



Contemplative Education Network
Virtual Workshop
September 19th, 2025

“WORKING TOGETHER: UPDATES AND SPACE FOR CONNECTING”

WELCOME

Contemplative Education Network Provisional Steering Committee

Gábor Karsai - Mind & Life Europe, Switzerland; Dharma Gate Buddhist College, Hungary

Chiara Mascarello - Ca' Foscari University of Venice; Italian Buddhist Union Research Center, Italy

Josipa Mihić - University of Zagreb, PrevLab, Croatia

Harold D. Roth - Brown University, Contemplative Studies program, USA

Support Team

Anne Heyrman-Hart

Derek Sola

MEDITATIVE PRACTICE





WHO IS WITH US TODAY?

CHAT: Who are we - name & organization/affiliation

CONTEMPLATIVE EDUCATION NETWORK NATURE

June 19-23, 2024
Padova, Italy



ISCR
2nd ANNUAL
CONFERENCE

AIMS FOR THE NETWORK

- building a **community**
- promoting **cross-fertilization of sciences and humanities approaches to CE** across all educational levels, from pre-school to post-secondary settings
- creating a consistent meeting space to forge **international exchanges and collaborations**
- advancing **CE scholarship and research**
- **organizing models, standards, and manuals** for programs at various levels related to Contemplative Studies and CE
- fostering scientific documentation on the societal impact of CE, to be presented to **decision-making bodies** for support

THREE VIRTUAL WORKSHOPS/MEETINGS OF CEN HELD SO FAR JANUARY, APRIL & JUNE 2025



CONCLUSIONS FROM THE PREVIOUS CEN WORKSHOP/MEETING

4 PROPOSED PRIORITIES OF CEN

- 1 / Further Developing the Network
- 2 / Curriculum Development and Resource Sharing
- 3 / Mentorship and Support Systems
- 4 / Advocacy and Awareness

WG: Advocacy and Awareness

This is the working group that will **address the challenges of integrating CE into a system** that often overlooks its benefits. How can we best **represent our work to the general public**? To the decision-makers within schools and political contexts, who will determine whether to accept and support our work? We will also explore **how to promote our vision of the importance of CE to a society** that is largely unaware of its potential positive impact on all our lives. This group will also work together **to help individuals develop specific plans for establishing realistic goals for contemplative teaching** in their contexts and achieving them.

WG: Mentorship and Support Systems

We will discuss how we can **mutually support one another** in our specific work in CE. We will discuss **establishing a system of mentorship** to guide individual members as they face and meet the challenges of incorporating a CE perspective and practice into their teaching. We will ask members who have specific skills in K-12 and Post-Secondary education, as well as in contemplative practice, **to provide either seminars or one-on-one support** for the important work each of us is doing in our respective contexts.

WG: Further Developing the Network

We will explore how to **build an ongoing and sustainable organization** of mutual support for its members. How can we make the **best use of online resources**? How can we design a website that is both engaging and informative for our community? And **how can we continue to meet**, both virtually and in person, to promote our shared goals?

WG: Curriculum Development and Resource Sharing

We will **provide practical ideas for contemplative teaching** at all levels of our educational system. We hope to **collect and collate the members' syllabuses, theoretical approaches, contemplative practice methods**, and, in short, all the specific details of how each of us puts our ideas of CE into practice. We will also determine the best ways to **make these resources accessible** to our members.

WG: Network and Curriculum Development, and Resource Sharing

SCHEDULE OF THE WORKSHOP

Working Together: Updates and Space for Connecting

FIRST SESSION: Working Groups Reports

- Summary of the the WGs progress - (1) Advocacy and Awareness, (2) Mentorship and Support Systems, (3) Network and Curriculum Development, and Resource Sharing
- Discussion

MIND/BODY BREAK

MEDITATION

SCHEDULE OF THE WORKSHOP

Working Together: Updates and Space for Connecting

SECOND SESSION: Breakout Rooms - Space for Connecting

- What Have You Been Doing in Contemplative Education?
- How Can the CEN Benefit Your Work?
- What Contribution Might You Offer to the CEN?

SCHEDULE OF THE WORKSHOP

Working Together: Updates and Space for Connecting

THIRD SESSION: Next Steps and Goodbye

- Offering Something Concrete - Suggestions for Fall Workshop Topics



REPORTS FROM THE WORKING GROUPS

WG: Advocacy and Awareness

Contemplative Education Network

“Advocacy and Awareness” working group meeting

June 20th, 2025, 15:00-16:30 CEST

Who We Are

- Appr. 15 people
- An international group of educators, researchers, activists, and practitioners
- Diverse expertise: neuroscience, psychology, medicine, education, Buddhism, public policy
- Institutions represented: University of Florida, Penn State, Essex, Albany, Padova, University of Virginia, University of British Columbia, and more

Why This Matters

CE addresses **urgent social needs**:

- Student & teacher mental health
- Resilience & emotional intelligence
- Inclusive, compassionate education

But:

- Often misunderstood or undervalued
- Lacks **clear pathways** for policy or integration

Target Audiences

- School & University Leaders
 - Policymakers & Funders
 - Mental Health & Public Health Officials
 - Parents, Teachers, and the Public
-
- Approach = *Top-down AND bottom-up* strategies

Strategic Priorities Identified

- **Toolkit & Resource Hub**
 - Best practices, stories, narratives, policy templates
- **Contemplative Manifesto / Position Paper**
 - Clear, research-backed articulation of CE's relevance
- **Ambassador & Outreach Program**
 - Train advocates to engage diverse audiences
- **Safety & Ethics Framework**
 - Addressing emotional, cultural, and systemic risks

