Co-funded by the
Erasmus+ Programme
of the European Union

FRIENDS

Fostering Resilience-Inclusive Education and Non-Discrimination in Schools

Project Title	FOSTERING RESILIENCE-INCLUSIVE EDUCATION AND NON-DISCRIMINATION IN SCHOOLS
Acronym	FRIENDS
Project agreement number	Agreement n. ***2017-3341/001-001*** Project N° ***592247-EPP-1-2017-1-IT-EPPKA3-IPISOC-IN***
Status version	Final
Document number	D 5.5 Overall Conclusions, Policy Recommendations, and Lessons learned
Distribution level	Open Access creative commons Creative Commons Attribution Non-commercial License
WP leader	P03 – University of Algarve
Partner Contributing to the Deliverable	P03 – University of Algarve P04 – ALMA MATER STUDIORUM – Bologna University P09 – Maharishi Foundation UK
Authors	Alberto Bramanti Sérgio Vieira Joana Vieira dos Santos Alexandra Gomes Frans Van Assche
Contributors	Chiara Ruini Annet te Lindert Mirta Castellaro Stefano Mancin
Final issue date	10 January 2020
Period covered	16 January 2018 – 14 January 2020

Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

Table of Contents

Table of Contents **3**

1 Overview **5**

2 Results of the quantitative Study **6**

2.1 Children 5-11 6
2.2 Children 5 to 11 years old: Experimental study with a cross-over design 7
2.3 Students from 12 to 18 9
2.4 Teachers and Staff 10
2.5 Teachers and Staff: the particular case of Portugal 13

3 Qualitative study **15**

3.1 Interviewing Procedure 15
3.2 Analysis Procedure 15
3.3 Domains, target audience, and questions 16
3.4 Results 16

4 A quantitative study in a prison as part of the expansion in other areas **18**

5 Discussion on the research findings **20**

5.1 Children 5-11 20
5.2 Students from 12 to 18 21
5.3 Teachers and Staff 21
5.4 Scaling up beyond schools – QT/TM in prisons 22
5.5 Conclusions 23

6 A framework for lessons learned from the implementation **25**

6.1 An account of a successful country-wide implementation 25
6.2 An account of successful upscaling 26
6.3 Turning successful experiences into a methodological approach 29
6.4 Deepening and widening 29
6.5 Different actors 29
6.6 A network of networks 31
6.7 An innovation diffusion model and the implication for policy making 32

7 The application of the framework to the implementation of QT/TM including lesson learned **34**

7.1 Assessment 34
7.2 Adaptation 35
7.3 Capacity-building strategies 35
7.4 Creating implementation teams and an implementation plan 36
7.5 Assistance, coaching, supervision 36
7.6 Evaluation of on-going implementations 37
7.7 Creating feedback mechanisms 37
7.8 Learning from experience 37

8 Policy implications for the district/regional level **39**

8.1 A simply model of innovation diffusion 40
8.2 Enabling factors and the role of policies 45
8.3 Towards a coordinator of the district/regional network 46

8.4 The delivering of TM schoolteacher training 47
8.5 Supporting “local learning communities” 47
8.6 Fundraising campaigns to support the “phasing in” 49
8.7 Promoting monitoring and evaluation assessments 50
8.8 Key messages on the implementation process 51

9 Policy implications for the national/European level 52

9.1 Getting momentum 54
9.2 Towards a possible role for European Ministries of Education 57
9.3 Financing “well-being programmes” 60
9.4 Creating and enhancing the network of networks 73
9.5 Promoting monitoring & evaluating campaigns 75
9.6 A supporting toolkit 77

10 Closing comments on Policy Making 78

References 81

1 Overview

An explanation on how Quiet Time based on Transcendental Meditation (QT/TM) fosters a more supportive, inclusive, and harmonious social environment, where students, teachers, and staff can function more effectively both in and out of school, while at the same time promoting inclusive education, has been given in deliverable 5.4

In this deliverable we present[1]:

- The results of the quantitative study in terms of a statistical analysis and discussion of the quantitative data collected.
- The results of the qualitative study using semi-structured interviews.
- The results of a quantitative study in a prison as part of expansion in other areas.
- Discussion on the research.
- A framework for lessons learned from implementation.
- The application of the framework to the implementation of QT/TM including lesson learned
- Policy implications for the district/regional level.
- Policy implications for the national/European level.
- Closing comments on Policy Making.

For the quantitative, as well as the qualitative study, different psychological dimensions related to well-being aspects of inclusive education have been selected. The rationale behind the selection of these dimensions is that a number of barriers identified in the context of inclusive education, e.g. disability, health problems, educational difficulties, cultural differences, economic obstacles, social obstacles, and/or geographical obstacles (see the overview of fewer opportunities in D 1.1) are exactly the same as well-being factors that have a deep impact on education (OECD, 2017). This relationship can be understood when seeing *well-being as a balance point between an individual's resource pool and the challenges faced in life* – see Dodge et al. 2012. These authors recognize that everyone has a set-point for well-being. Every time the system is disrupted by what they named challenges (all psychological, social and physical elements which affect homeostatic state), we tend to seek equilibrium. In the context of inclusive education, there may be too many challenges related to the earlier-mentioned fewer opportunities, as well too few challenges for highly talented students, and then an imbalance appears hampering successful learning. For coping with those challenges, individuals use their psychological, social and physical resources that help them to regain their well-being. Therefore, we can conclude well-being to be an essential ingredient of inclusive and that the effects measured in our studies relate directly to the effectiveness of inclusive education.

1 In addition results on improvements in school atmosphere can be found in a report of the EUROPE project at https://europe-project.org/wp-content/uploads/2019/04/EUROPE_D.6.7_Policy-recommendations.pdf. In the FRIENDS project school data could not any longer be obtained. Principals did not feel comfortable with sharing any data because of GDPR concerns, while anonymised psychological tests were OK.

2 Results of the quantitative Study

The quantitative study in schools involved three groups: children 5-11, students 12-18, and teachers and staff. In FRIENDS D5.3 and FRIENDS D5.4 (2020) the protocols and data collection have been fully explained. This deliverable presents the results in full detail together with a discussion of the results obtained.

2.1 Children 5-11

For the student samples, the young age group was the largest amongst the QT/TM participants. Due to discretionary interest from principals and teachers, it was the elementary school teachers that were more interested in using the QT/TM technique with their students.

For this particular age range (5-11), 167 questionnaires were collected for both moments: pre and post-test. The average age is 8 years old ($M = 8.23, DP = 1.697$), minimum 5 and maximum of 11 years old. From these 167 children, 93 were females. The samples originate from Portugal, Belgium, Italy, and the UK.

The statistically significant results were observed on the Strengths and Difficulties Questionnaire with a longitudinal quasi-experimental methodology, before and after design study (see figure 2.1 and 2.2).

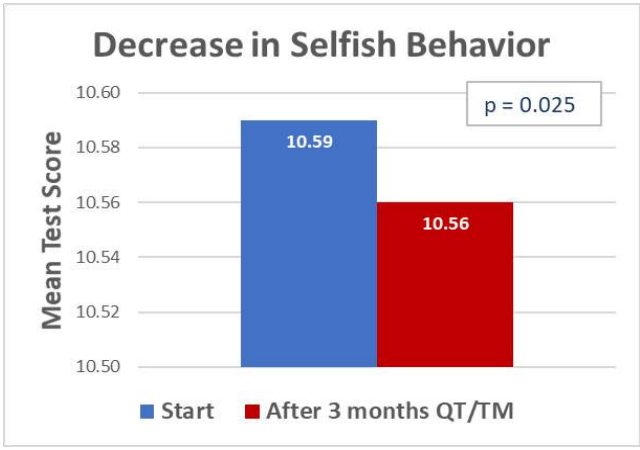


Figure 2.1. Children showed a decrease in problems in pro-social behaviour, presenting less selfish behaviours and more altruistic attitudes ($F_1 = 5.103$, $p = 0.025$).

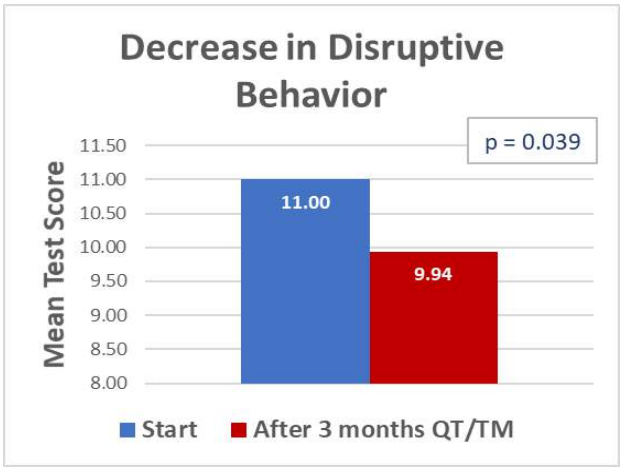


Figure 2.2. Children showed a significant decrease of external symptoms, as disruptive or aggressive behaviour along the second moment, after learning and practising QT/TM ($F_1 = 4.349, p = 0.039$).

In this age group (5-11) also an experimental design study was performed including a control and an experimental group that were able to fulfil the pre and post measurements.

2.2 Children 5 to 11 years old: Experimental study with a cross-over design

92 elementary school students, with a mean age of 9.70 ($DP = .53$), being 51.7% females, were distributed over two groups: a control group (2 classes) and an experimental group or Quiet Time based on Transcendental Meditation(QT/TM) Intervention group (3 classes). Before and after the intervention, children were evaluated by their teachers using the Strengths and Difficulties Questionnaire (SDQ) and the Devereux Student Strengths Assessment (Dessa). A Repeated Measures ANOVA was applied to compare the two groups. After the post-test, children assigned to the control group received the QT/TM training and were tested again after about three months of practice.

The QT/TM intervention yielded significant positive effects on children's difficulties (SDQ total score). These positive effects were not observed in children assigned to the control condition. All significant p values are referred to the interaction between time (pre-post intervention) and group assignment (QT/TM intervention vs control).

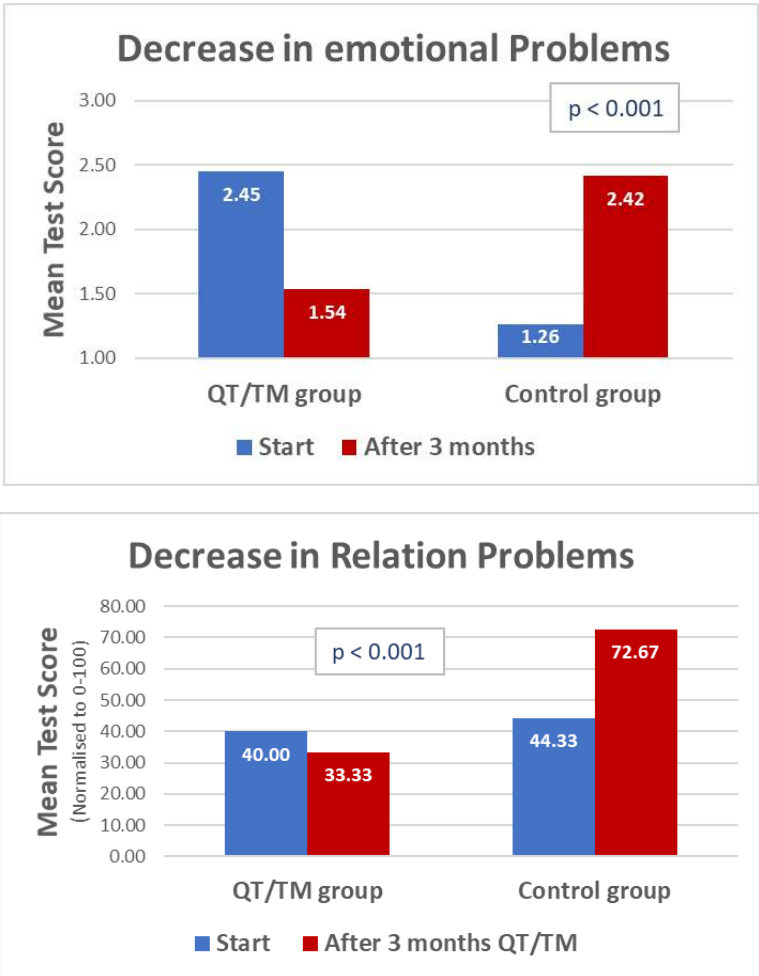
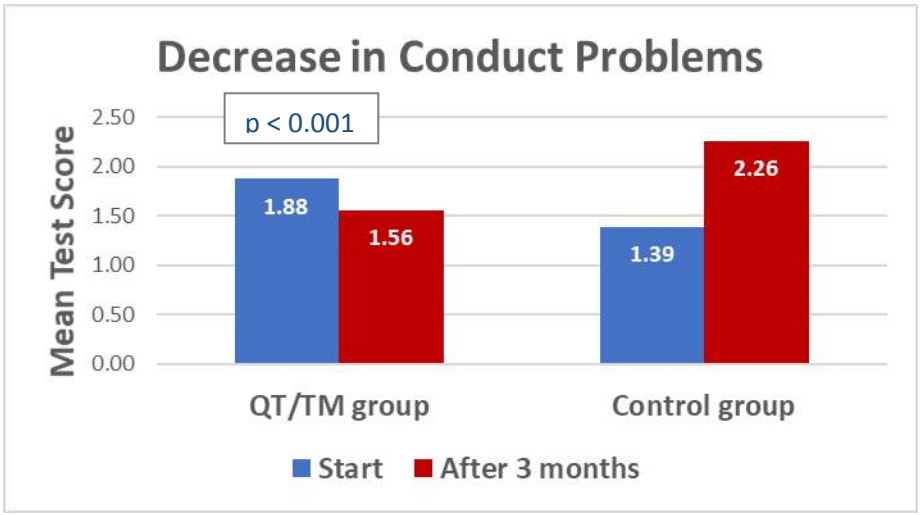
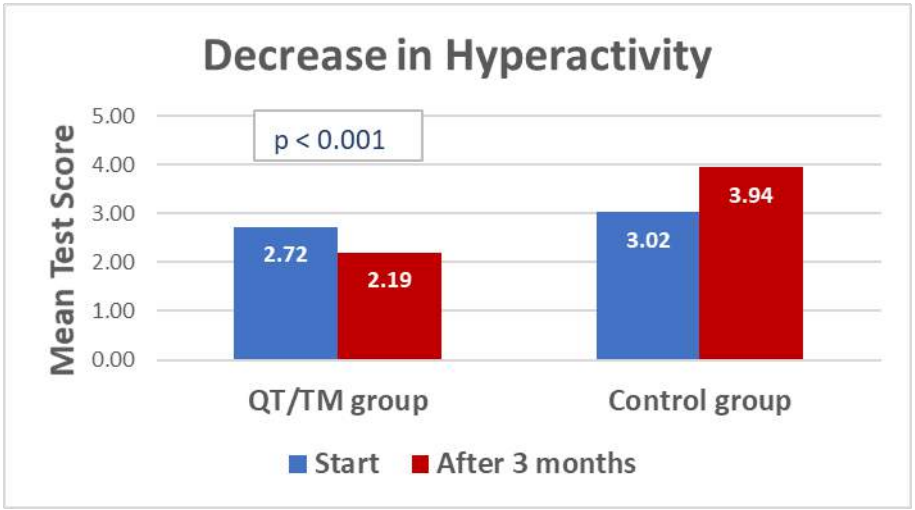


