyaloke, works to inspire the study and practice of the Buddha's

paths to enlightenment. Nishant helped open

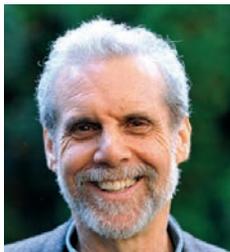
Vana in Dehradun, and subsequently moved to spearhead Vana Foundation's activities and initiatives. He has successfully organised teachings, talks, retreats and festivals all over the country. These include landmark teachings by His Holiness the Dalai Lama for Vidyaloke and the Siddhartha Festival for Siddhartha's Intent India.



TYRALYNN FRAZIER

is an Associate Research Scientist with Emory University's Social, Emotional and Ethical (SEE) Learning Program. In this capacity, she works on the strategic development

of implementation and evaluation goals and objectives that support evidence-based program planning at the program's current scale. Her background is in the study of emotional self-regulation, and the importance of emotional regulation in the relationship between stressors experienced over the life course. Interventions early in life that target self-regulation processes have far-reaching positive implications throughout the rest of the life course. With this in mind, Dr. Frazier's primary objective is to focus the SEE Learning research program on developing an effective educational intervention that has the potential to have a lifelong positive impact on both educators and students.



DANIEL GOLEMAN

is an internationally known psychologist. His 1995 book *Emotional Intelligence* was on *The New York Times* best-seller list for a year-and-a-half, with more than

5,000,000 copies in print worldwide in 40 languages. Apart from his books on emotional

intelligence, Goleman has written books on topics including meditation, social and emotional learning, ecoliteracy and the ecological crisis.

The Harvard Business Review called emotional intelligence—which discounts IQ as the sole measure of one's abilities—"a revolutionary, paradigm-shattering idea" and chose his article "What Makes a Leader" as one of ten "must-read" articles from its pages. Goleman is a co-founder of the Collaborative for Academic, Social, and Emotional Learning (www.casel.org), originally at the Yale Child Studies Center and now at the University of Illinois at Chicago. CASEL's mission centers on bringing evidence-based programs in emotional literacy to schools worldwide.

He currently co-directs the Consortium for Research on Emotional Intelligence in Organizations (www.eiconsortium.org) at Rutgers University. The consortium fosters research partnerships between academic scholars and practitioners on the role emotional intelligence plays in excellence.

Goleman is a board member of the Mind & Life Institute, which fosters dialogues and research collaborations among contemplative practitioners and scientists. Goleman has organized a series of intensive conversations between the Dalai Lama and scientists, which resulted in the books *Healthy Emotions*, and *Destructive Emotions*. Other recent books include *Altered Traits*, on what science tells us about how meditation changes your mind, body, and brain; and *A Force for Good: The Dalai Lama's Vision for Our World*. He is also the co-author, along with Peter Senge, of *The Triple Focus: A New Approach to Education*.



RAVI GULATI brings on board a knack for constantly building and nurturing learning communities of across-age learners with extensive experience of working with

diverse groups of children, adolescents and youth. He co-founded Manzil—a youth-led non-profit in Delhi—over 20 years ago, and since then he has established and has been nurturing Manzil into a learning community where youth are at once learners and teachers. Thanks to his continuous engagement, Manzil has and continues to spawn and spin-off numerous other social entrepreneurial and intrapreneurial youth initiatives.

Beyond Manzil, Ravi often engages with youth through leading academic institutions like IIM A, Delhi University, and Ashoka University, and NGOs like Pravah and Youth Alliance. He also mentors many young social entrepreneurs addressing a whole range of societal issues.

Ravi also co-leads Creatnet Education which has been facilitating the learning of all the 1000+ Delhi Government School Principals for Effective Leadership.

Ravi is also co-founder of other non-profits viz Commutiny-The Youth Collective and Safe in India Foundation. He also serves on the boards of pioneer non-profits like Pravah and Saher that focus on youth leadership. He is an MBA from IIM, Ahmedabad.