Contemplative Education Network

“Advocacy and Awareness” working group meeting

August 1st, 2025, 15:00-16:30 CEST

Toolkit & Resource Hub Discussion

- **Need for Practical Resources:** Several participants noted that while advocacy at the policy level is important, there's an equally urgent need to support **individual practitioners** trying to bring contemplative education (CE) into their local contexts.
- **Toolkits for Practitioners:**
 - Suggested creating **toolkits** that provide guidance, strategies, and examples for teachers, facilitators, and community leaders.
 - Toolkits could include:
 - Case studies and success stories
 - Sample curricula and exercises
 - Communication strategies for different audiences
 - Ways to handle challenges (resistance, misconceptions, institutional barriers)

Toolkit & Resource Hub Discussion

- **Resource Hub (Repository):**

- A **central online platform** was proposed, where members of the network can share:
 - Narratives, stories, and best practices
 - Policy documents and advocacy examples
 - Research findings and data
 - News, podcasts, articles relevant to CE advocacy
- Purpose: to **gather fragmented knowledge** into one place, making it accessible to policymakers, educators, funders, and new advocates.

- **Peer Support Dimension:**

- Participants highlighted that advocacy can feel isolating, so a resource hub could also serve as a **peer-support forum**, where practitioners share challenges and strategies.

Toolkit & Resource Hub Discussion

- **Strategic Value:**
 - Collecting and curating resources makes CE **more visible, understandable, and researchable**, which strengthens credibility in both academic and policy contexts.
 - Could be the foundation for **future collaborative documents** (e.g., a manifesto or position paper) and for securing grants.
- This was one of the **strongest points of consensus** in the meeting: almost everyone agreed that building a **practical, living resource hub** should be one of the first tangible outputs of the working group.

Contemplative Education Network

“Advocacy and Awareness” working group meeting

August 29th, 2025, 15:00-16:30 CEST

Potential questions

1. Program Origins & Development

- How did you initiate your project?
- How long did it take to establish a program after conception?
- What is the actual program/curriculum used?
- How are you configuring a “program/practice”?
(Is it something an individual does, or something broader across an institution?)
- How long the program has been running?
- How did you manage / achieve sustainability of the program?
- What resources were required up front and ongoing?

Potential questions

2. Context & Audience

- Who is it for? Where is it used? Country? Level of schooling?
- What is the setting?
(Higher Ed, K–12 during school, after school, workforce development)
- How many people are benefitting from it?
- Voluntary program or accepted program in class (formal or informal settings)?
- How secular or non-secular is your program?

Potential questions

3. Facilitation & Expertise

- Who is facilitating the program?
- What kind of experience or education did the facilitator have in general?
- How many facilitators have some sort of recognized certification, such as MBSR, MBCT, etc?

4. Partnerships & Funding

- List all of the partners involved in supporting this program, such as facilitator, school, classroom teacher, researcher, in-kind donations, etc.
- Who is funding it? How did it get funded?

Potential questions

5. Success Factors & Impact

- What were the ingredients that made it successful?
- Do you have research on your program? (*Optional but encouraged*)
- Has any Cost/Benefit Analysis or Return on Investment / Value on Investment been calculated?
- How does the facilitator view the success of their program? How does the recipient view the success of this program?
- Was particular language/terminology selected to garner acceptance and adoption?

6. Challenges & Adaptation

- What obstacles (macro/micro) did you face during the development and implementation of the program (e.g. institutional barriers, political situation, lack of endorsement or funding, untenable methodological requirements, etc)?
- How did you overcome them?
- Challenges and barriers – where/when/why *didn't* something work?

REPORTS FROM THE WORKING GROUPS
WG: Mentorship and Support Systems

Mentoring Form Responses

What Institution(s) are you affiliated with?

Humboldt-University of Berlin

University of Pisa

University of Groningen

Agenzie formative e Scuola Statale Italiana

University of Miami

Colgate University

University of Padova

Sensemed.health.

University of Oregon

Queen Mary University of London, Imperial

State University of New York at Buffalo;

College London, NHS England

SUNY Central Professional Development

Catholic Diocese of Isernia-Venafro, Italy

Lesley University

Universidad Complutense de Madrid (UCM)