Figure 2.3. Children assigned to the QT/TM protocol showed a decrease in emotional and relational problems (SDQ subscale) after the intervention, when compared to the control group.





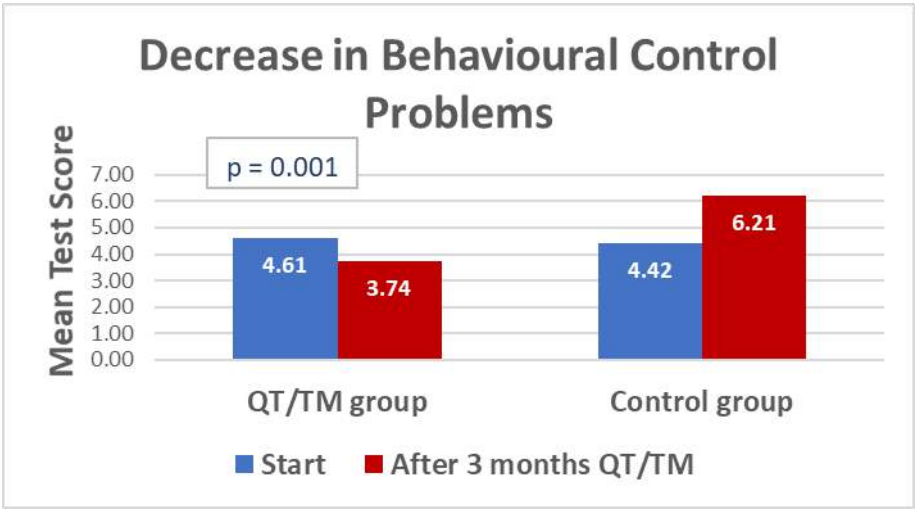


Figure 2.4. Children assigned to the QT/TM protocol also showed improvements in their behaviours, with a significant decrease in conduct problems, hyperactivity and behavioural control, when compared to the control group.

After a few months, the QT/TM intervention was also performed in the two control classes, with beneficial effects. A final evaluation of the intervention's effect on the total sample (92 students) was calculated with a repeated measure analysis. The QT/TM intervention was effective in improving children' emotional problems and difficulties and in decreasing their somatization.

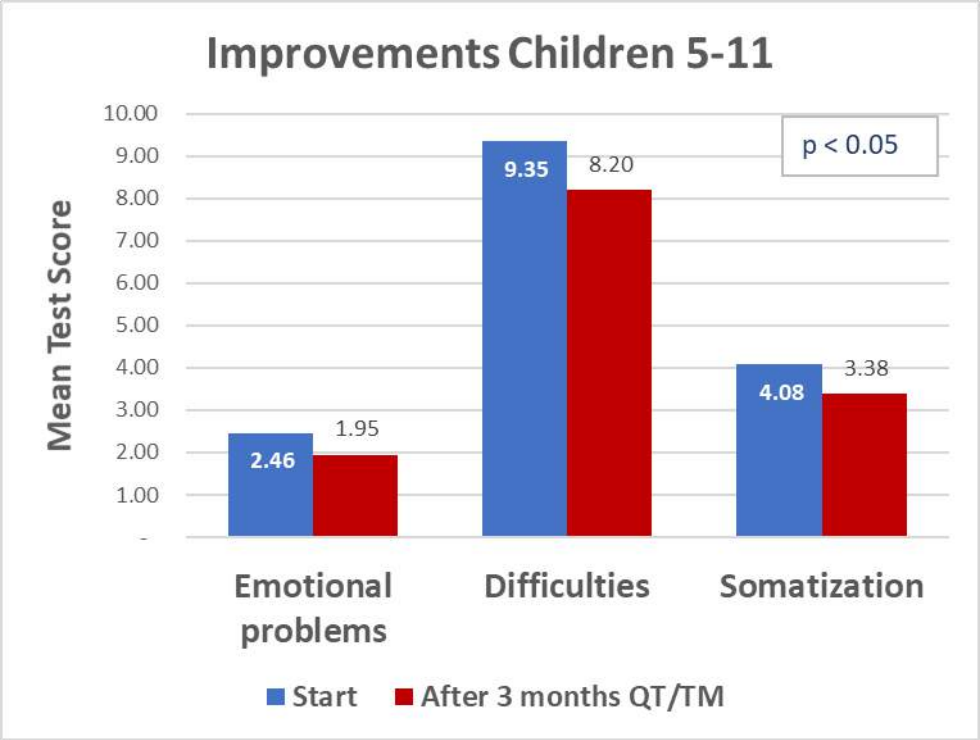


Figure 2.5. Children showed a decrease in emotional problems, difficulties and their somatization.

The present study makes an essential contribution to the research of QT/TM by proving its feasibility and positive effect with the younger population.

2.3 Students from 12 to 18

A group of 21 students, with an average of 13 years old ($M = 13228, DP = 1.397$), with 46.9% females, was assessed in a longitudinal quasi-experimental, pre-test post-test design study. Results are shown in figure 2.6.

For this group of students, anxiety was measured by measuring the Multidimensional Anxiety Scale for Children (MASC). After learning QT/TM students showed:

- several improvements in anxiety measures, such as feeling less anxiety about being humiliated or rejected, being able to better cope with those feelings ($F_{(1)} = 4.229, p = .044$);
- less fear of performing in public, and responding to demands in public settings, such as a classroom ($F_{(1)} = 14.55, p < .001$).

- less anxiety regarding separation anxiety, being able to feel less anxious about the possibility of being alone or being at places which they felt anxious about $(F_{(1)} = 6.701, p = .012)$ and feel less tense or less on edge $(F_{(1)} = 10.84, p = .002)$.

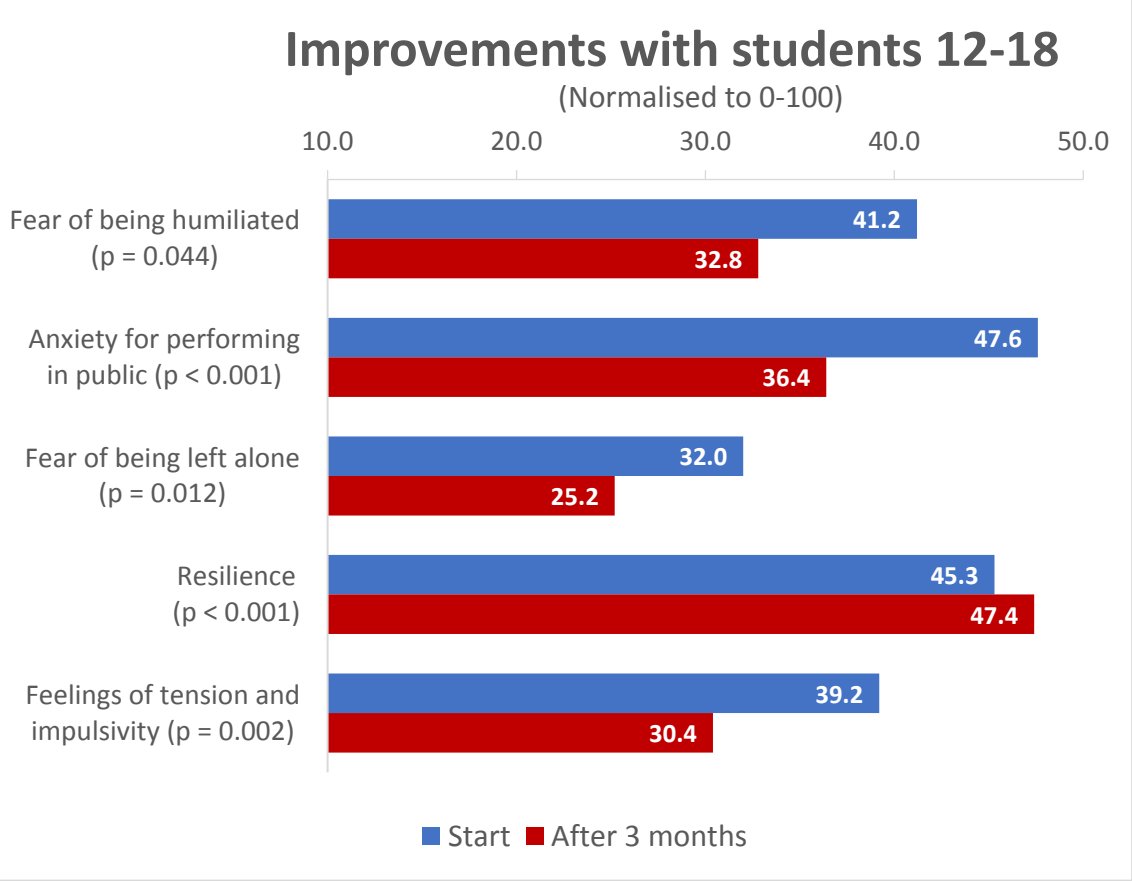


Figure 2.6. Students (12-18) showed significant improvements in anxiety dimensions as well as well-being and resilience.

The California Healthy Kids Survey (CHSK) enables to measure student well-being, and youth resiliency. It collects such data as youth health risks and behaviours, school connectedness, and protective factors.

Participating children reported higher scores after 3 months of QT/TM $(F_{(1)} = 16.95, p < .001)$. This increase in resilience indicates for example that children enjoy more working together with other students, more often stand up for themselves, have better trustability to solve severe problems, more often find someone to talk to when they need help.

2.4 Teachers and Staff

A total of 241 adults, teachers and staff from schools where QT/TM was implemented, answered to pre-test and post-test questionnaires: 44.4% Portugal; 23.7% United Kingdom; 10.8% Belgium; and

21.2% Italy. From these, 204 were women. The average age was 46 years old ($M = 46.45, DP = 9.447$).

From all psychological measures, the ones that match in all countries were: general job satisfaction, burnout (emotional exhaustion, depersonalization, personal realization), intrinsic motivation, perceived stress, positive and negative affections, anxiety (state and trait), and satisfaction with life. General results concern the significant results along with these particular measures (see figure 2.7).

General job satisfaction

General job satisfaction concerns a positive attitude towards one's job (MacDonald and MacIntyre, 1997). In this study, teachers reported a more positive evaluation of their job after three-months practising QT/TM ($M_1 = 3.68$; $M_2 = 3.80$; $F_1 = 4.612$, $p = .033$).