GARY HAUK served in senior positions in the President's Office at Emory for 30 years, working with four presidents and one interim president, first as vice president and secretary of the University and later as deputy

and then senior adviser to the president. He

currently serves full time as the first official historian of Emory, a post to which he was appointed part-time in 2015. He is the author of several books about Emory, including *Emory as Place: Meaning in a University Landscape*, due out from the University of Georgia Press in August 2019. Gary has master's degrees in English literature and theology and earned his PhD in ethics. He has helped encourage the development of Emory's partnership with Tibetan Buddhist institutions over the last two decades.



JENNIFER KNOX is a Professional Learning and Curriculum Consultant for Emory University's Social, Emotional, and Ethical (SEE) Learning Program. An educator with over 18 years

experience in the US, Europe and Asia, she has been involved in the development of SEE Learning since 2015. Ms. Knox is a SEE Learning curriculum designer, facilitator of workshops for educators, and liaison with partner schools. As a certified CBCT® (Cognitively-Based Compassion Training) instructor, she has worked to incorporate CBCT® into educational settings including formal research studies. She has also taught CBCT® at Emory University, Woodward Academy and Atlanta Public Schools. For 13 years, Ms. Knox has taught visual art at Woodward Academy, where she teaches SEE Learning Courses for high school students and coordinates with senior administrators, counselors and faculty to align SEE Learning initiatives academy-wide.



GESHE LHAKDOR is the Director of the Library of Tibetan Works and Archives in Dharamsala, India, perhaps the most important Tibetan institution in exile dedicated to

the preservation and dissemination of Tibetan culture. He holds a bachelor's degree and a master's degree in English from Panjab University, Chandigarh. From 1976–1986 he studied Buddhist philosophy at the Institute of Buddhist Dialectics, a private institute for advanced studies established by His Holiness the Dalai Lama in Dharamsala, India. He received his Master of Prajnaparamita (Perfection of Wisdom) in 1986 and in 1989 his Master of Madhyamika (Middle Way Philosophy) with distinction in both. In 1989 he also received his Master of Philosophy (MPhil) from the University of Delhi. In 1995 he received his Geshe Degree (Doctor of Divinity), the highest degree of learning in Tibetan Buddhism, from the Drepung Loseling Monastic University in South India.

From 1989–2005 he served as His Holiness the Dalai Lama's religious assistant and English translator, accompanying His Holiness to more than thirty countries before becoming director of the Library of Tibetan Works and Archives at His Holiness' request. Geshe Lhakdor has translated, co-translated, and co-produced several books by His Holiness, including *The Way to Freedom*, *The Joy of Living and Dying in Peace*, *Awakening the Mind and Lightening the Heart*, and *Stages of Meditation*, among others. Geshe Lhakdor is a trustee of the Foundation for Universal Responsibility, established by His Holiness, Director of the Central Archive of His Holiness, a member of the Advisory Board of the Institute of Tibetan Classics in Montreal, Canada, and Honorary Professor at the University of British Columbia, Canada.



LINDA LANTIERI has been in the field of education for over 40 years in a variety of capacities: classroom teacher, assistant principal, director of a middle school in East

Harlem, and faculty member at Hunter College in New York City. She is a Fulbright Scholar and internationally known speaker in the areas of Social and Emotional Learning, Contemplative Teaching and Learning and Mindfulness in Education.

Linda is one of the co-founders and presently a Senior Program Advisor for the *Collaborative for Academic, Social and Emotional Learning (CASEL)*. She is also core faculty of the Spirituality Mind Body Intensive M.A. Degree Program at Teachers College, Columbia University and has been involved with designing and leading the concentration in K–12 education since its beginning in 2014. For the last 15 years, she served as the Founding Director of *The Inner Resilience Program* whose mission is to cultivate the inner lives of students, teachers and K–12 schools by integrating social and emotional learning with contemplative practice. Linda has also been a key advisor to Emory University's SEE Learning program since 2017.