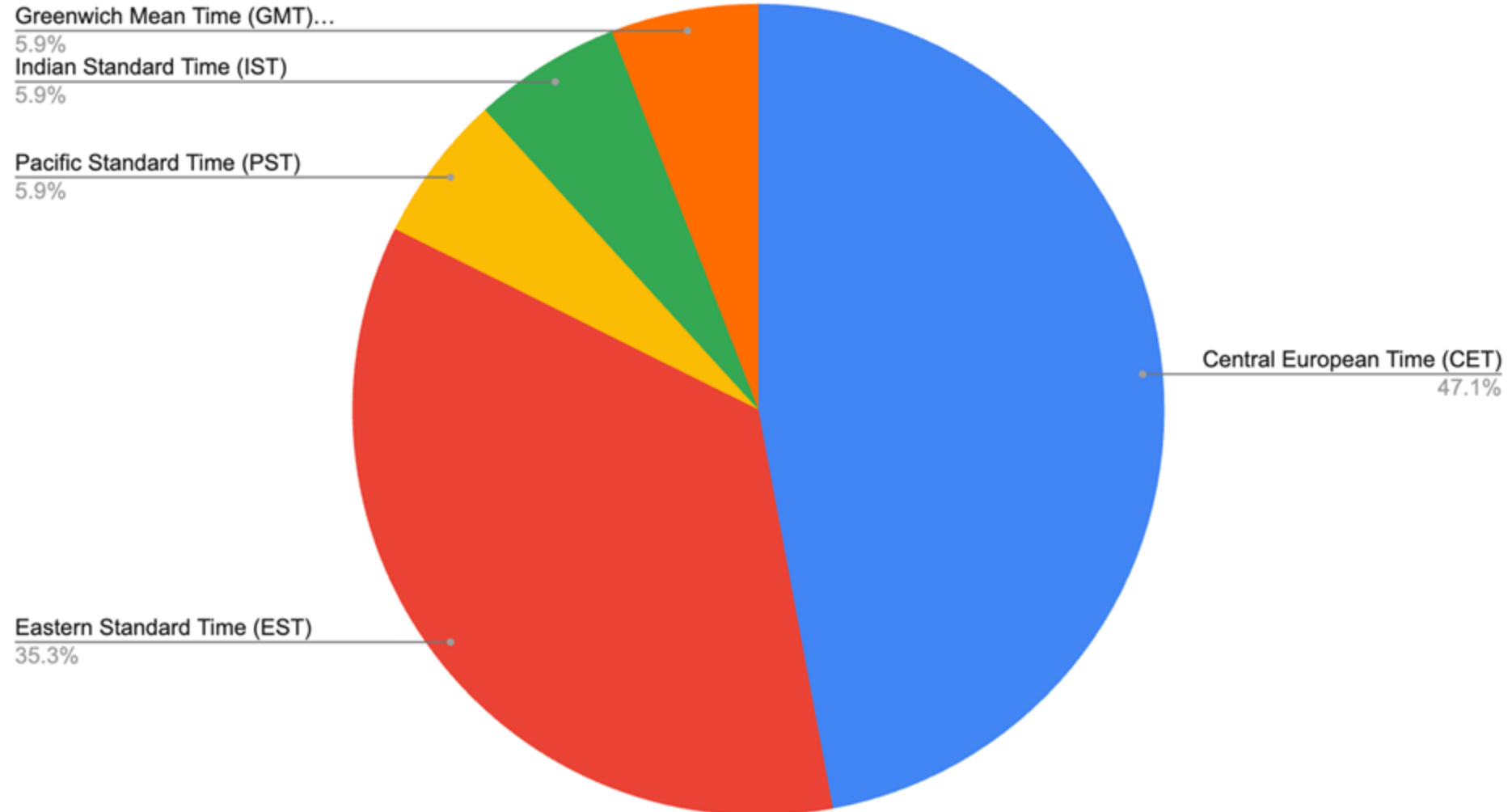
Indian Institute of Technology, Delhi

Brown University

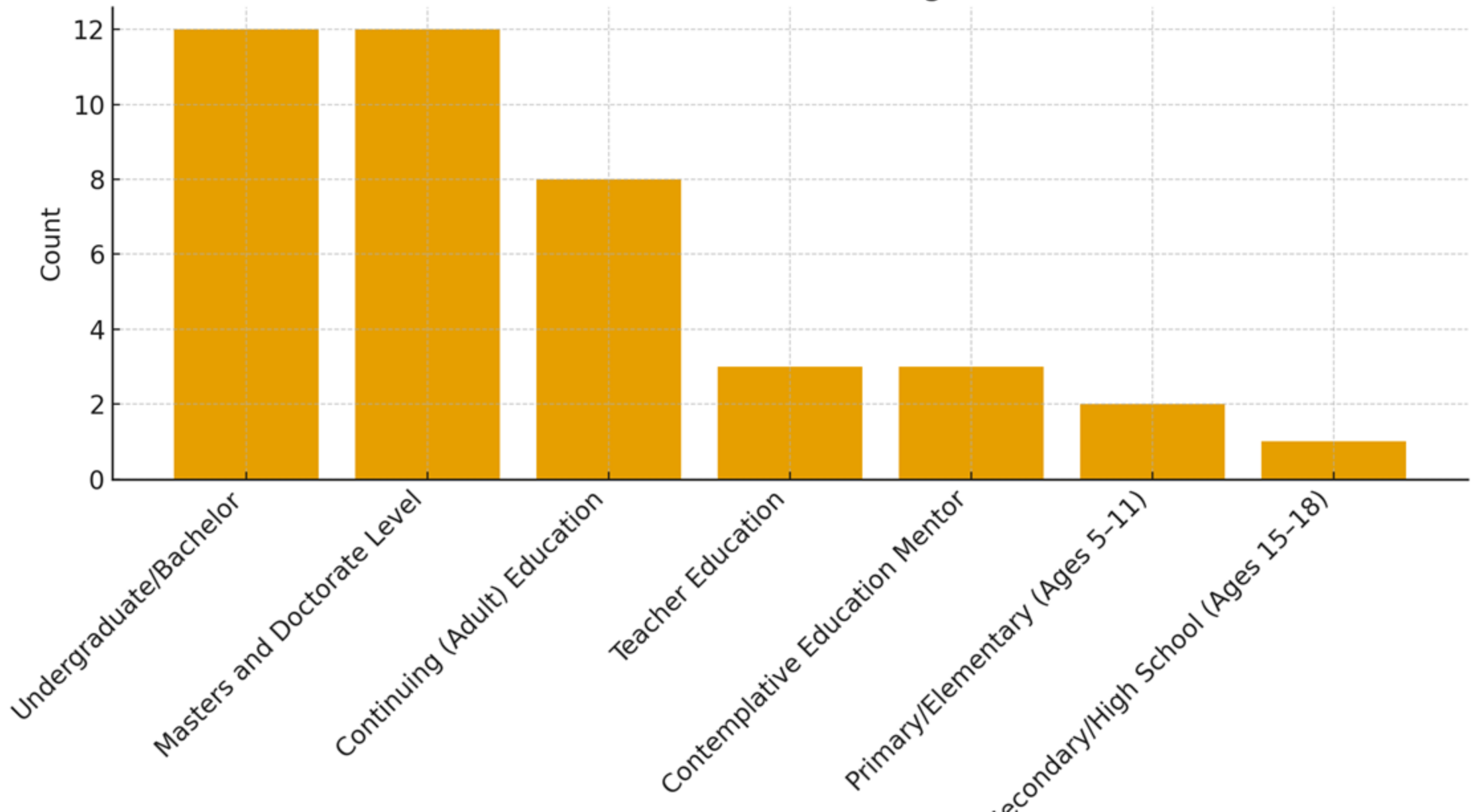
Maastricht University; Harvard Medical School