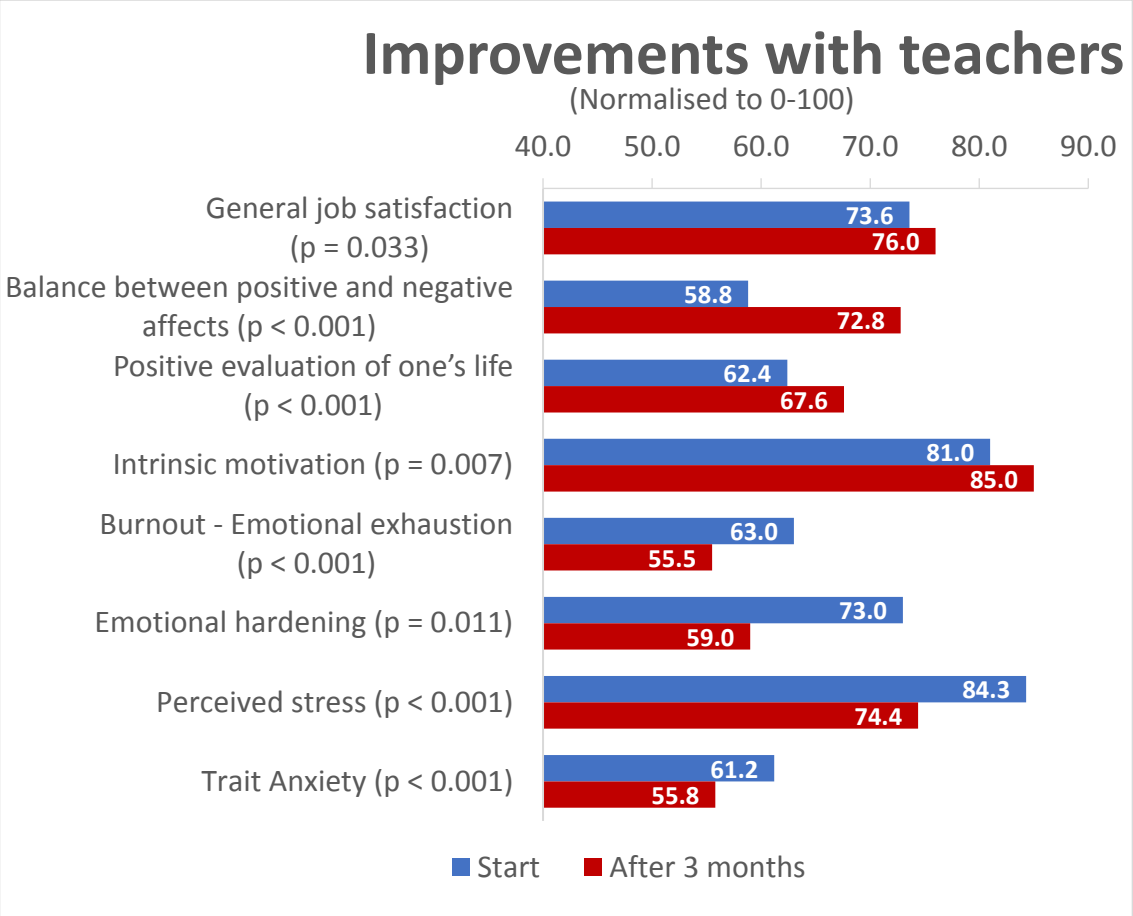


Figure 2.7. Improvements with teachers on various dimensions

Burnout

Burnout usually refers to an extreme state of stress and emotional difficulties regarding others, namely in a professional context. This concept presents three dimensions, emotional exhaustion, depersonalization and personal accomplishment.

In this sample, teachers seem to feel less emotionally exhausted, as a decreased feeling of less able to deal with stress is observed in the post-test moment
$(M_1 = 2.10;\ M_2 = 1.85;\ F_1 = 15.23,\ p < .001)$.

Teachers have less emotional hardening and seem to be more connected with others ($F_1 = 6.506,\ p = .011$), as a decrease in depersonalization levels is observed in the post-test moment.

Perceived stress

The perceived stress scale is probably the most widely used psychological instrument for measuring the perception of stress, foreseen as the degree to which situations in one's life are appraised as stressful.

Teachers showed a significant decrease in their appreciation of life as stressful
$(F_1 = 64.96, p < .001)$.

Anxiety

The State and Trait Anxiety is a measure which allows researchers and psychologists to assess the level of anxiety experienced by individuals in several situations, both systematically and temporarily. Items describe internal psychological experiences, such as the feelings of inadequacy.

Teachers decrease the levels of anxiety trait ($F_1 = 46.39, p < .001$). They also report less anxiety state ($F_1 = 31.49, p < .001$).

PANAS and Subjective Well-Being

The positive and negative affections measure allows us to calculate the individuals' emotional balance (balance between the experience of negative and positive affections in life). More balanced individuals should present more positive affections and focus less on the negative. Also, their subjective well-being was calculated, using a composite measure between the first balance and satisfaction with life measure.

The balance improves in the post-test moment, after practising QT/TM for three months
$(F_1 = 22.71, p < .001)$.

Regarding the subjective well-being, teachers significantly improve in this measure at post-test
$(F_1 = 21.51, p < .001)$.

Intrinsic motivation

Teachers seem to have improved their drive and orientation towards objectives in professional activity since their intrinsic motivation increased in the post-test moment
$(M_1 = 4.05;\ M_2 = 4.25;\ F_1 = 7.486, p = .007)$

2.5 Teachers and Staff: the particular case of Portugal

Teachers and staff from the Portuguese sample (n=107) were also tested for a Psychological Well-being measure and a Subjective Vitality Scale. The first measure allows us to characterize how participants perceived their psychological well-being along six different dimensions: personal growth, purpose in life, self-acceptance, positive relations with others, autonomy, and environmental mastery. The subjective vitality scale gives us the degree to which individuals feel energized, revitalized in their life.

For 'purpose in life' described as a sense of purpose and realization with life, participants improve in the post-test moment ($F_1 = 6.718, p = .011$). They also grow in the positive attitude toward the self – including good and bad qualities (self-acceptance dimension, $F_1 = 16.83, p < .001$). Teachers show warmer and satisfying relations to others in the second moment ($F_1 = 5.549, p = .020$); They seem to feel more self-determined and independent in the post-test moment ($F_1 = 6.218, p = .014$); and they have a higher sense of mastery and competence in managing the environment after practising QT/TM for three months ($F_1 = 12.34, p < .001$).

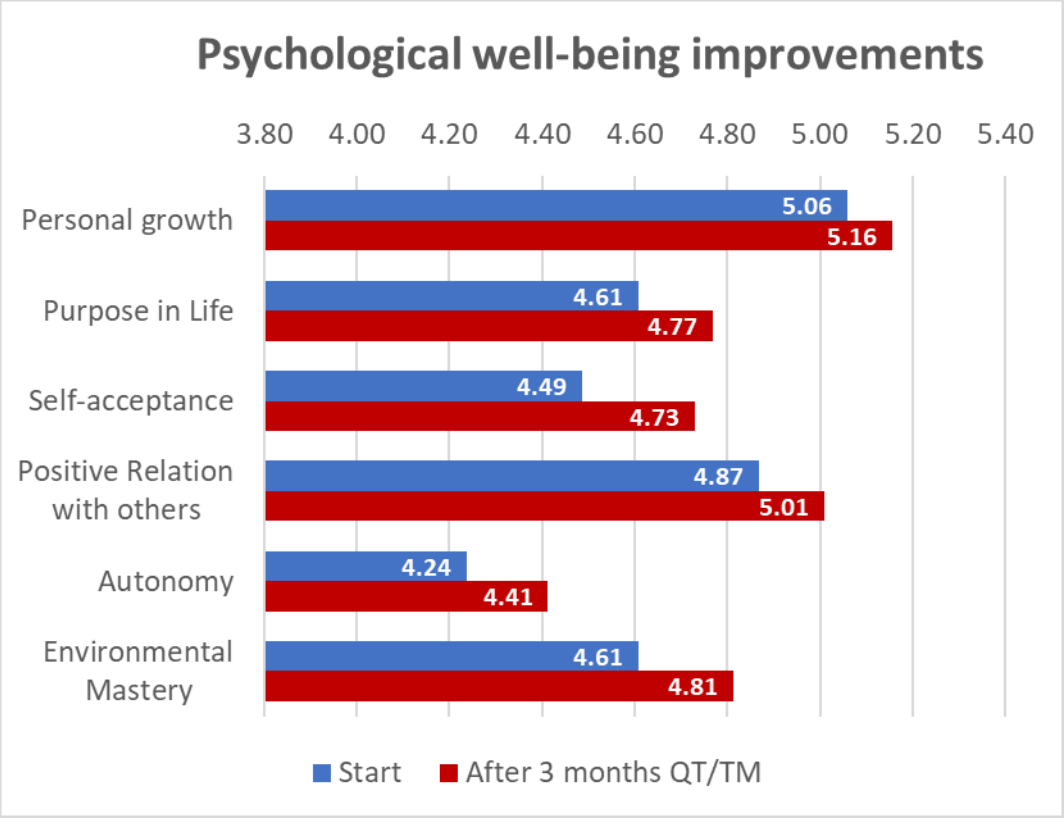


Figure 2.8. Descriptive measures of Psychological Well-being.

Teachers and staff also present a statistically significant increase in subjective vitality $(F_1 = 15.52, p < .001)$.

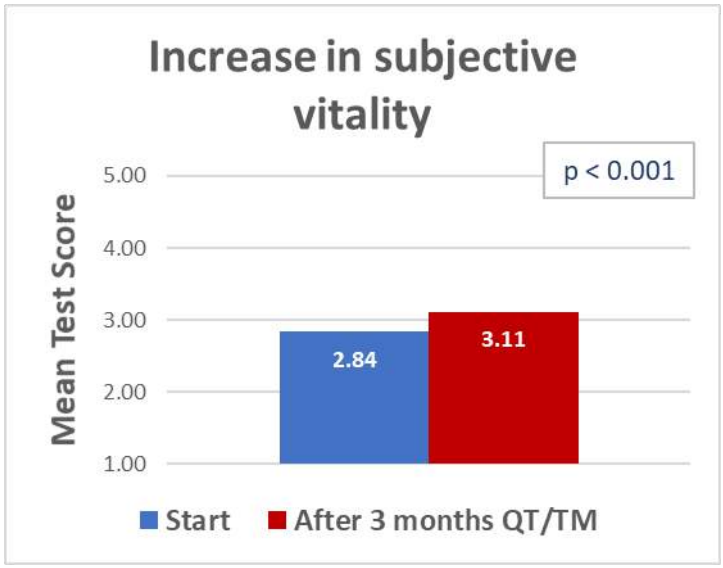


Figure 2.9. Descriptive measures of Subjective Vitality.

3 Qualitative study

Some of the defined impact indicators are not measurable by psychological testing. Examples of these indicators are school climate or directly inclusive education. To measure these type of impact indicators, several semi-structured interviews were conducted, with parents, teachers and school management.

A total *sample* of eight teachers, one parent and one principal, randomly selected from the experimental group was contacted to participate in the interviews.

3.1 Interviewing Procedure

As a qualitative research protocol, a semi-structured interview was chosen, addressing dimensions not measured in the self-reported psychological tests, with both parents and students involved in the QT/TM Programme. The interviews aimed to assess dimensions such as general behaviour improvement, health perception, school performance, perceived attention and concentration, and school and class climate.

These interviews, which lasted about half an hour, were conducted in a safe environment for both students and parents, as well as teachers, guarantying the conditions for a truthful gathering of information. Two trained interviewers led the interview with both parents (or educational responsible) separately from the students. The interviews were recorded with the informed consent of those involved, for later transcription and codification for content analysis.

3.2 Analysis Procedure

Given the nature of the data collected in the interviews, the Bardin method (Bardin, 2013) was used for conducting the content analysis. This content analysis is regarded a systematic and objective method to analyse the content of written and oral messages, that allow us to obtain both quantitative and qualitative indicators to infer knowledge that cannot be assessed from self-reported measures.

This method uses a human decision maker to elicit the main categories that emerge from the collected corpus. As suggested, two judges will classify the text into general categories, selecting both context unit and registry units from the text, that gives sense to the information gathered.

Then, an inter-judge measure will be used to guarantee the systematization and objectivity of the analysis, to sustain the overall validity of the data analysis, and consequently of the study.

The performed categorical analysis, ensured the mutual exclusion, homogeneity, pertinence, objectivity, fidelity and effectiveness of the categories obtained by the interviews.

After this internal fidelity measure, all categories were classified in terms of frequency and valence, and statistically crossed with the results obtained by self-reported psychological measures.

3.3 Domains, target audience, and questions

The semi-structured interviews covered four or five domains. For teachers the following domains were investigated: Perceived behaviour / (in) discipline, Environment Learning, School Atmosphere, QT/TM benefits (individual, social, professional).

For each of these domains a few questions were developed. An example in each of the domains is given in the table below.

Domain	Example question
Perceived behaviour / (in)discipline	In your perception, do you feel any alteration since QT/TM was introduced?
Learning Environment	In your belief, was there any alterations in the learning environment, in QT/TM practising classes?
School Atmosphere	Did you feel any modification in the school's atmosphere/climate after introducing QT/TM?
TM benefits	How would you describe the impact of QT/TM in your personal life?
Parent-Child Relationship (exclusive to parents)	How would you describe the relationship with your child before and after QT/TM?

Table 3.4. Example questions in each of the domains of the qualitative study.

3.4 Results

In the following tables the results of the qualitative analysis are summarized by domain.