ELAINE MILLER-KARAS the Executive Director and co-founder of the Trauma Resource Institute and author of the book *Building Resiliency to Trauma, the Trauma*

and Community Resiliency Models® has worked internationally to bring healing to the world's community. Elaine's vision was to create a model of well-being that could be easily adapted to children, teens and adults of different cultures

and religions. The Community Resiliency Model is resiliency-informed and focused” helping individuals within communities understand the impact of trauma and toxic stress on the nervous system and how resiliency can be restored or increased using this skills-based approach. When resiliency is restored, empathy and compassion are more accessible to all of humanity. Her work has been brought to many countries, including Nepal, the Philippines, Haiti, India, Japan, China, Sierra Leone, Mexico, El Salvador, Northern Ireland, Guatemala, Tanzania, Kenya, South Africa, Turkey, the United States, Germany, Ukraine, and Israel. She is a recognized international speaker and author. She has been a consultant to the SEE Learning Program.



ADITYA NATRAJ

Aditya Natraj is the founder and director of Kaivalya Education Foundation (KEF), a Piramal Initiative. KEF is change management organization that supports

leadership development of State leaders, District leaders, and School leaders to effect change. KEF works with 1300 school leaders, 2500 district leaders and 3000 state leaders across 14 states to effect systemic change. KEF also runs the Gandhi Fellowship programme—a two-year full-time programme to train young people in leading social change. Previously Aditya was Director of Pratham in Gujrat for five years, Vice-President of Business Development at ProXchange for two years and a Consultant at KPMG for five years. Aditya is a qualified Chartered Accountant, a Masters in Economics and has an MBA from INSEAD. Aditya is an Ashoka Fellow, an Echoing Green Fellow, and an Aspen India Fellow. Aditya was awarded the Times Now Amazing Indian award in the Education category.



LOBSANG TENZIN NEGI

is Executive Director of the Center for Contemplative Science and Compassion-Based Ethics at Emory University, formerly the Emory Tibet Partner-

ship. 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 2004, 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 kindergarten through university level education for the education of heart and mind, and the Emory-Tibet Science Initiative (ETSI), 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 PhD at Emory University in 1999; his interdisciplinary dissertation centered on traditional Buddhist and contemporary Western approaches to emotions and their impact on wellness.



BRENDAN OZAWA-DE SILVA is the Associate Director for Social, Emotional and Ethical 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.

Dr. Ozawa-de Silva 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.



ROBERT A. PAUL is the Charles Howard Candler Professor of Anthropology and Interdisciplinary Studies and an associate professor in the Department of Psychiatry and

Behavioral Sciences at Emory University. His research interests include psychological anthropology, comparative religion, myth and ritual, and the ethnography of Nepal, Tibet, the Himalayas, and South and Central Asia.

Dr. Paul received his BA from Harvard College and his MA and PhD from the University of Chicago. He came to Emory University in 1977 as associate professor in the Graduate Institute

of Liberal Arts. He helped establish Emory's Anthropology Department and served as its first acting chair. In 1987, Dr. Paul began clinical training at the Emory University Psychoanalytic Institute, located in Emory's School of Medicine. He graduated in 1992 and was certified by the Board on Professional Standards of the American Psychoanalytic Association in 1997 after which he established Emory's widely recognized Psychoanalytic Studies Program. From 2001–2010, he served as dean of Emory College. His extensive scholarly publications include *The Tibetan Symbolic World* and *Moses and Civilization: The Meaning Behind Freud's Myth*.



AJAY PIRAMAL is one of India's leading industrialists and philanthropists, and as Chairman of the Piramal Group, has led its transformation into a USD10 billion global business conglomerate.

Piramal Group has diverse interests in pharmaceuticals, financial services, real estate, information services, and glass packaging, with offices in 30 countries and its products sold in more than 100 countries. He is also the Chairman of Shriram Capital Ltd., the holding company for financial services and insurance entities of Shriram Group that has over 67,500 employees and over 21.3 million customers.

Mr. Piramal is regarded as a torchbearer for responsible entrepreneurship, with a strong focus on "Doing Well and Doing Good," a philosophy that has created long-term value for the Group's stakeholders and the community as a whole. A firm believer in the tenets of the Bhagavad Gita, Mr. Piramal is a passionate advocate of trusteeship and responsible business ethos. He is deeply invested in unblocking India's socio-economic potential through the Piramal Foundation and is an ardent promoter of social entrepreneurship. Mr. Piramal

actively steers the Group's involvement in various social impact initiatives through the Piramal Foundation, to develop innovative long term and scalable solutions to resolve issues that are critical roadblocks towards unlocking India's economic potential. The Foundation currently works across 21 states and has impacted over 90 million lives, mostly in partnership with state governments, through Piramal Swasthya, Piramal Sarvajal, and Piramal Foundation for Education Leadership. Piramal Foundation partners with NITI Aayog, India's foremost think-tank, in 25 Aspirational Districts across seven states in India, to improve human development indicators across Healthcare & Nutrition and Education.