Indiana University

What Timezone are you in?



Student Levels Taught



Areas of Teaching & Research Expertise

Contemplative Studies & Mindfulness — contemplative pedagogy, trauma-sensitive practice, compassion, contemplative psychology, Buddhist studies

Health & Wellbeing — clinical and social psychology, neuroscience, mental health, stress/trauma, medical education, flourishing

Arts, Humanities & Culture — literature, art history/theory, expressive arts, cultural/gender studies, geopolitics, religion

Education & Leadership — pedagogy, teacher education, educational innovation, leadership (mindful, transformational, executive)

Specialized Topics — embodiment, creativity, computational modeling, music education, self-compassion in teacher preparation

What personal contemplative experience do you have?

Mindfulness & Compassion

MBSR, secular mindfulness

Loving-kindness, trauma-sensitive approaches

Buddhist Traditions

Soto & Rinzai Zen

Tibetan (Kagyu, Nyingma, Bon)

Vipassana, Plum Village / Thich Nhat Hanh

Yoga

Hatha yoga–based meditation

Christian Contemplative Traditions

Centering Prayer, Carmelite & Benedictine practice

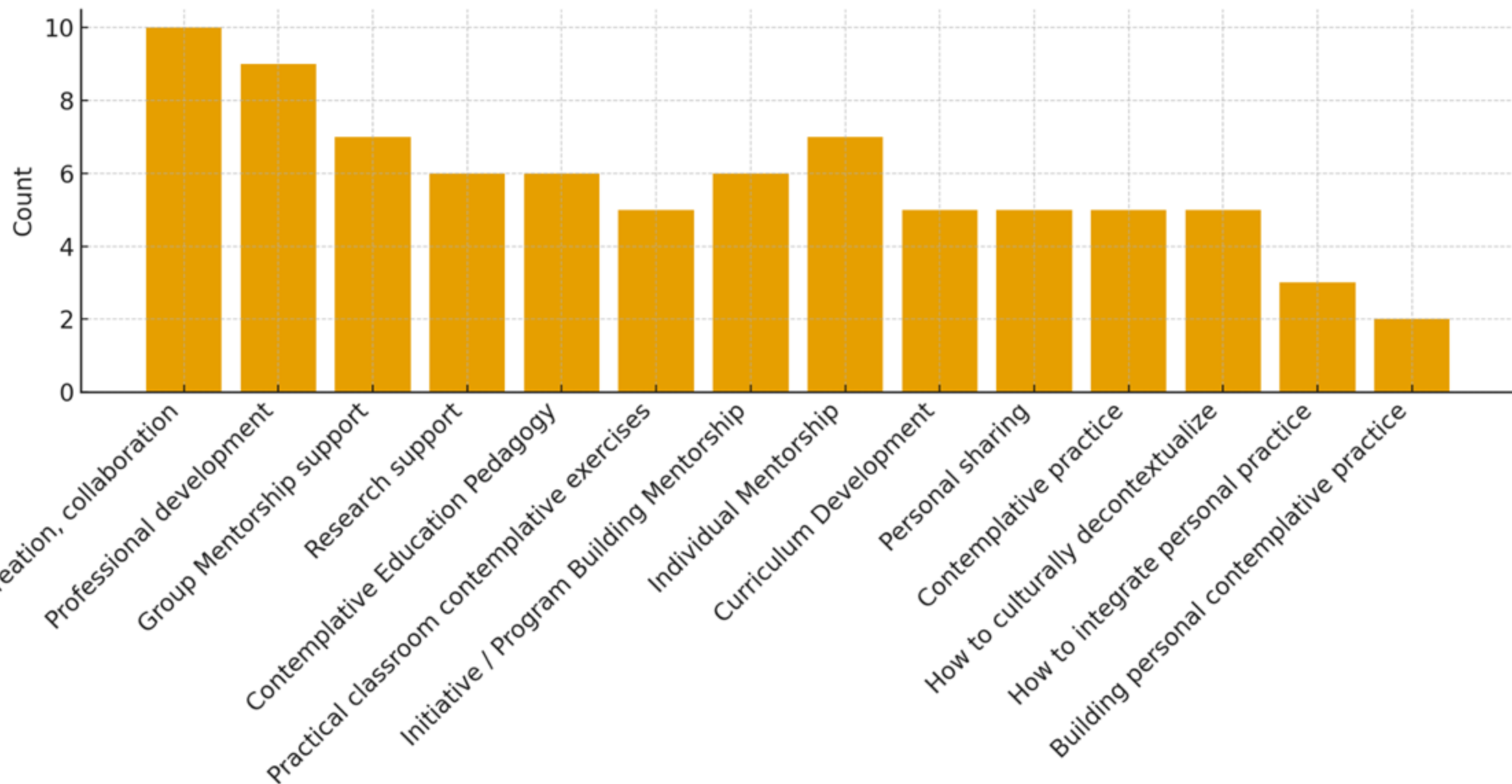
Integrative & Nature-Based Approaches

Blending multiple traditions

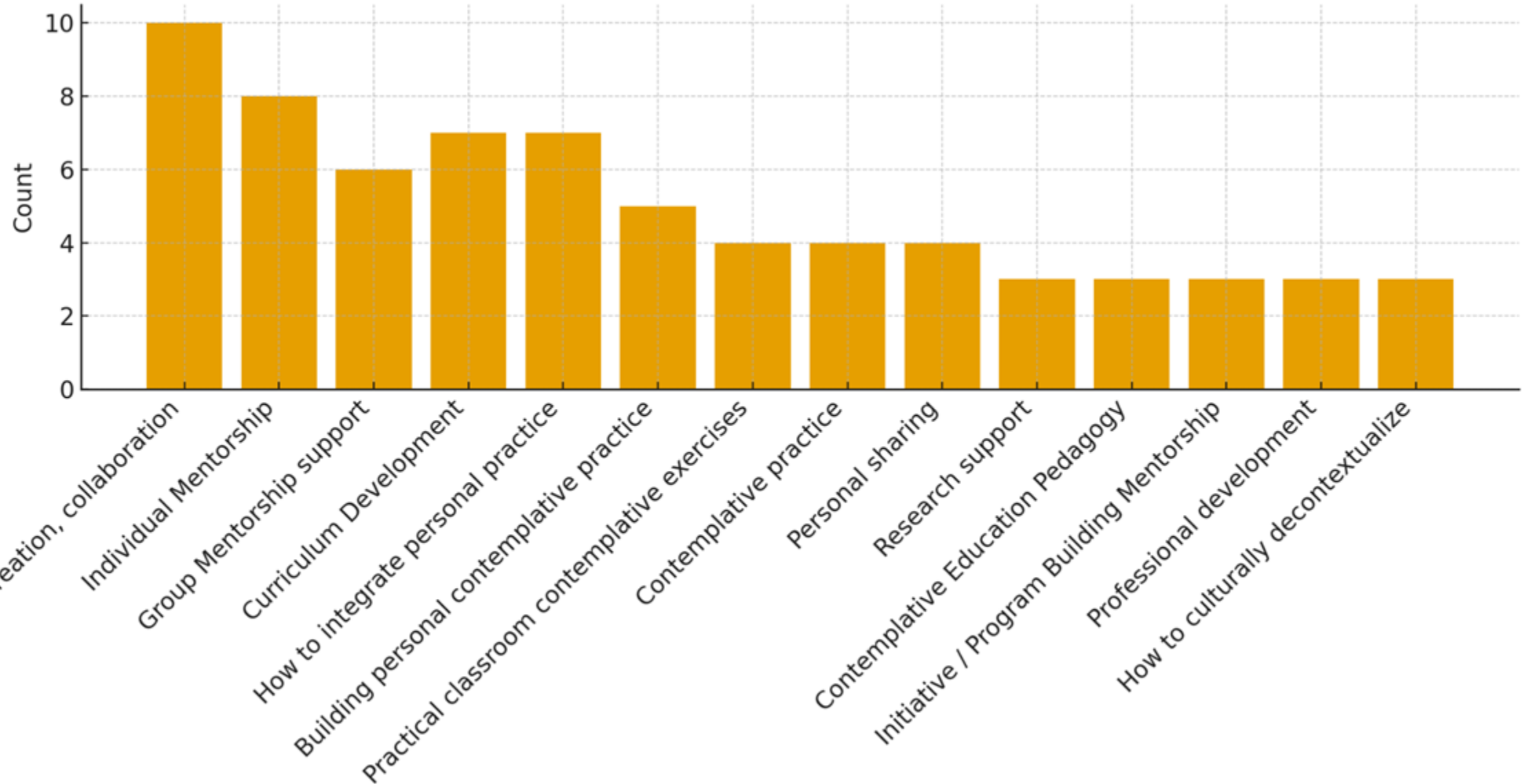
Deep ecology, nature-based rituals

Personal creative/experimental practice

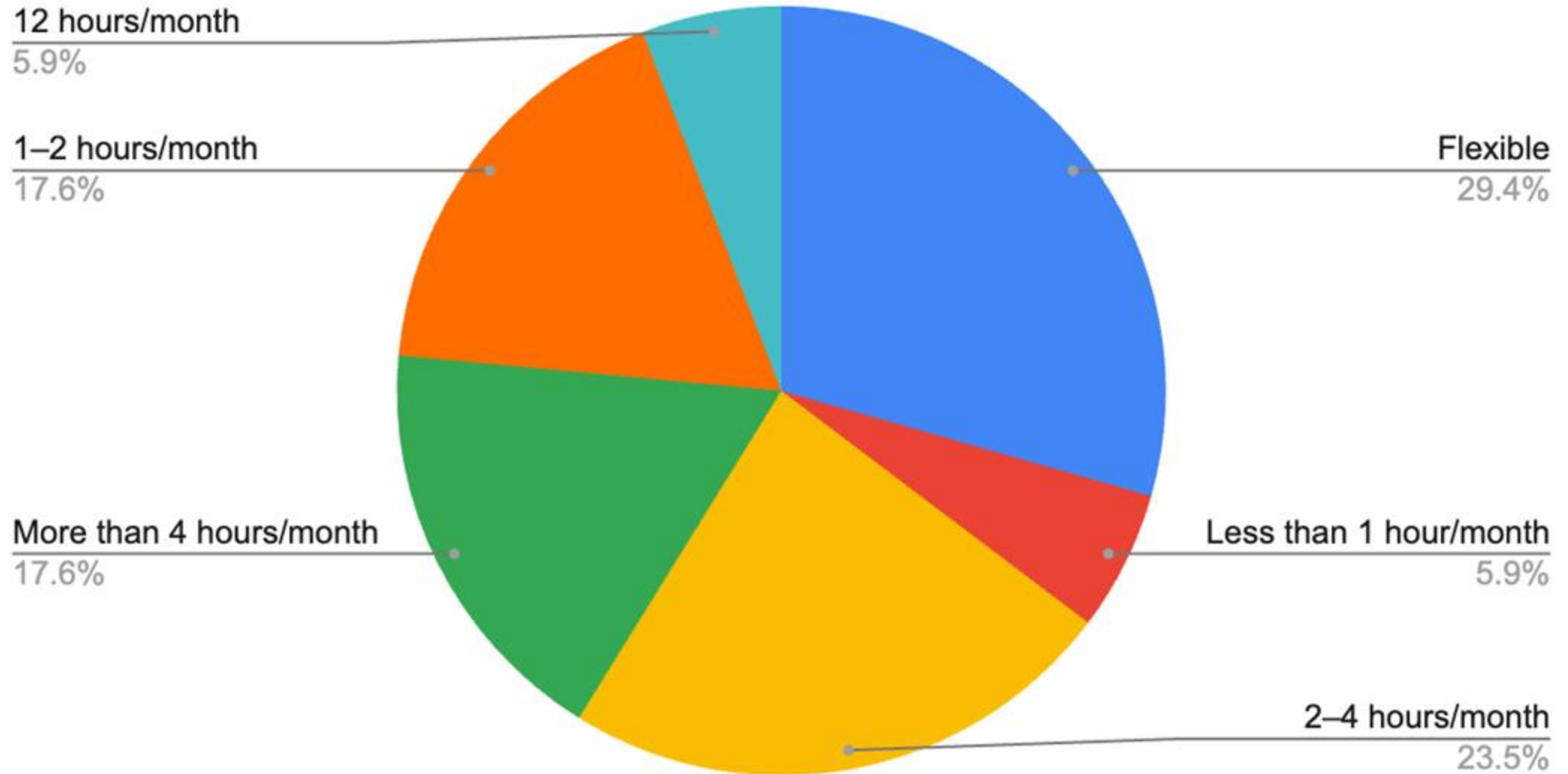
Mentee Interests



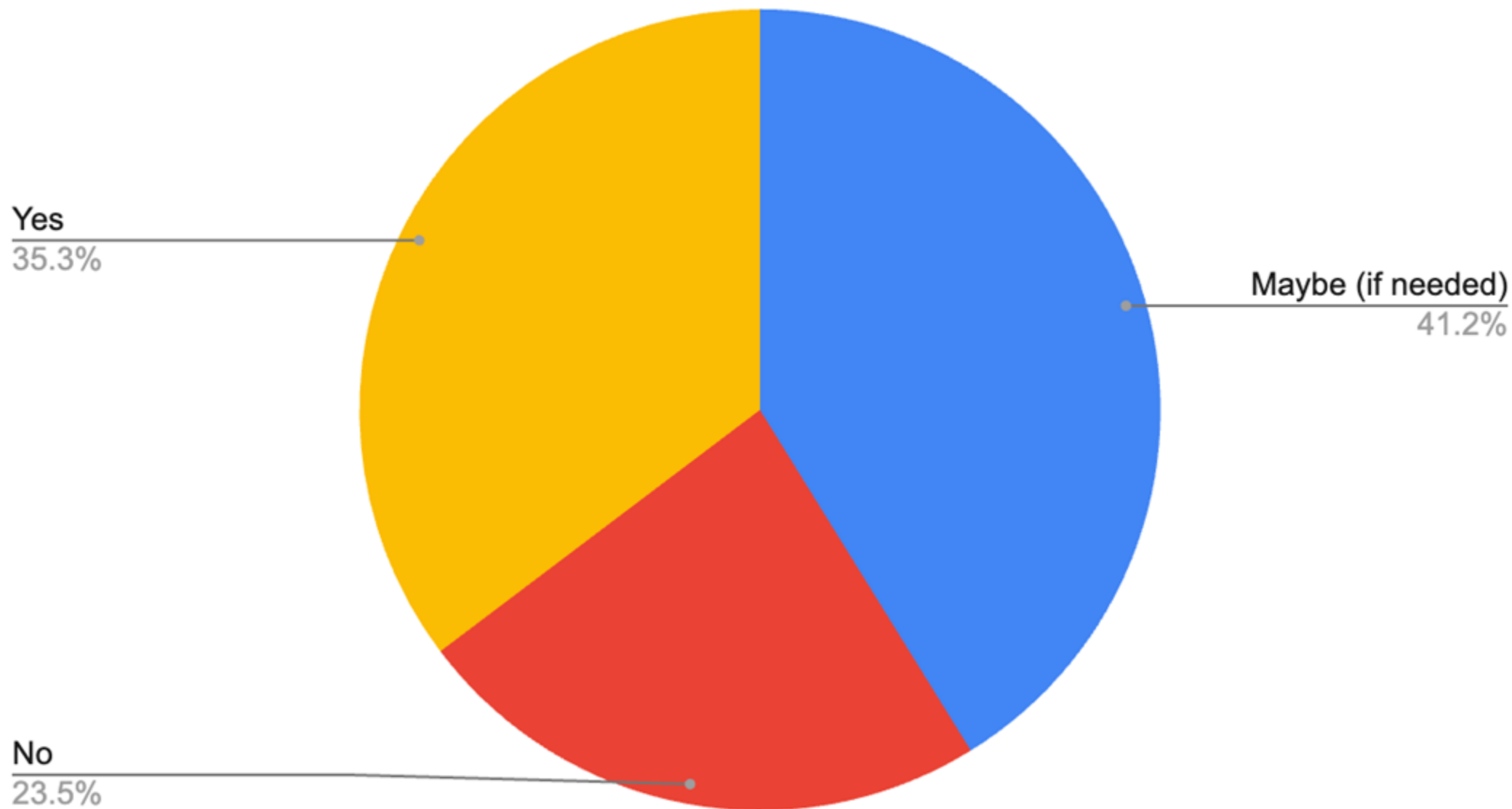
Mentor Offers



Time Commitment to CEN mentoring group



Willingness to lead/coordinate online gatherings



Suggested Ethical Guidelines in Mentoring Groups

Commitment to Inclusion