Perceived behaviours

Categories	Context units	Example answer
Overall change	Perceives overall changes in self or others	"There has been an immediate change. It has given students more time; they reflect more about their everyday actions".
Subjective well being	Calm/Tranquillity	"They are calmer"
Psychological dimensions	Change in personal perspective	"More tolerant"
Personal resources	Attention/Focus/ Concentration	"They are faster, were more focused (on daily activities at school and evaluation moments)"
	Emotional regulation/ self-control	"Deal with others in a more positive way, because I feel more conscious about my emotions"

Learning Environment

Categories	Context units	Example
Atmosphere	Inclusive Ambience	"TM has made the working ambience calmer and closer and has given a connection, which wasn't only professional, and it has given a major intimacy." "This has changed their relationship. It's a class, a group experience, which has changed their relationship (…) this made them more alike and closer." "In the relationships among each other, they are calmer" "It creates moments of greater affinity"
Academic achievements	Academic results improvement	"They [students] were more independent" "They [students] were more autonomous" "My grades improved even in the disciplines that I dislike studying"
	Autonomy	
	Working methods	
	Accountability for results	
Personal resources	Focus/Attention	"I started focusing in my study" "Students felt more self-confident"
	Higher consciousness	

QT/TM Benefits

Categories	Context units	Example
Subjective well-being	Calm/Relaxing/Tranquillity	"The colleagues who began meditating have immediately recognized a well-being" "The experience is positive, engaging, she felt good"
	Joy/Happiness/well-being	
	Energy	
Personal resources	Emotional regulation/coping	"It is good for me because I'm a stressed person. Its soothes me down" "An improvement of sleeping quality" "I'm more positive, more determined"
	Personal perspective change	
	Self-esteem/Self-confidence	
	Optimism	
	Personal improvement	
	Resilience	
	Determination	

4 A quantitative study in a prison as part of the expansion in other areas

The aim of this research was to examine the efficacy of Transcendental Meditation in a prison setting, by applying the QT/TM intervention in a sample composed by inmates and prison officers (32 individuals; 16 inmates and 16 officers; Mean age=47,38; SD=9,93; 78,1% M).

The sample was evaluated before and after intervention with the same battery of questionnaires used for teachers and staff (i.e., anxiety, depression, perceived stress, positive and negative affect, life satisfaction - see previous paragraphs). ANOVA for repeated measures was used to evaluate the effect of the QT/TM intervention in the total sample.

A significant decrease in anxiety and perceived stress was observed, together with a significant improvement in emotional well-being (more positive emotions, less negative emotions).

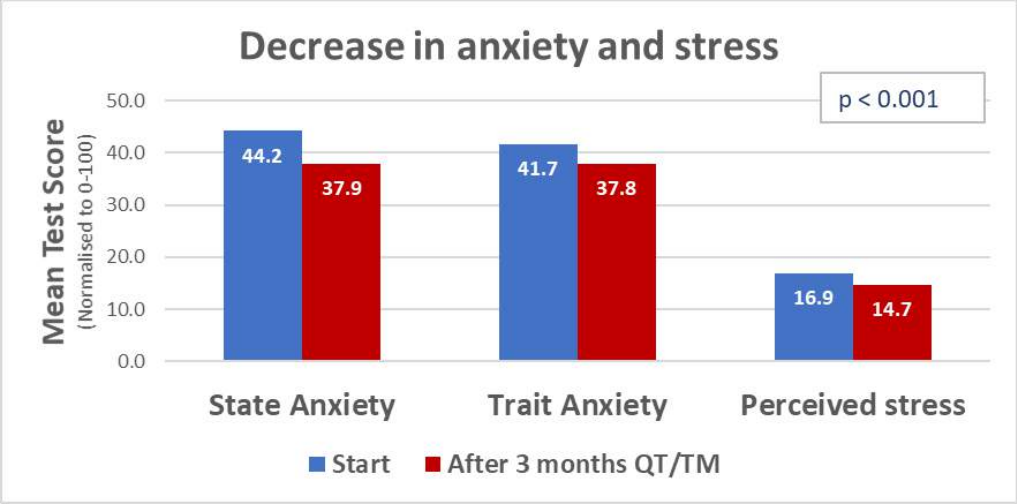


Figure 4.1. Improvements in anxiety and stress of inmates and officers.

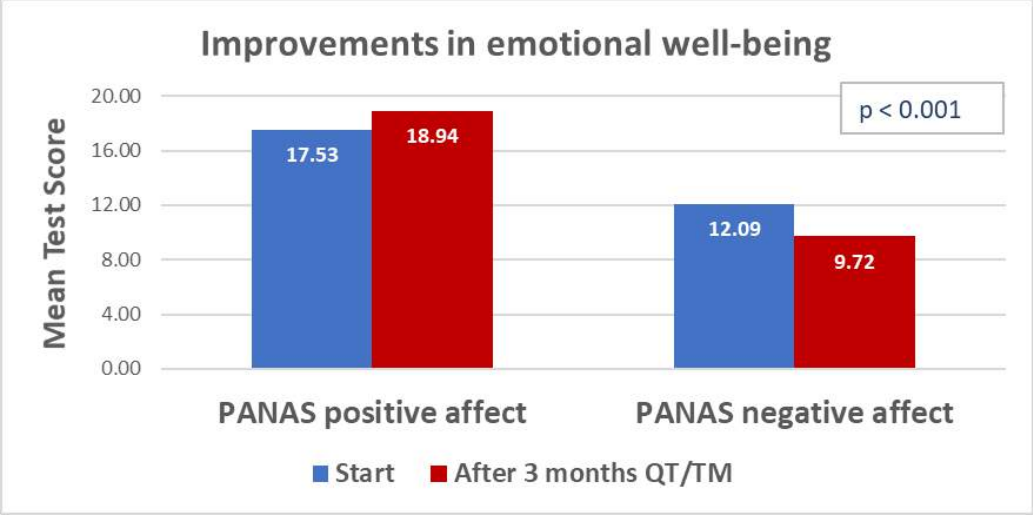


Figure 4.2. Improvements in emotional well-being of inmates and officers.

When the two groups were analysed separately, other significant results emerged:

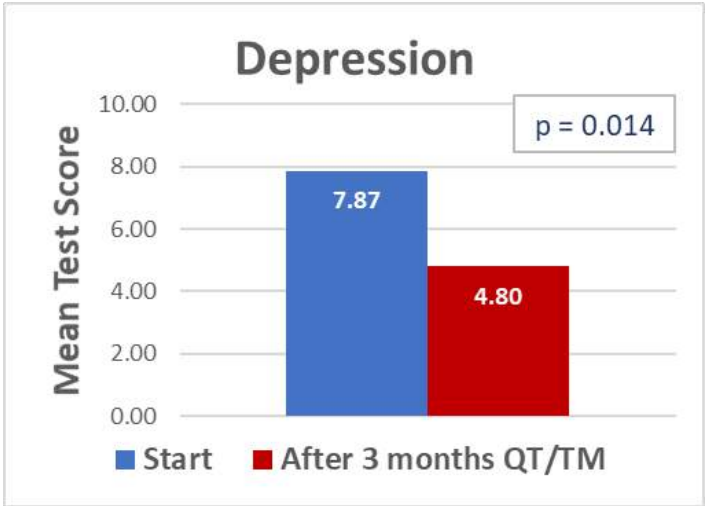


Figure 4.3. In the *inmate sample*, a significant decrease in depression was observed in addition to the beneficial effects of QT/TM on anxiety, stress and emotional well-being.

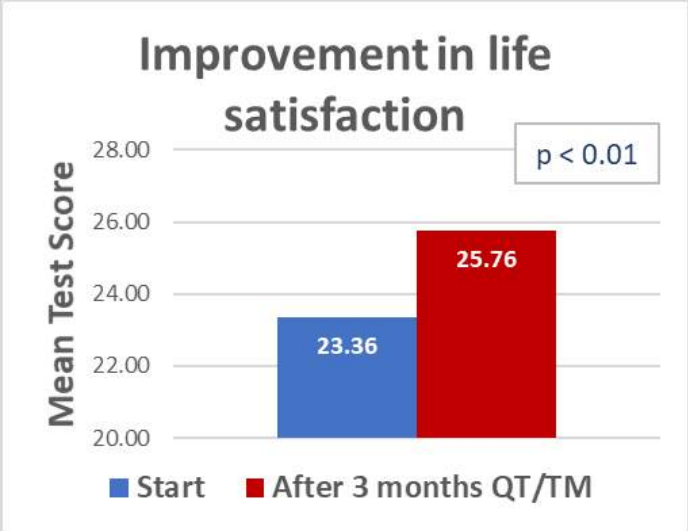


Figure 4.4. In the *officer sample*, a significant increase in life satisfaction was observed, in addition to the beneficial effects of QT/TM on anxiety, stress and emotional well-being.

In conclusion, this research showed that QT/TM intervention is a promising and straightforward instrument to be used in prison in order to relieve stress, anxiety and depression and to improve emotional well-being in inmates and prison officers.

5 Discussion on the research findings

Booth et al. (2000, cited in Corbett, 2001) offer a definition of inclusive education based upon the term "barriers to learning and participation". For these authors, inclusion implies identifying and minimizing barriers to learning and participation and maximizing resources supporting learning and participation. Corbett (2001) also conceptualizes inclusive education as "recognizing the complex relationship between subcultures and the dominant culture", engulfing categories in every individual is unique: class, ethnicity, gender, sexuality, etc. Those can give rise to challenges that individuals have to overcome with their specific resources, to ensure their well-being, which can be described as a result of effective inclusive education policy in schools.

Dodge et al. (2012) suggest well-being as a balance point between an individual's resource pool and the challenges faced in life. For coping with those challenges, individuals use their resources – psychological, social and physical resources that help him to regain their well-being.

Schools can use their policy education to reduce the challenges that are barriers to learning and participation, considering their education methodologies to guarantee that each student develops their resources, to manage their well-being.

Gaydarov (2014) defends that if we increase the effectiveness of inclusive education, we will improve the psychological well-being of the individual. Both concepts seem to be profoundly related, independently of perceiving well-being as a result of inclusive education or as a promoter.

Considering inclusive education policy as the totality of measures implemented by the school's clusters to ensure all students have equal opportunities to develop their resources, in facing life defying events, QT/TM is a resource with empirical evidence to promote the desirable effect of those policies: promoting well-being.

The general effects of QT/TM, observed in the FRIENDS Project, corroborate the results of the EUROPE project and other scientific studies: the practice of QT/TM improves the functioning of the individual, through diminishing stress and anxiety levels, improving life satisfaction, and even improving physical health indicators (e.g. Anderson, Liu, & Kryscio, 2008; Orme-Johnson & Barnes, 2014).

Students, teachers and other school staff are the main actors in this discourse, and the promotion of their well-being implies providing them resources to deal with the challenges that a multicultural, ever-changing and self-construal environment - as school is - presents to them.

5.1 Children 5-11

Concerning children at a young age, the psychological measures used allowed us to understand how they manage their strengths and their difficulties, in facing adversity in the school ground. Schools should be giving resources to children to overcome their personal and background challenges, along knowledge and resources to learn, and school context has been known as promoting healthy behaviours through a holistic perspective (Langford, et al., 2014).

According to Waters et al. (2015) school-based meditation would be beneficial if it assisted youth students in achieving the desired outcomes of schools such as academic–social–emotional learning.

Children who received training in QT/TM, within aged of 8 to 11 years old, show an increase in prosocial behaviours, improving their relation to others, and a decrease in disruptive behaviour, namely in the external signs of these behaviours. Within this age range, an experimental study with a cross-over design was conducted on a sample of Italian students.

Results were compared before the training and after about three months of practice, with a control group. Children showed consistent improvements in their difficulties after learning and practising QT/TM, when compared with the control group. They had less emotional problems, fewer difficulties in relation to others, fewer conduct problems, fewer hyperactivity symptoms (calmer), more control of their behaviour. An overall decrease in children's difficulties was found in the post-test for the experimental group. Interviewed parents recognized a positive impact on their children's life. They noticed that the children were more reflective about life and more open to change.

5.2 Students from 12 to 18

A growing number of studies evaluate the impact of meditation as a path to achieve a positive school climate, as a cognitive–behavioural intervention for vulnerable students. It improves the physical, social, emotional, psychological, and cognitive functioning and has the potential to enhance psycho-social strengths and coping abilities. It also includes enhanced attention, concentration and decrease of anxiety (Wisner, Jones, & Gwin, 2010).

From several types of meditation, QT/TM has proven to be efficient. Specifically, previous studies demonstrated that for adolescents practising QT/TM the incidence of school absenteeism, rule infractions and suspensions reduced in contrast to control groups (Barnes, Treiber, & Johnson, 2004). Relatedly, in Rosaen and Benn's (2006) qualitative study, students reported that meditation had helped them to be more socially skilled and to calm their antisocial tendencies.

Students from 12 to 18 show less separation anxiety, less fear of humiliation, less fear of social or public performance and greater resilience, after learning and practising QT/TM. Given the small sample size, we suggest consulting the results found in EUROPE project (Slot et al., 2019), that are more enlightening of the effect of QT/TM in well-being and other psychological dimensions in these age range. The qualitative study shows students recognizing QT/TM as a resource to deal with adversity, stress and anxiety, along the improvement of their grades to a greater focus on tasks.