Mr. Piramal holds an Honours degree in Science from Mumbai University and a Master's degree in Management Studies from the Jajlal Bajaj Institute of Management Studies. He has completed an Advanced Management Program from the Harvard Business School and was awarded an Honorary Doctorate in Philosophy (D. Phil) by Amity University, India.



With a master's in Developmental Speech and Language Therapy from City University, London, **RESHMA PIRAMAL** has worked with Ummeed

Child Development Centre, Mumbai, a non-profit organization that is committed to working with children with disabilities. She is deeply interested in equipping communities of parents, teachers and community aides with tools for working with disabled children and empowering them to take the lead in moving them to self reliance. Her research interest lies in developing reading readiness and the variables that impact it.

She has been passionate about preserving India's sensitive habitats for close to two decades and her love for the tiger led her to co-found and manage the daily operations

of Conservation Wildlands Trust. Her passion to empower communities that live along side wild habitats as custodians of their natural environment led her to adopt a community based wildlife conservation approach where the education of community children is a vital component in creating the next generation of agents for change.

She is committed to the idea that immersion is crucial to bring about praxis for any vital change and believes that it is only by educating and empowering communities that we will effect the changes we wish to see.

Reshma has been immersed in Dharma practice for a number of years and wishes, to share its applications with young people to empower them by focusing on praxis to navigate confidently through their formative years.



ROBERT W. ROESER

is the Bennett Pierce Professor of Care and Compassion, and a Professor of Human Development and Family Studies in the College of

Health and Human Development at Pennsylvania State University. He received his Ph.D. from the Combined Program in Education and Psychology at the University of Michigan (1996) and holds master's degrees in religion and psychology, developmental psychology, and clinical social work.

Dr. Roeser's main research expertise is in the areas of childhood and adolescence, schooling as a central cultural context affecting students' academic, social-emotional and ethical development; and the role of mindfulness and compassion training for parents, teachers, and students with respect to improving health and wellbeing, teaching and learning, and a culture of compassion and equity in education. His recent scholarly articles have focused on mindfulness in education and compassion in human development.



TSONDUE SAMPHEL

is the International Coordinator for Emory University's Social, Emotional, and Ethical (SEE) Learning Program. He joined the SEE Learning

team in November 2018 to take on the responsibility of coordinating the international aspects of the SEE Learning Program. Mr. Samphel brings expertise in has worked as a translator and instructor for the Emory-Tibet Science Initiative—a program to introduce modern science into the core curriculum of Tibetan monastic institutions. He is one of the core members of the ETSI team that is creating a comprehensive scientific lexicon in Tibetan. Mr. Samphel holds a BS degree from Emory, and Pharchin Rabjam (BA equivalent degree) and Uma Rabjam (MA equivalent degree) in Buddhist Studies from Institute of Buddhist Dialectics.



KIMBERLY SCHONERT-REICHL is

an Applied Developmental Psychologist and a Professor in the Human Development, Learning, and Culture area in the

Department of Educational and Counselling Psychology, and Special Education at the University of British Columbia (UBC). She is also the Director of the Human Early Learning Partnership in the School of Population and Public Health in the Faculty of Medicine at UBC. Dr. Schonert-Reichl began her career as a middle school teacher and then was a teacher for “at risk” adolescents in an alternative high school. She received her MA from the University of Chicago and her PhD from the University

of Iowa. She was a National Institute of Mental Health Postdoctoral Fellow in the Clinical Research Training Program in Adolescence at the University of Chicago and Northwestern University Medical School in the Department of Psychiatry.