Foster inclusion across identities and balance mind/heart, structure/flow, listening/speaking.

Critical Reflection on Power

Examine and address hierarchical dynamics to prevent power imbalances.

Equitable Access and Openness

Welcome diverse backgrounds; avoid credentialism and rigid gatekeeping.

Collaborative Culture

Use clear communication and co-create shared agreements.

Ethical Screening Practices

Support self-identified needs; avoid restrictive criteria.

Respectful Engagement

Foster respect, confidentiality, empathy, and care.

Inclusive Pedagogical Practices

Use culturally sensitive, trauma-informed, equitable approaches.

REPORTS FROM THE WORKING GROUPS
**WG:Network and Curriculum Development, and Resource
Sharing**

WG: “Network and Curriculum Development, and Resource Sharing”

Meetings:

- June 12 (WG Curriculum) & June 25 (WG Network)
- July 11
- September 5

PROPOSED PROJECTS:

“NETWORK DEVELOPMENT”

“C.E. CURRICULUM SHARING & DEVELOPMENT”

“C.E. RESEARCH”

1) “NETWORK DEVELOPMENT” PROJECT(S)

1 / CEN Members Database

- Develop a CEN database:
 - Define categories of data needed (consider including contact info, expertise, and interests)
 - Clarify whether this will be in-network only or open-access
- Potential needs:
 - Database infrastructure team
 - Database content team

1) “NETWORK DEVELOPMENT” PROJECT(S)

2 / CEN Internal Communication & Platform

- Strong need for regular and structured communication across the network > discuss options for platforms:
 - Discord or WA or similar platforms (could be a provisional step; share rationale - we have a document prepared for this - and link)
 - Internal forum built into CEN website (longterm > tentative plans and budget?)