5.3 Teachers and Staff

In this project, several measures regarding well-being of teachers and school staff, were assessed to better understand the impact of QT/TM as a resource to improve it. Considering the known health state of teachers, described as one of the professionals with higher levels of stress and burnout with many adverse outcomes for teachers, students and the education system (Herman, Reinke, & Eddy, 2020), this study focused on observing the stress, anxiety and burnout. Positive outcomes, such as 'Vitality' and 'Subjective well-being' were also addressed.

Stress is an individual's emotional state caused by exposure to adverse experiences (Roberti, Harrington, & Storch, 2006). In addition to suffering personal stress, teachers are experiencing emotional exhaustion in their work when the demands of the job exceed their resources, which contributes to health impairment process (Lazarus, 2006; Schaufeli, 2017). Teachers' personal stress and job-related emotional exhaustion limit their abilities to provide consistent emotional support and positive behaviour management that children need for their positive social-emotional development (Hamre, 2014).

Our results show an effect of transcendental meditation practice on Burnout, Stress, Anxiety, Vitality and Subjective Well-being of teachers and staff. Teachers and staff practising QT/TM show less depersonalization, which can be described as having less hardening dealing with others and facilitating social behaviour. They also seem to feel more personal realization in their life. Both of these measures are included in a broader psychological dimension, known as 'burnout'. They also present lower levels of stress and anxiety, as well as an increase in subjective vitally. Concerning subjective well-being, they present a better emotional balance and an increase in their well-being.

The results of our study show a significant contribution of QT/TM on decreasing stress, negative affects and burnout and, simultaneously increasing job satisfaction, optimism, positive affects and well-being. These observed significant results could show the importance of the QT/TM practice on the protection of teachers vis-à-vis their challenging profession and environments.

In an interview-based analysis, teachers refer how they feel more at ease with others (students and colleagues), more cooperative, calmer and relaxed, comprehending better their place in the world. They also attribute the improvement in student's resources, as autonomy and focus, to the QT/TM practice.

Our findings in this investigation have been corroborated by previous research on the Transcendental Meditation technique, which has shown significant results on teachers' stress, depression and burnout (Elder et al., 2014). Elder and colleagues (2014) also observed significant reductions in the TM group (n=17) compared with controls (n=19) for all of the main outcome variables: perceived stress, depressive symptoms, and teacher burnout. It is also important to highlight that these results are also in line with the previous observations in the EUROPE Project.

5.4 Scaling up beyond schools – QT/TM in prisons

While the project focussed primarily on inclusive education, other samples were included in this study as an expansion activity in order to test the versatility of QT/TM as an inclusive policy. Therefore, the same quantitative methodology was applied to a prison environment, both to inmates and officers. This background is well described as being stressful, with high rates of mental health disorders such as depression and anxiety for both samples (Goldberg, et al., 1996; Koenig, et al., 1995; Skarupski, et al., 2018). The results were very similar to those found with teachers and staff. Officers and inmates showed a decrease in perceived stress, anxiety, depression, and showed an increase in the balance of affects (less negative affects and more positive ones) as well as higher life satisfaction, after practising QT/TM. These results corroborate previous studies, which describe TM as a resource to reduce trauma and perceived stress in inmates (Nidich, et al., 2016).

5.5 Conclusions

Inclusive education cannot be seen only as a paradigm to interpret education. As an educational policy, it must guarantee that the school is an environment that does not discriminate against students who are not included in dominant cultures. Nowadays, in the light of a bigger diversity in several social categories, such as nationality, ethnicity, gender, a new form of families, along with the individuals' specific disabilities, schools face a problem. Schools need to ensure the use of measures that give students the resources to, at least, be able to cope with or face the adversity that rises from this categorization, ensuring them all the opportunities to fully develop as a person.

Taking measures to ensure inclusive education, seems to be socially and financially challenging. A critical success factor for inclusive education is the well-being of the main actors: students, teachers and staff. Promoting their well-being entails providing them with resources to deal with the challenges that the school as a multicultural, continually changing and self-constructive environment, presents to them.

An effective approach to these challenges may be the QT/TM programme. QT/TM is culturally and religiously neutral, does not demand specific cognitive or physical resources, or learning/writing ability, thus making it simple to apply, even for young children. With the exception of severe cognitive disabilities, it can be taught irrespective of age, literacy or physical constraints.

The impact on individual well-being, as documented earlier in this discussion, is relevant. Our research supports earlier findings of QT/TM to be a useful resource to reduce anxiety, stress, depression and burnout and to, on the other side, increase resilience, vitality, personal realization and subjective well-being, while, in the field of behaviour and interpersonal relationship, that is also particularly relevant for the objectives of our call and the relationship between well-being and inclusion, to be a useful resource to promote less hardening when dealing with others and facilitating social behaviour (for teachers), and less disruptive behaviour, decrease in children relation and behavioural control problems (for children), to engage in a more calm and relaxed position in the world, with a better emotional balance. As a simple and easy resource to improve well-being, QT/TM can contribute to a more inclusive school and society.

Despite the empirical evidence supporting QT/TM as a resource to improve well-being, a few aspects need further consideration.

The FRIENDS project's main focus was on scaling up, more, in particular, to demonstrate the relevance, prospective actions and potential impact of QT/TM in a European context, by building on previous analysis and evaluation work. Therefore, the research goals of the project were limited. For this reason and considering the challenging nature of socio-psychological research (especially RCT) in schools from a scientific, organisational, and funding perspective, the FRIENDS project evaluation plan was based on a more light-weight *longitudinal quasi-experimental* design study, while the *experimental* design study was limited to children aged 5 – 11, a group for which research on QT/TM is scarce and is non-existing in Europe.

Although the longitudinal quasi-experimental design study concurs in its findings with the experimental design study done in our project and in other research, the former has less internal

validity and therefore can only be considered as *supporting* the evidence of the experimental study established in this project and in other existing research.

Another consideration is the long-term stability and further evolution of dimensions measured since these cannot be determined in a short study where modifications occur in state (more than trait) measures. As future research, it would be interesting to evaluate (e.g. through follow-up measurement beyond the post-test assessment date), how QT/TM practice evolves participants over time and how it can imply changes in more dispositional, trait-like characteristics.

6 A framework for lessons learned from the implementation

In this chapter, we address policy making as an enabling instrument in the shift from an experimental project to a permanent programme promoting inclusive education by improving the well-being of student, teachers, staff, and parents. To realise such a shift successfully, an implementation framework is most useful.

6.1 An account of a successful country-wide implementation

When studying the factors for successful mainstreaming of an innovative approach such as QT/TM, it is interesting to study the case of Portugal and **learn lessons** from their experience while having a closer look at some of the enablers and how to capitalize on them, as well as some of the barriers and how to overcome them.

- The project partners in Portugal represented four major stakeholders: a parent organisation, a teacher training centre, the QT/TM charity, and a university. These organisations had a close collaboration among themselves and were working with other stakeholders across the country.
- The **Teacher Training Centre** (TTC) of Loulé - Escola Secundária de Loulé / Centro de Formação Do Litoral à Serra, which is an official partner in the project, organized professional training in QT/TM for teachers and staff that was accredited to their career, and financially covered by the funds of the FRIENDS project. This initiative was followed by other TTCs drawing other public supporting funds for the implementation of QT/TM.
- The involvement of **parent associations** was essential. APEJAA, a parent association in Aveiro (North of Portugal), played a major role in involving additional schools, parents, and parent associations in the project (Barrocas, Homen Christo, etc.). It played also a great role in involving the TTC of Aveiro in the training of teachers and parents, and in expanding the implementation of the FRIENDS project in the whole area of Aveiro and beyond (Olhao, Quarteira, etc.)
- The involvement of local stakeholders was strongly fostered through **local learning communities.** In the Algarve (PT) region, a first face-to-face regional meeting was organized by the TTC of Loulé, together with the QT/TM charity in Portugal, and the University of Algarve. More than thirty interested teachers gathered in order to acquire more knowledge and exchange experiences.
- The involvement of **local policy makers** in the project included Municipalities such as Barrocas, Albufeira, Quarteira, Funchal in Madeira, Loulè, Villa do Bispo etc. and in particular the Parish Councils, that have been, in many cases, instrumental to the implementation of the project in schools in areas under their supervision. Members of the Municipalities Parish Council, as well as representatives of the Algarve regional Directorate General (DGEst) of the MoE, have also directly participated in the training of the QT/TM programme and expressed great appreciation for the course.
- The FRIENDS project in Portugal had a close interaction with the **Ministry of Education** (DGE) - at both the national and regional levels. They gave support to the implementation of the EUROPE and FRIENDS projects from the first implementing schools belonging to a special National programme of the Portuguese MoE for schools in disadvantaged territories – TEIP (Territorio

Educativo de Intervencao Prioritaria). For example, QT/TM is now recognized as a best practice within this TEIP programme.

- Important awareness-raising activities took place as part of national **UNESCO** activities. The pioneering school of the FRIENDS project in Algarve is member of the UNESCO Network of Associated Schools (ASPnet). In the context of the FRIENDS project and the EUROPE project, QT/TM has been presented in Portugal at the following:
    - 3rd Regional Meeting the UNESCO ASPnet in Faro,
    - 17th National Meeting of the UNESCO ASPnet in Porto
    - 4th regional meeting - International Day of Tolerance, of the UNESCO ASPnet in Loulé
    - International Day of Human Rights, December 10th 2019, Porto
    - Regional meeting of ASPnet in Lisbon
    - 18th National Meeting of the UNESCO ASPnet, in Almada
    - Regional meeting of the UNESCO ASPnet in Funchal (Madeira Island)
- The project, supported by the networking policies (see chapter 4) of the Ministry of Education-DGE, shared the experiences of the implementation of QT/TM with **governmental programmes** such as the TEIP, which involves more than 130 schools at National level, or with networks like UNESCO Schools.
- The Portuguese '**Flexibility law'**, providing autonomy of the school for part of the curriculum, was instrumental to overcome the 'curriculum barrier'; i.e. how to fit QT/TM into the curriculum.
- As evaluation leading partner of the project, the University of Algarve (UALG), with the collaboration of the other project partners, took the necessary steps to ensure that **research will be continued, in Portugal and beyond**: i.e. testing students, teachers and staff, based on the experiences and the protocols developed in the FRIENDS project.

The successes of the training in Teacher Training Centres during the project form the basis for **realising the sustainability** of QT/TM training in different TTCs in the future. In fact, after the end of the project, courses of training for this first step of implementation, including schoolteachers and staff, will be covered by many TTCs that have already applied for supporting funds.

6.2 An account of successful upscaling

Several collaborations and new initiatives upscaling the initial implementations, emerged from the FRIENDS project.

- The 'House of Colours' in Turnhout - **Belgium**, is an associated partner that has been offering shelter to migrants for more the 15 years. It operates in support of, and in coordination with, the local public authorities. House of Colours joined the project and expanded their participation to involve new youngsters in Brussels who were trained in QT/TM, and is networking with different schools implementing QT/TM in Portugal.
- The FRIENDS project partners also collaborated with the House of Colours in the context of their "Together We Stand" project, which is co-funded by the **EU solidarity corps.** The goal was to re-connect with the migrants that over time had been in contact with House of Colours to offer them training in QT/TM through FRIENDS. Collaboration will further continue

within the context of the "Tools for Living" project that is organizing a conference addressing approaches to trauma and Post-Traumatic Stress Disorder (PTSD), which include QT/TM.

- Networks between project partners, schools and associated partners have been established generating new ideas for collaboration in the expansion of the project; for example, expanding the project approach in **Kenya**, with the training in the small village of one of the House of Colours participants.
- One of our UK partners shared the results of the FRIENDS project as a contribution to the preparation of new national guidelines on Social and Emotional Well-Being in Primary and Secondary Schools by the **National Institute for Health and Care Excellence (NICE)** in the UK.
- In Italy, as in all other implementing countries, interest came up from **many more schools** than could be funded with the resources of the FRIENDS project alone. This also has been an impulse in Italy and all implementation countries to search for more institutional support, to act in synergy with other projects.
- An event entitled: "Bye stress, bye bullying - **Here comes Quiet Time/TM in the classroom**" was organised in partnership with one of the implementing schools in Brescia (Italy), the Dominato Leonense Foundation, and the Municipality of Leno. The FRIENDS project was presented in its entirety, to the community of Leno, its institutions, parents, and teachers, as well as to neighbouring municipalities.
- The dissemination of QT/TM in schools in the **Friuli Venezia Giulia region** in Italy has been facilitated by the municipality of Città di Sacile, even drawing attention of the Città Sane (Healthy Cities) network of the World Health Organization, publishing an article about QT/TM.
- In collaboration with the FRIENDS project, Carcere Senza Stress, a programme based on Quiet Time with Transcendental Meditation, was implemented for guards and inmates in a **prison for long sentences** in the North of Italy within the project "S-cateniamo la mente!" funded by the call Libero Reload 2018 promoted by the Association A Buon Diritto Onlus. The project has been financed by the bank foundation "Fondazione San Paolo". The research protocol and the tests of the FRIENDS project have been utilised and the research will be fed into the FRIENDS data base (see chapter 3). Following this implementation, two conferences have been organized to present the project: the first one within the implementing prison, with the participation of the director, about 50 inmates, guards and a representative of the province - prison sector; and the second conference was organised at the prison for short sentences, in the same area, with the participation of the director and inmates, guards and school teachers of the area. Both conferences were followed by a press release resulting in many articles in the press. This gave rise to the second project, started with private funds, for inmates of the prison for short sentences and to a growing interest in new regions, promoted by the great support of the director.
- The project expanded in **Spain**, in the area of Valladolid, where a school started with the first steps of implementation of the QT/TM programme with the training of teachers and staff. At the time of writing, training for students is planned to start soon. For its research the project has adopted the FRIENDS research protocol. The results will be feeding the FRIENDS Data Base.