Dr. Schonert-Reichl is a renowned expert in the area of social and emotional learning (SEL) research with children and adolescents, particularly in relation to the identification of the processes and mechanisms that foster positive human qualities such as empathy, compassion, altruism, and resiliency. For more than two decades, Dr. Schonert-Reichl's research has focused on the social and emotional development of children and adolescents in school and community settings. Her current projects include studies examining the effectiveness of classroom-based universal social and emotional learning (SEL) programs.

Dr. Schonert-Reichl is also conducting interdisciplinary research in collaboration with neuroscientists and psychobiologists examining the relation of executive functions and biological processes to children's social and emotional development in school settings.

Dr. Schonert-Reichl has received numerous awards and honors for her work. She is a Fellow of the Mind and Life Institute and a Fellow of the Botin Foundation's Platform for Innovation in Education. In 2006, Dr. Schonert-Reichl was on the organizing committee for the visit of the Dalai Lama for the “Vancouver Dialogues,” and was the chair of a dialogue between the Dalai Lama and leading educators, researchers, and policy makers on the themes of cultivating compassion and educating the heart. In 2009, she was again in conversation with the Dalai Lama on the topic of social and emotional learning at the “Vancouver Peace Summit.”



LINDY SETTEVENDEMIE

is the Project Coordinator for Emory University’s Social, Emotional, and Ethical (SEE) Learning Program. She manages curriculum development

and educator preparation and works with a team to develop SEE Learning curriculum for kindergarten–12th grade students as well as online courses for educators. She also serves as a liaison with school partners and co-teaches SEE Learning in an after school program at an Atlanta public school. Prior to her position at Emory, Ms. Settevendemie worked for a decade with public middle and high school students and teachers in Georgia and North Carolina, mentoring and coaching educators, writing curriculum for 6th–12th grade classes, and facilitating student advisory groups that supported social-emotional learning and academic development. She has also completed Emory’s Cognitively-Based Compassion Training® for Educators.



VEER SINGH is the founder of Vana and Vana Foundation in Dehradun, both of which manifest his intentions. The seed of Vana was sown in Veer's mind through his deep

interest and respect for farming, traditional wisdom and nature. Five years into its existence, Vana enjoys wide appreciation as one of the foremost Retreat’s for wellbeing in the world. Through Vana Foundation, Veer aspires to make India the world’s beacon of light for spiritual wisdom, to provoke a rebirth of some of its most meaningful and elegant traditions and to put the Indian farmer at the heart of India's society once again. He is a student of the Buddha Shakyamuni and lives in Dehradun, India at Vana.



MANISH SISODIA,

Deputy Chief Minister, Delhi, is a well-known activist who came to prominence during the Jan Lokpal Movement. He was a prominent journalist and

was associated with Zee News and All India Radio for many years. He quit journalism to participate in the movement for Right to Information and was elected to the Delhi Legislative Assembly from the Patparganj Assembly Constituency twice. Since 2015, he has held the position of Deputy Chief Minister and Minister for Education in the Government of NCT of Delhi. His portfolio includes finance, planning, tourism, women and child development, art, culture and languages in addition to education at all levels. He has been as advocate for clean politics and a corruption free governance system.

Mr. Sisodia has been passionately working for revolutionary changes in the education system. He feels that education is the ultimate paradigm on which we can stand for a just and fair society. The Government Schools in Delhi have seen major improvement in infrastructure and quality education due to his efforts. The budget for education has been doubled because of his belief that it is an “Investment into the well-being of coming generations”.



TENZIN SONAM is a

Researcher for Emory University’s Social, Emotional, and Ethical (SEE) Learning Program. He works on the assessment and evaluation of K-12 SEE Learning

curricula and the online educator preparation platform. His research interest is in studying the learning experiences of communities traversing multiple epistemologies and world views, and how cultures influence learning and

education in general. His doctoral dissertation, “Buddhism at a Crossroads: A Case Study of Six Tibetan Buddhist Monks Navigating the Intersection of Buddhist Theology and Western Science,” looks at how monastics are understanding and situating biological theory of evolution from their traditional Buddhist world view. Dr. Sonam received his PhD in Teaching and Teacher Education from the University of Arizona in 2017.