- Idea: integrated internal platform also serves as a form of advocacy and awareness
- Next step: Survey members on platform preferences (which app is best / which ones they would not use)?

1) “NETWORK DEVELOPMENT” PROJECT(S)

3 / Future CEN Meetings

- Define a strategy for:
 - Frequency of meetings (e.g., regular, ad hoc, or alongside other events)
 - Format: webinars, in-person meetings, hybrid
 - Planning and coordination
- Be active at conferences as a network (which ones?)
- Planning the first in-person meeting of CEN

4 / Mapping similar initiatives in CE

- Mapping existing similar initiatives in CE: networks, associations (excluding CE curricula)

2) “CE CURRICULUM SHARING & DEVELOPMENT” PROJECT

- Collecting and sharing existing curriculum
 - Degree programs
 - Interventions and training programs
 - Exercises/Practices (i.e. - wheel of awareness)
- Developing CEN Curricula

3) “CE RESEARCH” PROJECT

- The group could explore:
 - Research ethics
 - Methodology (qualitative/quantitative)
 - Assessment tools
 - Meta-analyses and data harmonisation
 - Sharing information on ongoing projects and funding opportunities
 - Enabling joint research projects
- This group could also contribute to advocacy, by communicating findings and identifying research gaps in ways that engage thought leaders and communities
- Consider adapting and building on existing platforms like:
 - Brown University's Academic Blueprints
 - *Contemplative Studies* resource page

PROPOSED GUIDELINES FOR PROJECT GROUPS

- This network is global, non-ideological, decentralized > **There are multiple cultural and translational challenges; it's important to keep it inclusive, multicultural, and open**