- News of the project has spread as far as **Iceland**. The head of the Arts Department in a school near Reykjavik, has followed the progress of the FRIENDS project and started implementing it into his own school by teaching 50 staff (half the total number at the school) including four board members, and 65 students. There are, at this time of writing, plans for teaching more students next term.

  The principal of the implementing school reported in a TV interview that costs for sickness among teachers and staff in the school (which *had been increasing steadily* year by year for several years) had suddenly dropped from being around 45 million kronas (2017) to 15 million in the year in which most of the teachers have been trained in QT/TM (2018). He said he couldn't explain this sudden drop except for QT/TM!
- Inspired by the FRIENDS project, an International Conference on Education was organized in Cluj, **Romania**, entitled**:** Education Without Stress. The conference was attended by 200 experts in the field of education, including school professionals, educators, policy makers, school principals, public and private sector, teachers, students and parents. One of the central topics of the conference was experience and research of the FRIENDS project presented by principals, teachers, parents and researchers from our project. After the conference three schools started with the initial steps of the implementation of QT/TM.
- There has been a rising interest from schools in **Germany** to participate in the FRIENDS project and implement the QT/TM Programme. Training and instruction of teachers and students in a school has already started, and a second school, with a very high percentage of ethnic minority students, is now planning the implementation. The research protocol and the tests (with official translation in German) of the FRIENDS project have been used for the research.
- The take-up of the FRIENDS project started in **Latvia** through the activities of an active mother, working in video production and a coordinator of learning communities for Latvia. After negotiations and meetings with representatives of the Education, Youth, and Sports Department of *Riga City Council*, they approved the implementation of the QT/TM programme. The next steps were to meet with schoolteachers and parents, and to proceed with implementation of the QT/TM Programme as elaborated in the FRIENDS project.
- The project organised **common QT/TM practice sessions** in different schools across Europe, with the schools being connected over video link. These sessions were great fun and schools reported to wanting to continue this after the end of the project.
- Partners in the FRIENDS project contributed to conferences and networking activities (also on other sectors such as health and business) in Austria, Belgium, France, Germany, Iceland, Ireland, Italy, Kenya, Latvia, Portugal, Romania, Spain, Sweden, and the UK.

The project has stressed the importance of working together as local learning communities and has been strengthening the partnership, at a local national and European level, as a basic step to ensure the continuation of the FRIENDS project beyond its official length and paving the way in the direction of an alliance of schools for inclusion and well-being.

6.3 Turning successful experiences into a methodological approach

In order to shift from an experimental project to a permanent programme promoting inclusive education we investigate how to establish a methodological approach using an implementation. Which framework to use and how to use it depends very much on the context. In our case where we are dealing with a novel approach, it goes without saying that a framework which uses an incremental approach based on sharing experiences, is better suited than a roadmap with prescribed steps. Therefore, we chose as a basis of our framework for policy making, the quality implementation framework (QIF) developed by Meyers, Durlak & Wandersman (2012) (see **Figure 6.1** of our rendering of the QIF).

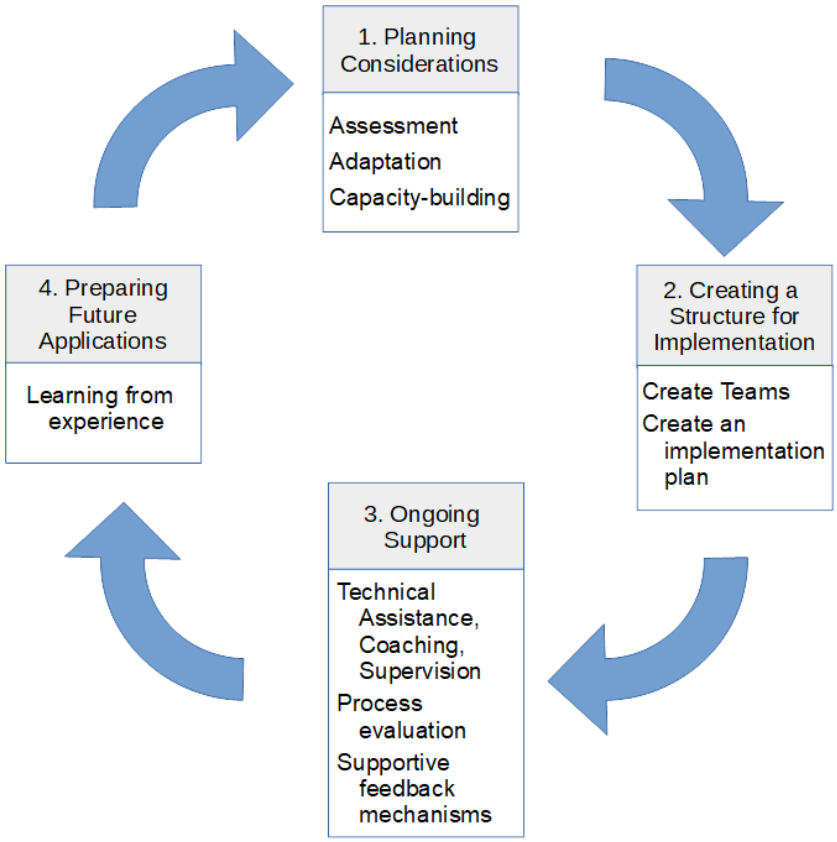


Figure 6.1 – The quality implementation framework of Meyers et al. (2012), the basis of the QT/TM policy implementation framework

Given the novelty of QT/TM in Europe, our version of QIF is adapted for our purposes with an emphasis on iterations and coordinated experience sharing, that will be explained further in this document.

6.4 Different actors

A first consideration is the variety of the policymakers, i.e. the actors in the policy making process. They range from the local level (even at the school level we have policies) up to the European level.

But broadly speaking we can distinguish between local (schools and municipalities) actors, district and regional level actors, and national and international actors.

At the school level, the principal plays the most crucial role; he/she is in the driving seat. A fully convinced principal is a pivotal asset to start the adventure of the new programme positively. The principal will typically be in dialogue with the school's management staff, teachers, and parents.

Moving up the schools' governance hierarchy, we can meet district or regional level coordinators or civil servants in charge of the management of the whole educational system in their area. According to the different national organizational schemes they may or may not have autonomy in deciding some core points to allow/help the start of new QT/TM programmes in schools. In some cases, they act as a bridge between the local level and the central one.

The national actors are typically regulators and facilitators, giving direction and support. A good example is the flexibility law in Portugal (law 5908/2017), allowing schools to have flexibility in the curriculum under certain conditions. This addresses one of the barriers to deepening the QT/TM practice, one of the dimensions for upscaling.

On the international level, an influential actor is, of course, the European Commission, which may at the European level, carry out parallel tasks to the national ones. Typically, the role of the European Commission is to be a facilitator for the dissemination of new ideas and good practices. EU policy is designed to support national education systems and address common challenges.

The policy making framework will be filled in differently at the local level than at the non-local level. At the local level, policy making will be directed towards the practical implementation of QT/TM, more focussed on deepening, while at the non-local level policies will be more stimulating and facilitating the QT/TM practice, more focussed on widening.

6.5 Deepening and widening

A seond consideration is the goal of the policy making which can be defined as scaling up the experimental QT/TM implementations to a permanent programme. The essence of this scaling up is deepening and widening as described in Bramanti & Van Assche (2019). For the deepening process, we are looking for three fundamental changes:

- to make QT/TM part of the curriculum;
- to dedicate a specific time for it (i.e. the first and last fifteen minutes of the school day);
- to provide permanent support by dedicated teachers and/or counsellors.

The widening process is concerned with going from a number of particular instances to a general application. This may be:

- involving more students in a class, involve more classes, involve more teachers, staff, and parents related to a school;
- diffusion to more schools in a region or country;
- diffusion to teacher training centres;
- diffusion to different countries in Europe;

- diffusion into other sectors (related to education and/or youth).

While the deepening process relates primarily to the local level, the widening process relates mostly to the higher policy making levels as the diffusion process (as we will show further on, see section 8.1) often encounters difficulties in spreading spontaneously.

6.6 A network of networks

A third consideration is how the different actors and levels of actors work together to provide effective policies in an efficient way. Given that the QT/TM is novel in European education, there is a need for sharing experiences of deepening and widening the practice, while following the QIF as depicted in **Figure 6.1**.

At the local level, we may have a network of schools or clusters of schools of different types – kindergarten, primary school, secondary schools, vocational schools – that involves various stakeholders – principal, staff, teachers, students, parents, the community, and other. Typically, a principal or chair of a cluster will be or will assign the co-ordinator of such a network.

Such elementary networks can form a higher-level network at a regional level and/or national level, involving additional partners such as universities, teacher training centres, etc. It is essential that, at this level, a co-ordinator is available to ensure that experiences, tools, material, and methods are shared.

Finally, national networks can form an international network, sometimes as a result of European Commission funded projects.

This model of networks of networks is familiar to the field of education, especially for innovative themes. A known example is the theme of ICT in education, which was pioneered some 25 years ago. Very soon schools and school clusters had their ICT-coordinators, who were supported at the regional/national level. Then, in 1997 then the European Schoolnet was founded, a network of 34 Ministries of Education.

An alternative to a network of Ministries of Education is a more grass-rooted network, i.e. an international network of schools or school networks. An initiative particularly relevant for this project and worthwhile mentioning in this context is the **Alliance of schools for inclusion** initiative of the Commission, to promote good practice in the area of inclusive learning, e.g. integration of migrant pupils and imparting common values (European Commission, 2016).

One point of discussion is the scope of such network of networks, which can be limited to a specific approach such as QT/TM or a more general theme such as well-being or inclusive education. Both criteria (general/specific) have their value, advantages and disadvantages. Obviously, participants in the EUROPE and FRIENDS project are keen on having a network on QT/TM with the following characteristics:

- *Mission*: support teachers and educators to promote the education of disadvantaged students through social inclusion, improving school results, removing discrimination at all levels and preventing bullying and violence in schools.

- *Stakeholders*: the 40 schools and school clusters involved in the project.
- *Structure*: the proposed structure is a working group with one/two representative(s) from each of the countries involved in the EUROPE and FRIENDS project extended to other countries that show interest in participation. Each school would have as a representative, one member of the management (preferably the principal), and one or two teachers as the focal point(s) with the commitment to: *(a)* continue the activities of the FRIENDS project; *(b)* represent the school (educational community, students, teachers and parents); and *(c)* be the liaison with the national representative to whom one submits an activity plan and annual report.
- *Activities*: the activities are structured as follows:
  - Sharing experiences within the QT/TM local learning community involving different stakeholders;
  - Organization of a national meeting in each semester including all schools where various stakeholders are represented;
  - Organization of an annual international conference with the participation of the countries involved.

6.7 An innovation diffusion model and the implication for policy making

A fourth consideration is how innovation is diffused and the implications for policy making. An understanding of innovation diffusion can be gained from the work of Mahajan and Peterson (1985) which models how any social innovation (here the QT/TM programme) spreads along the lines of least resistance. The observed regularity in the diffusion process shows that initially only a few members of the social system adopt the innovation in each period (in our case the academic year). In subsequent periods, however, an increasing number of adoptions per period occurs as the diffusion exert its attraction. Finally, the trajectory of the diffusion curve slows and begins to level off, ultimately reaching an upper ceiling approximating the involvement of all the potential adopters. As such, the model exhibits an S-shaped curve (sigmoid) but depends on only three main elements.

- The number of potential adopters (the universe of schools in the reference territory);
- the number of those who have already adopted (the schools that have introduced the QT/TM programme); and
- an “imitation index” that depends on various factors, very important among which are the information and contact channels between potential adopters.

Such a simple innovation diffusion model (Roger, 1995) – later on, in section 3.1 will be taken up and further developed – has practical implications in the sense that policy makers can improve their success by:

- establishing the targets (How many innovators I want to have? How many schools could adopt the QT/TM programme? And what resources I should make available accordingly?); and

- influencing the “imitation index” (How can I accelerate the imitation effect? What are the obstacles I should remove? What are the enabling conditions I could provide to get the intervention more effective?).

7 The application of the framework to the implementation of QT/TM including lesson learned

In this chapter, we present the policy making tasks for the grass root level following the framework shown in figure 6.1. while integrating all the lessons learned during the project.

7.1 Assessment

This task is about assessing the perceived needs and benefits for the school as seen by key leaders and frontline staff of the school. Typically, this would include the principal, key members in school management and teaching, as well as parents. There is no single pattern. Our experience in the FRIENDS and EUROPE projects shows that usually, the driving force is the principal or a very motivated teacher; in other cases, the parent organisation. In a rare occasion, it would be one or more students. The benefits of QT/TM for the stakeholders are well documented in various scientific studies (Travis *et al.*, 2011; Valosek *et al.*, 2019).