CHRISTA M. TINARI is a Professional Learning and Curriculum Consultant with Emory University’s Social, Emotional and Ethical (SEE) Learning Program.

In this capacity, she works on the development of the curriculum and educator preparation materials and process. For twenty years, Ms. Tinari has provided expertise in peace education, bullying prevention and social-emotional learning to thousands of educational leaders, community members and students of all ages. Formerly an Adjunct Instructor of Education at Temple University, she taught future educators how to build compassionate classrooms. Ms. Tinari is co-author of *Create a Culture of Kindness in Middle School: 48 Character Building Lessons to Foster Respect and Prevent Bullying* (2017). She sat on the committee that crafted the Social-Emotional Learning Standards for the New Jersey State Department of Education.



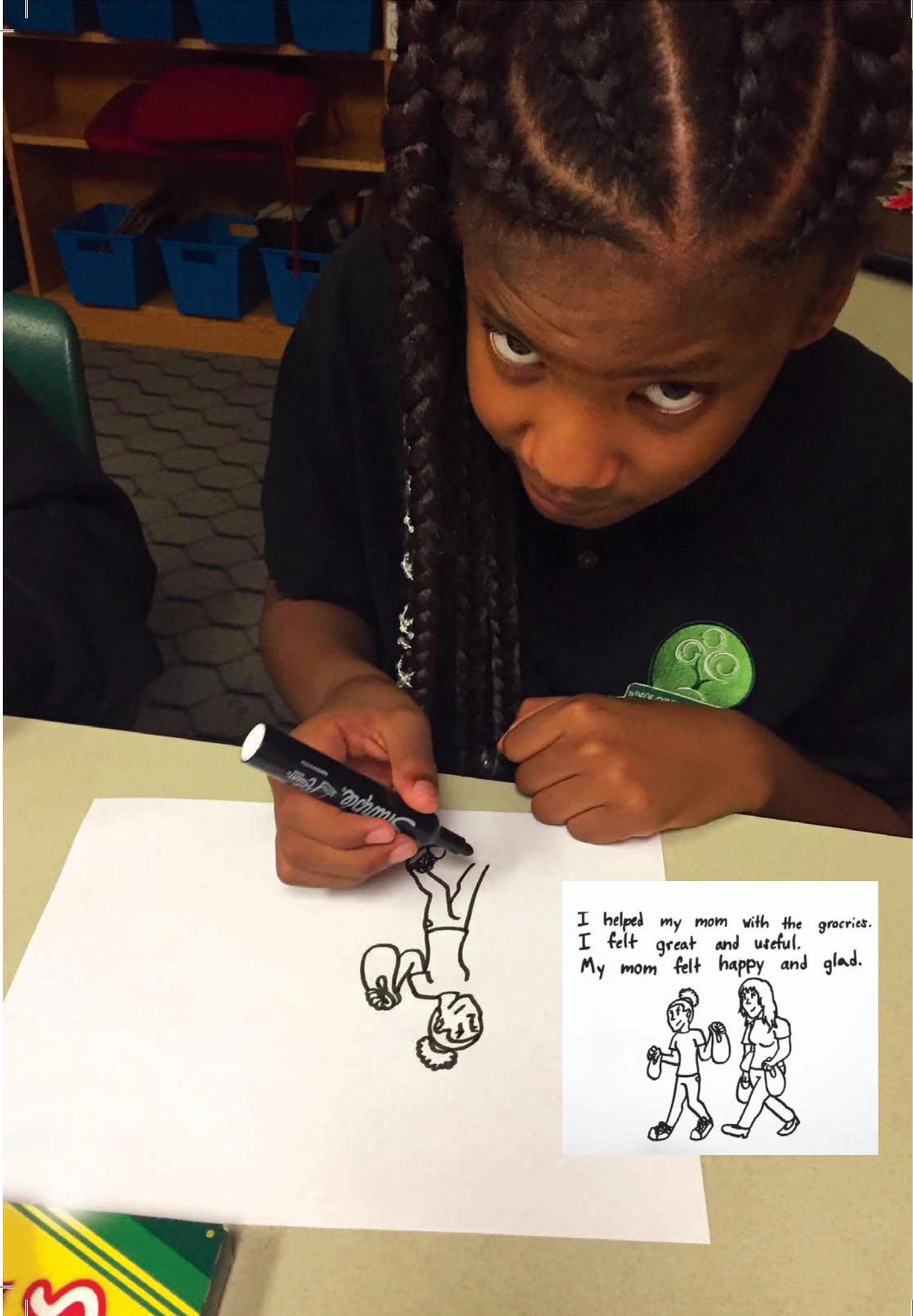
TEMPA TSERING is a Tibetan Refugee born on 15 May 1950 in Drumpa, Gyantse, Tibet. His family in Tibet was agro-nomads by profession. After the invasion of the Chinese