- One key step for the subfield is more coordination > **Importance to share Project Groups meetings reports with the WG members during the WG meetings**
- A continuous conversation is needed to keep the work alive > **WG sharing outcomes of these discussions with the CEN larger group**
- Smaller working groups may be more effective > **Max 7-9 people per Project Group**
- The network should be seen as a joint project, not just individual efforts > **Need 2 chairs/leads for each Project group to coordinate the team**
- **Frequency of meetings and communication tools should be defined**

CONCRETE TAKEAWAYS AND STEPS FORWARD

1 / CEN Members Database

- Develop a CEN database:
 - Define categories of data needed
 - Clarify whether this will be in-network only or open-access

1 / CEN Members Database

Suggested Categories for the CEN International Network Member Database

1. **Full Name** (write in)
2. **Email Contact** (write in)
3. **Country** (write in / drop-down)
4. **Institution / Organization** (write in)
5. **Highest Level of Education / Degree** (write in)
6. **Research / Practice focus keywords** (e.g., psychology, contemplative practice, education, religious studies)
7. **Professional Role in Contemplative Education** (check all that apply):
 - Researcher (e.g., studying impacts of programs)
 - Implementer / Teacher (e.g., teaching contemplative practices)
 - Developer / Author (e.g., creating curricula)
 - Policy / Administration
 - Other (please specify)
8. **Career Stage** (e.g., student, early career, mid-career, senior, retired)
9. **Primary Age Group of Interest** (check all that apply):
 - Preschool
 - Primary / Elementary Education
 - Secondary Education
 - Higher Education
 - Adult / Lifelong Learning