However, what makes the difference is that which *resonates* with the decision-makers and the drivers of the innovation. As such, the evidence that QT/TM is beneficial sought at the school level can be quite different than at the higher policy making levels. For example, the evidence that resonates with parents is seeing the changed behaviour and better results of their children, rather than a scientific study about trait anxiety showing a significant (p=0.011) improvement.

QT/TM is a novel approach, and the improvements for students only show after starting the practice. Hence, when introducing QT/TM newly in a school the decision to begin with QT/TM is often based on the experience of the principal, staff, teacher, parents, or through positive reports from other schools. Obviously, the opinion of higher-level policy makers, when convinced about the benefits of QT/TM based, for example, on existing scientific research, will positively influence the perceived benefits at the school level.

Within this assessment task, we also need to look if and how QT/TM should be adapted to the school environment and whether all resources, primarily people and the finances, are in place. The goal is to enhance the fit and relevance for the school. Implementers of QT/TM should address the following questions:

- In what ways will the innovation address urgent perceived needs of the schools? In this context, the remit of education, as part of society, should be taken into account. For example, societal goals for schooling include low early school leaving rates, excellent academic achievements, and preparation for adult life.
- What evidence can be given that QT/TM fulfils these needs? Perceived evidence will be different dependent on the school. For example, a welcoming migrant school in Sweden, TEIP schools in Portugal, or alternative provision schools in England, will have a deeper appreciation of some well-being effects of QT/TM than a regular school. In comparison, a regular school might have a more profound recognition of academic achievements and reduction in drop-out.

- How well does QT/TM implementation fit the school; i.e. how much adaptation is required if any? To what extend can QT/TM be adapted and still have a successful implementation, i.e., what are the critical features, the essential elements, what can be adjusted? Here one would be guided by the QT/TM teaching charities.
- To what extent do principal, teachers and staff understand what the QT/TM entails? Do the principal, teachers and staff have a realistic view of what QT/TM may accomplish, and are there sufficient teachers ready and able to sponsor, support, and use QT/TM with quality? It should be clear to them what QT/TM is, what the benefits are, how it is instructed, and how it is practised.
- What is the ambition level of the implementation in the school? QT/TM can be implemented in various degrees, the ideal being a whole school approach. But sometimes it makes sense to start slowly. If the process is not comfortable, it may be counterproductive. Obviously, the level of ambition can change over time.

7.2 Adaptation

In collaboration with the TM teaching charity, a school would customize the implementation. For example, whereas QT/TM is ideally implemented as a whole school approach, one might wish to take it step by step, following assessment at each step. While initial adaptation sets the stage for the initial implementation, adaptation may also occur during the implementation process, responding to challenges and opportunities. Likewise, when a new cycle of implementation commences, adjustments may occur based on lessons learned in the previous period(s).

In the medium term, it is necessary to balance the adaptive capacity with the need to follow an approved implementation protocol[2]. We know very little about this “balance” because the diffusion process is still in its early stages. There is no widespread evidence of both deepening (repetition of several cycles in the same school) and widening (advanced diffusion processes in the same school district). Policies are assigned exactly to accompany this diffusion process.

7.3 Capacity-building strategies

While the introduction of QT/TM can be initiated by a variety of stakeholders, the implementation needs support from the critical ones. Therefore, the capacity-building task involves:

- assuring that key opinion leader and decision-makers are engaged in the implementation process and are convinced that QT/TM will benefit the school;
- aligning the QT/TM with the school’s broader mission and values. for example, inclusive education (Soriano, 2014);

2 The assumption of public funding to support the introduction of the QT/TM programme requires accountability and transparency, both administrative and performance. A necessary pre-requisite is of course a protocol to be followed.

- identifying policies that create incentives for QT/TM and/or reduce barriers to QT/TM in the classroom. For example, the school may have a policy that after every holiday period a refresher session with the students is organised such that the QT/TM practice is enlivened again;
- identifying champions for QT/TM who will advocate for its use and who will support others in applying QT/TM correctly;
- identifying the QT/TM trainers and verifying that there is sufficient capacity to provide the initial training and then the follow-up.

It is, therefore, no wonder that experience shows that it is next to impossible to have a successful whole-school implementation without the support of the principal and the teachers. During the project capacity building will continue. For example, after teachers and counsellors receive the QT/TM training, they are trained in supporting roles such as leading meditation sessions in the school and classroom.

7.4 Creating implementation teams and an implementation plan

While it is relatively clear what needs to be done for implementing QT/TM in schools, it is crucial to determine who is doing what and when (see Deliverable D 5.4 Empirical data collection). For this, the work plan and the school coordinator for implementing QT/TM are indispensable for planning. A certain sequence of activities emerged from experience, but now tasks and responsibilities should be defined.

Busy periods such as the first two weeks of the academic year are not the best time to start with a novel approach such as QT/TM and some months of uninterrupted QT/TM practice are recommended for establishing a good routine. This is even more important if an implementation chooses to use a more formal evaluation using psychological test. For example, exam periods should be avoided for testing groups on the effectiveness of QT/TM. As such, the success of the QT/TM implementation might be heavily influenced by the right timing of activities.

7.5 Assistance, coaching, supervision

This task is concerned with supporting actors of the implementation, addressing inevitable practical problems once the QT/TM implementation commences. What should be clearly identified is how and from whom the principal, management staff, teachers, students, parents can obtain assistance, guidance, and follow-up.

This concerns two kinds of support: (a) assistance, coaching, supervision of the QT/TM practice which is given by the QT/TM teacher who is active in the school; and (b) the assistance, coaching, supervision of several supporting actors for the QT/TM implementation. For example, a principal may be confronted with some questions from parents. For the latter, the first line of support is the QT/TM coordinator in the school who will address issues and risks. The next levels of support are the QT/TM instructor in the school, the QT/TM charity, and finally a national or international expert centre. The assistance, coaching and supervision may result in changes in the approach, additional training, and material or tools that can be used.

7.6 Evaluation of on-going implementations

Typically, this task involves looking at the results as well as the implementation process. Within the FRIENDS project, different ways of assessing the results have been used, including informal testimonies (written and video), qualitative research using structured interviews, quantitative analysis using psychological tests, and school statistics. The protocols and assessment methods are available for the future. Ideally, assessment indicators and techniques are shared across implementations, but they may vary according to circumstances. For example, not all schools across Europe may have the same school statistics and accessibility might vary.

Second, the evaluation of the implementation process will typically be coordinated by the QT/TM coordinator, who is at the heart of a local learning community. The assessment of the implementation process involves identifying strengths and weaknesses (or it could be a full SWOT[3] analysis). In addition to data that can be collected about the results, data can be collected about the implementation process, for example, the number of training, the regularity of the practice, etc.

7.7 Creating feedback mechanisms

Apart from collecting implementation process data in the evaluation, proper feedback mechanisms must be created. Such a feedback system needs to be rapid, accurate, and specific enough so that successes in implementation can be recognized and changes to improve application can be made quickly. Practically, it is the task of the QT/TM coordinator to communicate and discuss key findings with stakeholders, implementation staff and front-line practitioners. Specific key findings will need to be addressed and action taken in a spirit of quality improvement.

Feedbacks are all the more useful, the more established the programme. When a school knows that after the end of the year it will resume the programme the following year, then it becomes more interested in feedback: to better evaluate its own experiences, to know about other experiences of schools that it already knows, that operate in the same area, or even more distant experiences.

It becomes natural to exchange assessment and judgements and to seek possible solutions to problems that have already been addressed. The need for comparison grows, and more schools naturally find themselves in dialogue, so the first nuclei of the local learning communities emerge.

7.8 Learning from experience

Experiences gained from the implementation of the QT/TM programme will undoubtedly be of interest to other schools. Lessons learned may include information about practical or ineffective strategies, successes and failures of the task, reflections on reasons why, enablers and barriers, useful materials and tools, etc. Researchers and QT/TM implementers elsewhere can learn from these experiences, while within the same school every year there are new students and lessons

3 Strengths, weaknesses, opportunities, and threats.

learned can be carried over into the new academic year. The instrument par excellence for sharing these experiences with others is the network of networks.

The first way to help the diffusion of experiences is to create local learning communities with subjects who experiment and implement QT/TM in schools (NCTE, 2011; Wenger-Trayner, 2015). Within the FRIENDS project, we have already experienced the richness of the four face-to-face meetings and network events organized during the project and the many international public meetings and workshops of the project.

The first one in Brussels (29th October 2018), the second in Lisbon (9th May 2019), the third in Rendlesham (26th September 2019), and the final one again in Brussels (4th December 2019), all have represented great opportunities for a fruitful exchange of experiences between schools, teachers, and principals from different countries, as well as opportunities for mutual acquaintance, discussion, exchange of good practices, and first contacts with new and very distant realities.

The building dynamic of a new community has been activated and now needs to be further developed and deepened by consolidating the networks and specializing by type of participants, as was the case of the Regional teachers face to face meeting of implementing schools in Algarve (PT).

8 Policy implications for the district/regional level

In the previous two Chapters (6 and 7) we touched the intersection between the implementation process – going through four main points: (a) planning considerations; (b) creating a structure for implementation; (c) ongoing support; and (d) preparing future applications – and a policy making framework. The present and the following Chapter will further develop the *policy discourse*.

Chapters 8 and 9 address the same broad field of analysis from two different but complementary perspectives. The first is more grass-rooted and bottom-up while the second is more visioning and top-down. The core of the reasoning is the diffusion of the QT/TM programme and the scaling-up of the policy.

We are therefore dealing with a "diffusion process". In every innovative course, the diffusion process may follow different directions but always follows the paths of least resistance (Roger, 1995). Some schools come first, some others will follow, while another part still seems not to be involved, nor even interested in learning about the main features of the programme (Warford, 2017). This is probably okay as it is. It is necessary to preserve the freedom and autonomy of individual schools in choosing the best answers to the problems they face. This always involves two attentions:

- helping schools to raise the real questions, showing them that it is still possible to improve, that it is not said that they should continue to do what they have always done, and that they can continuously innovate;
- offering them knowledge and information so that they can make an informed choice.

To deal with a diffusion process, we need to have a simple diffusion model to support our reasoning (Mahajan & Peterson, 1995). A brief preview has already been introduced in section 6.7 above, and it is now appropriate to fully develop the issue.

Looking at the QT/TM programme, a diffusion model is undoubtedly the most suitable for this programme. We recognise that educational innovations are not merely transmitted from source-to-receiver (Warford, 2017). They are always a relational process and frequently require context-specific adaptation. These attentions find an empirical counterpart in the margins of flexibility taken by the school. Even allowing for some degree of adjustment in the diffusion path among different contexts, we can easily detect some homogeneous factors.

The rate of diffusion will be somehow proportional to the number of schools already taking part in the pilot phase, to the degree of acknowledged success of the programme, to the capacity to disseminate sound information, and the contagious enthusiasm of the schools' leaders involved. This conclusive evidence demonstrates that complex dynamics of social factors are at work (Roger *et al.*, 2005). Interpersonal relationship influenced the adoption decision (among the other, seeing peers use the innovation is a facilitative factor).

Moreover, the involvement of policymakers as supporters/facilitators of the process is of the highest importance taking into account that enabling conditions and obstacles can exert an influence on speeding up or slowing down the process (see Figure 8.1).

8.1 A simple model of innovation diffusion

The diffusion process – of any technological or social innovation – can be described as the process by which *"innovation is communicated through certain channels over time among the members of a social system."* (Roger, 1995: 5). As such, there are **four elements** relevant for our approach to understanding the path, the direction, and the pace of this diffusion process: *(a)* the innovation; *(b)* channels of communication; *(c)* time; and *(d)* the social system.

(a) The **innovation** here is the QT/TM programme characterised by an implementation protocol which is quite consolidated – even if with some degree of flexibility – (refer to FRIENDS D5.4, 2020, for its extensive discussion). The very existence of a recognized protocol guarantees that – even when spontaneously reproducing, from school to school – we do not deviate from its basic structure. Therefore, we preserve the delivery of the positive results that have been verified in the implementation phase (see FRIENDS D5.4, 2020), and that represents the main reason for the interest that the QT/TM programme arouses.

It is hardly necessary to reflect on the fact that innovation can be relatively "simple". Its scope for change does not necessarily depend on how complicated or refined it is. Simplicity is often a virtue, but the innovative scope is more easily measured by the results it entails. From this point of view, the QT/TM programme is and must be considered, a radical innovation. It is capable of changing the psycho-physical well-being of students and teachers, of modifying the overall climate of the school, of achieving incredible results also in terms of learning. For this reason, the diffusion of this innovation in a more significant number of schools could, and probably should, become a policy objective. Chapters 8 and 9 are dedicated to understanding "how" and the actual feasibility of this target.

(b) **Time** relates to the rate at which the innovation is diffused or the relative speed with which members of the social system adopt it. In the present case, time is a "discrete variable" because it needs to respect the school timetable.[4].

(c) **Communication channels** are all the more remarkable because they convey both content and values. Specifically, noteworthy, in the first diffusion phase, are the informal channels, deriving from interpersonal relations, face-to-face linkages between members of the social system. We will come later on to the emerging of "local learning communities" and the relevance they exert in strengthening the programme (section 8.5). They arise in these mainly informal but dense relationships of content exchange and recognition of shared values.