forces in Tibet in 1959, he and his parents escaped into exile in India.

In 1969, he completed his high school from Dr. Graham’s Homes, Kalimpong, with a first division. During his schooling at Dr. Graham’s Homes, he was appointed as the school Captain and was also awarded the Best All Round Boys Prize.

He was keenly interested to pursue with a medical profession career and was even able to secure admission into a reputed medical college but unfortunately it did not materialize because of financial problem. In 1973, he completed his B.Sc. Degree from Madras Christian College, Madras University, with a Second Division.

From 1973 to 2016, Tempa Tsering has worked in the Central Tibetan Administration in different capacities and was also elected as a member of the Central Executive Committee of the Tibetan Youth Congress and served as its advisor.



I helped my mom with the groceries.
I felt great and useful.
My mom felt happy and glad.



ORGANIZERS

THE DALAI LAMA TRUST

The Dalai Lama Trust, India was founded in 2003 by His Holiness the XIVth Dalai Lama. The Trust was established to support the advancement and welfare of the people in general and Tibetans in particular, by funding and providing financial support through grants and donations, for the activities of individuals and institutions belong to, associated with and working for the welfare of the Tibetan community; the study, preservation and promotion of the culture and heritage of the ancient civilization of Tibet in its many facets.

Among numerous charitable activities, the Dalai Lama Trust supports the people oriented activities and projects including, to encourage and cultivate Ahimsa and non-violence for individual growth and broader social change; to foster dialogue between science and religion; to provide aid for the propagation and advancement of education and learning; to provide medical relief or aid to the poor, destitute and homeless; to encourage a sense of Universal Responsibility in the young through educational system; to support or contribute towards the eradication of poverty and suffering wherever and in whatsoever form it may exist; to work towards the preservation of environment and promotion of world peace and understanding; to open, maintain and run hospitals, dispensaries, clinics and houses for the poor and residence for staff and the trust also provides scholarships, stipends, and grants to deserving students, etc.

The Dalai Lama Trust is a registered charitable body. Its income is derived mainly from royalties from sales of His Holiness the Dalai Lama's books; monetary offerings made to His Holiness by devout members of the public; or just straightforward voluntary offerings. It is governed by a board of trustees, chaired by its founder.



EMORY UNIVERSITY

Emory College was founded in 1836 in the small town of Oxford, Georgia, moving to its present location in the heart of Atlanta in 1915. Since that time, Emory has grown into one of North America's most prestigious universities with nearly 15,000 students and more than 13,000 faculty and staff in four undergraduate colleges, and seven graduate and professional schools including medicine, law, business, nursing, public health, theology, and the arts and sciences.

Continuously striving to meet the challenges and opportunities that come with rapid globalization, Emory recognizes that, "In a world of increasing interdependence and diminishing borders, global engagement is no longer a peripheral concern but a necessity." This is a necessity that Emory embraces with commitment and compassion, driven by the goal of building a better future for all.

A deep tradition of academic innovation thrives at Emory — from interdisciplinary scholarship and courses that spring from topics as current as today's headlines to world-class research and medical breakthroughs. Blending a formula of acclaimed faculty, service-based learning opportunities, and academic rigor with current affairs and fresh ideas, Emory is a vibrant incubator for new knowledge, nurturing intellectual insights, scientific discoveries, and experiential learning that impact lives every day.