1 / CEN Members Database

Suggested Categories for the CEN International Network Member Database

10. Populations of Interest (e.g., teachers, students, parents, marginalized groups, professionals)

11. Contemplative Practices of Interest (e.g. meditation, compassion, yoga, breathing, arts-based practices)

12. Willingness to Collaborate (check all that apply):

- Partner in international research projects
- Partner in professional / practice-based projects
- Share / co-develop curricula on contemplative education
- Co-organize events / workshops

13. Leadership & Engagement in CEN:

- Would you like to take on an active leadership role? (Yes / No / Maybe later)
- If yes, how many hours per month could you dedicate? (numeric entry)

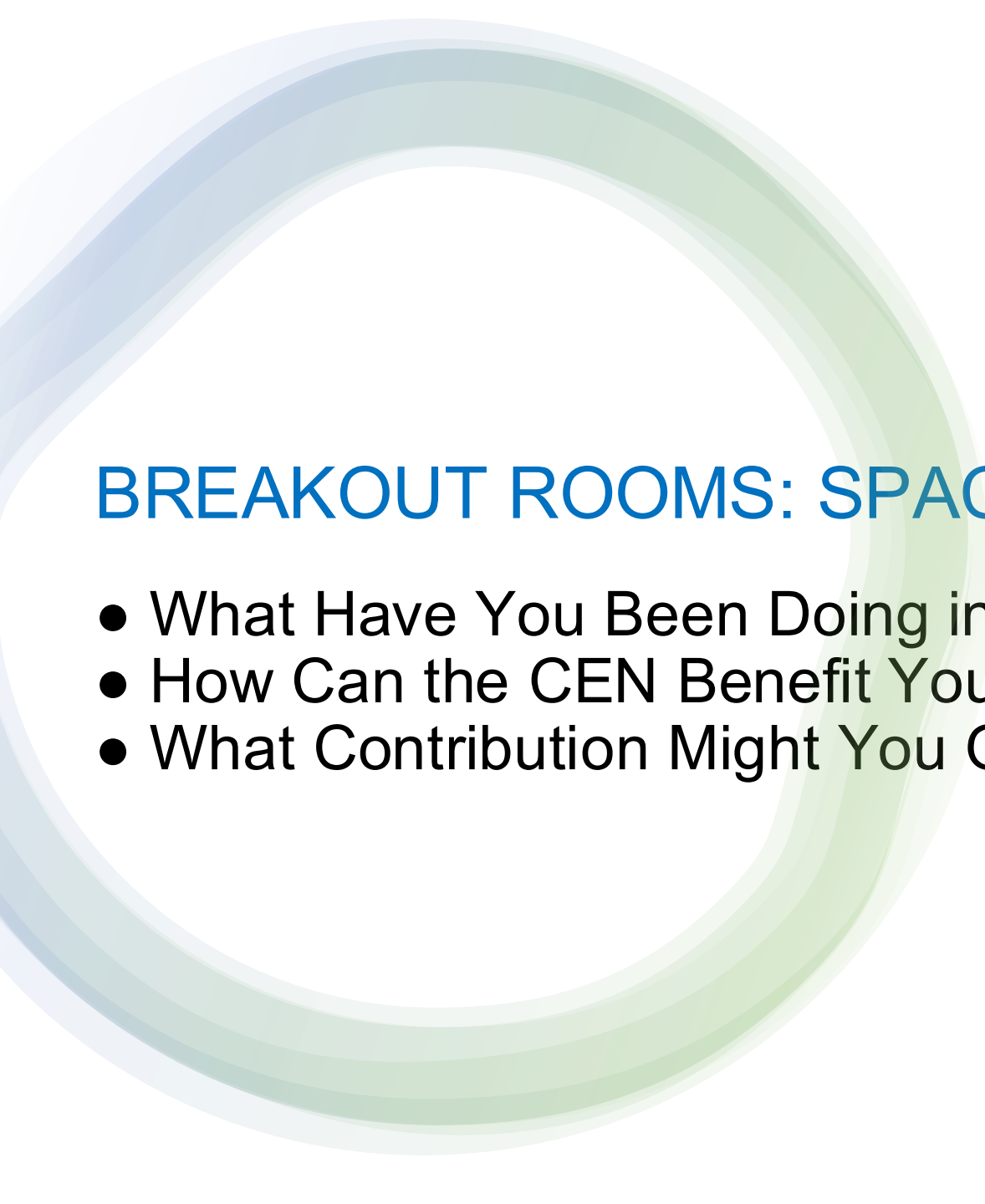
14. Resources You Can Offer to the Network (write in, e.g., training, datasets, curricula, methodologies, funding opportunities, connections)

15. Resources You Are Looking For from the Network (write in, e.g., collaborators, mentorship, teaching materials, joint projects)

MIND AND BODY BREAK
15 MIN

MEDITATIVE PRACTICE





BREAKOUT ROOMS: SPACE FOR CONNECTING

- What Have You Been Doing in Contemplative Education?
- How Can the CEN Benefit Your Work?
- What Contribution Might You Offer to the CEN?



Next Steps and Goodbye

- Offering Something Concrete - Suggestions for Fall Workshop Topics



Write to us (contemplative.ed.network@gmail.com)
to be added to any WG contact list or share your ideas with us

CEN WEBPAGE

<https://contemplative-education.com/>