This formula attracts award-winning students, acclaimed faculty experts, and leading researchers who bring their academic passions — and curiosity — into an intellectual arena rich with possibilities. Throughout Emory's history, the university has held fast to demonstrating common cause in situations where we are needed most. In this way, faculty, staff, and students make good on Emory's almost-limitless capacity for social transformation.

Community, for Emory, is a system of deep roots that radiate outward. In innumerable ways, across every facet of the University's expertise, we grow partnerships beyond our gates, using knowledge to solve real-world problems.



EMORY
UNIVERSITY

VANA FOUNDATION

Our vision at Vana Foundation is to revive Indian wisdom. We will focus on Indian wisdom, Indian farming and Indian culture through our initiatives and activities, with an aspiration to benefit all, especially India and its youth.

The foundation's goals to revive to revive aspects of Indian culture span across music, food, textiles and art. These areas are already being touched upon throughout Vana and there is a lot more to come in the near future and beyond. Indian Wisdom as we define it, includes these vital aspects of culture that we deeply care for.

Vidyaloke is one of Vana Foundation's most significant initiatives. The Buddha's wisdom lies at its heart and inspiring the study and practice of the Buddha's paths to enlightenment is its mission. Vana Foundation is also one of the main organizers of the Siddhartha Festival, and initiative of Siddhartha's Intent India in collaborations with several Indian organizations. Another SII-VF landmark effort is "Lighting the Mahabodhi," a first of its kind lighting project that is being designed, executed and offered to the Mahabodhi Mahavihara in Bodhgaya, Bihar.

Our ambitions for Indian farming are being manifested through Vana Krishi, with a hope to create farmer networks, promote traditional farming methods and encourage rural life. Vana Krishi is a long-term commitment and its journey has only just begun from our home base in Dehradun.



KEY PATRONS



དུ་ལའི་ལྷ་མའི་དགའ་ལྷན་པོ་བླང་དགེ་ཅན།
Gaden Phodrang Foundation
of the Dalai Lama

YESHE KHORLO
FOUNDATION

Gaden Phodrang Foundation of the Dalai Lama

The Gaden Phodrang Foundation of the Dalai Lama was founded by His Holiness the 14th Dalai Lama in 2015 and is based in Switzerland. Among others, the Foundation aims to promote fundamental human values, harmony and mutual understanding between the religions of the world, peace and non-violence, the protection of the environment and the dialogue between science and religion for a deeper and mutual understanding.

The Foundation supports the preservation of the Tibetan culture and people, but also other people in need, regardless of nationality, religion and origin.

The Foundation is a non-profit, tax-exempt institution. It is financially supported by donations from the founder and the public and is governed by a foundation board chaired by the founder, His Holiness the 14th Dalai Lama.

Yeshe Khorlo Foundation

The Yeshe Khorlo Foundation is a charitable foundation devoted to the preservation of Tibetan Buddhism, the culture of Tibet, and the wellbeing of all Tibetan people.

Pierre and Pamela Omidyar

Pierre and Pam Omidyar have dedicated their lives to creating positive social impact through a host of philanthropic and entrepreneurial endeavors. As founders of The Omidyar Group, they have created a diverse collection of companies, organizations, and initiatives each working to empower individuals to create and sustain healthy societies.

The Omidyars believe that people are inherently capable and respond to opportunity in inspiring ways when given the chance. This belief was affirmed when Pierre founded eBay and a vibrant community was created that continues to empower people and create economic opportunity around the world.

From the organizations and initiatives they have created, to the individual programs and causes they support, the Omidyars seek to advance a more compassionate and just world in which all people are treated with dignity and respect.



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Nilza Wangmo

SPECIAL THANKS

Office of His Holiness the Dalai Lama
Office of the President, Emory University
Office of the Dean, Emory College
Office of Veer Singh, Vana Foundation

SEE LEARNING TEAM



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IE3S (Instituto para la educación emocional, ética y social), Spain
The Friends School of Atlanta, Atlanta, Georgia, USA
The Kindezi School at Old Fourth Ward, Atlanta, Georgia, USA
The Paideia School, Atlanta, Georgia, USA
Tong-len School, Dharamsala India
Instituto para la educación emocional, ética y social, Spain
and others to be announced...

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