4 An evolution of the model is to take into account not only the unidimentional time (of adoption) but also the multidimensional space. So, the model expands into three dimensions (time, adopters, and space) creating a specific topografy of basins of attraction (Roger, *et al.*, 2005).

(d) Finally, the **social system** consists of individuals, organisations or agencies that share a common "culture" and are potential adopters of the innovation. The local community is always quite decisive for the success of educational processes. First of all, it represents the direct link with the world of work and the adult world. Today, in times when alternating school-job courses and internships are more and more widespread, this contact is even more critical.

Moreover, the local community can support and sustain training agencies and schools in their task, offering them technologies, broader access to culture, testimonials, a network of links, etc.

Having established the nature and the features of the innovation (QT/TM programme), the interaction of the other three elements determines the diffusion process and asks for sound accompanying policies. While potential adopters may realise the apparent benefits of a new idea most innovations, spread at a disappointingly slow rate. Why?

First and foremost, because diffusion is often a social process (see **Figure 8.1**). Many schools and policy makers at the local level do not evaluate an innovation based on scientific studies, although such objective evaluations are often very relevant to the early adopters and policy makers at regional and country level.

Instead, most people depend mainly upon subjective evaluation of an innovation that is conveyed to them from other individuals like themselves who have previously adopted the innovation. This dependence on the experience of near peers suggests that the heart of the diffusion process consists of the modelling and imitation by potential adopters of their network partners who have adopted previously.

In the frame of the standard version of a simple "S-shaped diffusion model", we can understand many different features of our scaling-up process (see **Box 1**).

For the sake of clarity, we recall the fundamental element of our model (for the following notation refer to **Box 1**). The innovation is the adoption of the QT/TM programme by the school. While different grades of adoption exist, this process is effectively binary (yes or no). N_0 is the small number of schools having already adopted the programme at the starting point (t_0) of the diffusion process; $\check{N}$ is the total number of school (the universe) present in the district/region we are considering

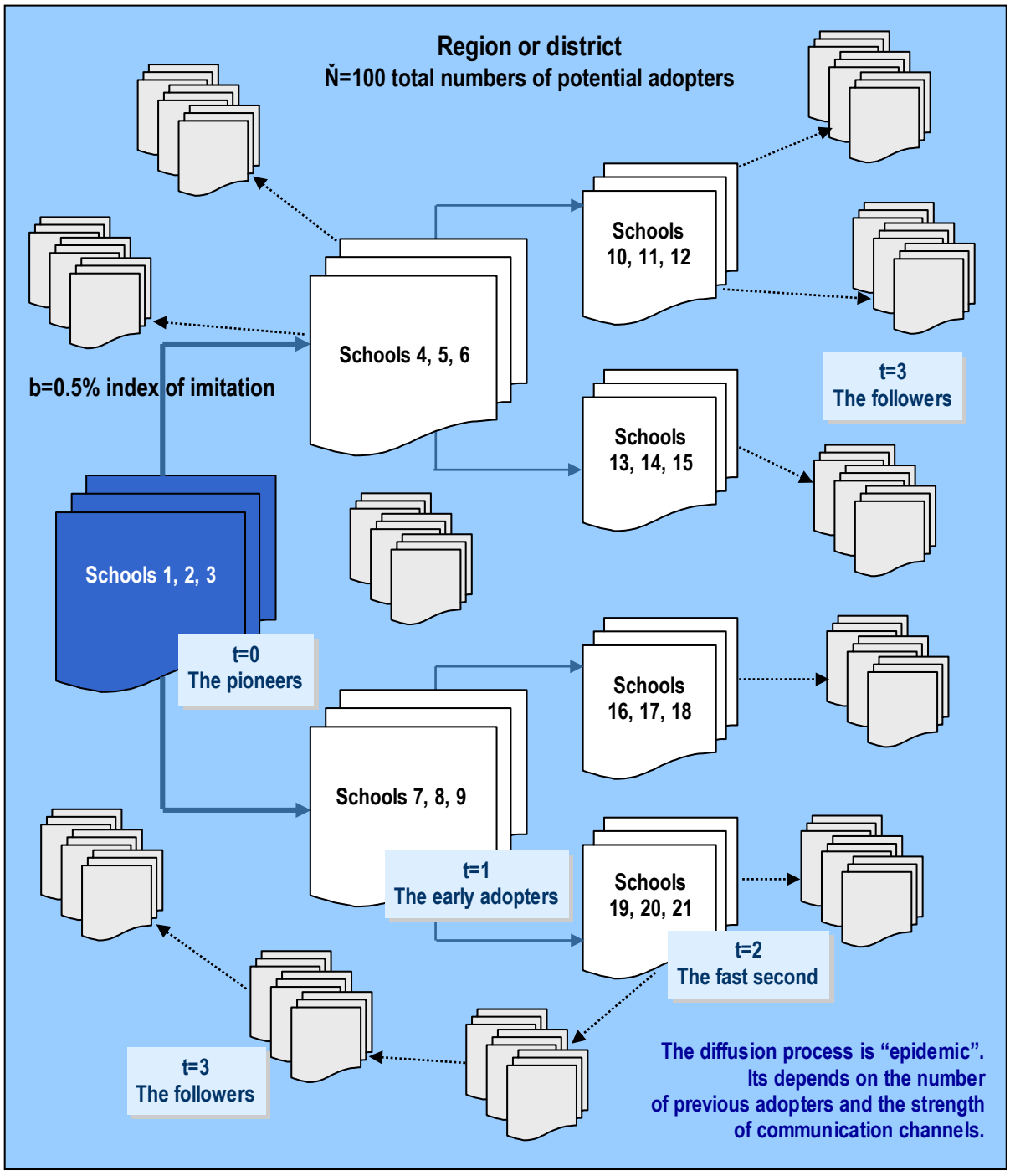


Figure 8.1 — The diffusion path of the QT/TM innovation

Box 1 — A simple S-shaped diffusion model

From a more technical point of view, the most diffused model for innovative social phenomena is an **S-shaped curve** (sigmoid). The observed regularity in the diffusion process shows that initially only a few members of the social system adopt the innovation in each period (here the school year). In subsequent periods, however, an increasing number of adoptions per period occurs as the diffusion exert its attraction. Finally, the trajectory of the diffusion curve slows and begins to level off, ultimately reaching an upper ceiling approximating the involvement of all the potential adopters (see **Figure 8.2**).

The curve depends on the advantages of the innovation (reduction in stress indicators and growth in well-being indicators), the investment required to adopt an innovation (the costs of implementing QT/TM programme), and some further elements specific to the process under scrutiny.

Let be: **N(t)** = number of schools implementing QT/TM at time **t**, **Ñ** = the total number of schools in the district. The diffusion rate of **N** along **t** is expressed by the following differential equation:

$$dN(t)/dt = g(t)\,[Ñ - N(t)] \qquad (1)$$

with the boundary condition: $N(t=t_0)=N_0$, and with **g(t)** = coefficient of diffusion.

The equation **(1)** is easy to be interpreted. The rate of diffusion of innovation at any time **t** is directly proportional to the gap between the total number of potential adopters **Ñ** (the universe) and the number of previous adopters at that time N_t.

A consequence of this model formulation is that as the cumulative number of prior adopters N_t approaches the total number **Ñ**, the rate of diffusion **g(t)** decreases.

The specific form of the diffusion coefficient **g(t)** depends on such characteristics of the process as the communication channels employed, and some social system attributes. In its turn, the parameter **g(t)** could be represented as a function of time or as a function of the number of the previous adopters. This latter approach is by far the most common, and frequently used: **g(t) = bN(t)**.

The interpretation is that the diffusion occurs through interpersonal contacts. It represents a contagious paradigm, and it is mainly a pure imitation diffusion model.

The parameter **b** is defined **index of imitation** (internal influence). It reflects the interaction of prior adopters **N(t)** with potential adopters [**Ñ–N(t)**] and, therefore, **b** represents the effect of traditional channels of communication, decentralised or unstructured, informal channels of communication.

The model is most appropriate when the innovation is complex and socially visible, the social system is relatively small and homogeneous, and there is a need for experiential or legitimising information before adoption. Equation **(1)** becomes:

$$dN(t)/dt = bN(t)\,[Ñ - N(t)] \qquad (2)$$

The parameter **b** should be estimated on historical time-series data or based on the specific innovation analogues.

Some further hypotheses are the following:

- the diffusion process is binary, a school either adopt the QT/TM programme or it does not (while there might be different grades of adoption, it is a discrete event);
- the ceiling **Ñ** in the social system is known and constant; i.e. the system is static, it does not allow for growth or decrease in size during the diffusion process;
- the model permits one adoption per school;
- the innovation itself does not change over the diffusion process. In general, as forecasting assumption is concerned, the past can be used to predict the future.

Adapted from: Mahajan V., Peterson R.A. (1985), ***Models for innovation diffusion***. Quantitative Applications in the Social Sciences Series, Sage University Paper, n. 48. Sage Publication, Beverly Hills.

It is quite easy to assume that this number (**Ñ**) is fixed in the time horizon explored. Schools may expand or shrink, changing the number of classes, but it is much rarer for school to close permanently. The parameter **b** (the imitation index) reflects the interaction of schools already practising QT/TM with other schools in their area, not yet involved in the implementation of the programme. The intensity and quality of the interpersonal interactions will shape parameter **b**.

In the simulation here reported (see **Figure 8.2**), we consider a large schooling district with a total number of 100 schools (**Ñ=100**), and at the starting year (t_0) we have two schools implementing the QT/TM programme (N_0**=2**). The previously presented diffusion model (see Box 1) is estimated with four different values for the parameter **b**: from the lower value fixed at 0.25% progressively growing to 0.50%, 0.75%, and 1%.

The higher the "imitation index" (**b**) – the more intensive and effective are the horizontal channels of communication within the school district – the shorter is the time (number of years) that it takes to reach the complete diffusion of the innovation (in this case all the 100 schools implementing the QT/TM programme).

Table 8.1 clearly shows that with the most robust **b** (1%) in 10 years we reach the full coverage of the territory; each time we reduce the imitation index by one quarter and with a lower **b** (0.75%) we need 15 years; with an even lower **b** (0.50%) we need slightly more than 20 years; finally, with the lowest **b** (0.25%), it will take a just over 30 years.

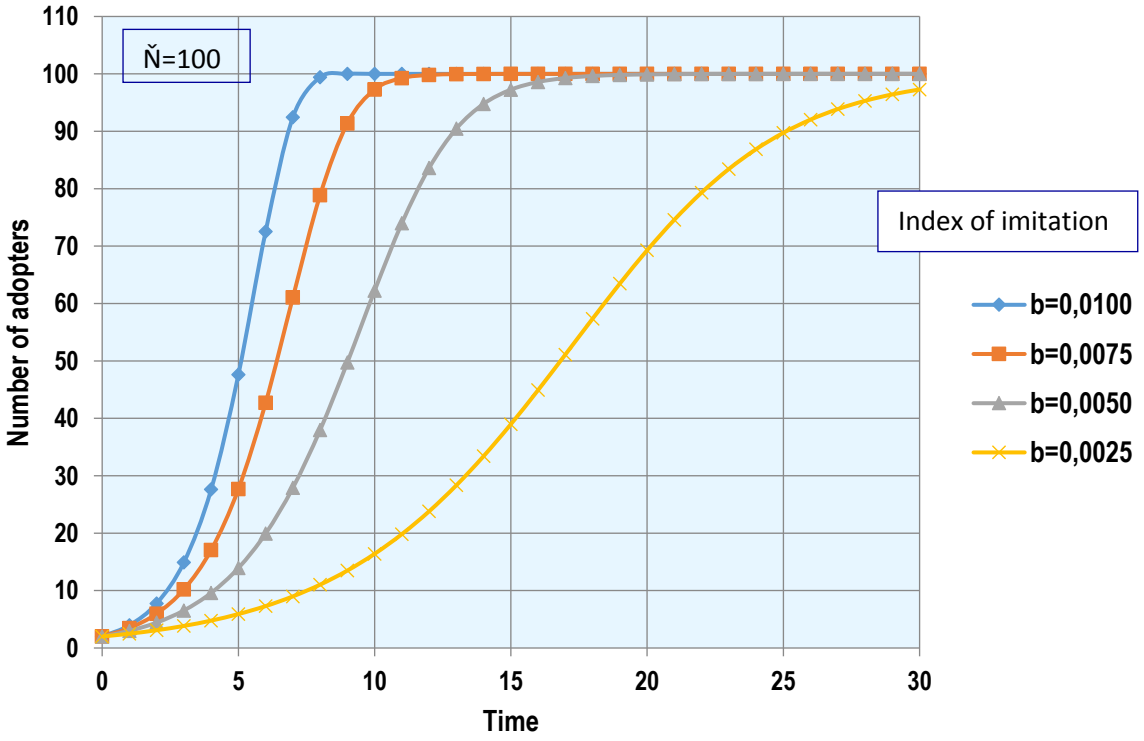


Figure 8.2 — The diffusion path according to different value of the "communication channels"

Table 8.1 — Number of years to reach all the universe of schools, depending on the value of the imitation parameter (**b**)

time	b = 0,0100	b = 0,0075	b = 0,005	b = 0,0025
0	2,0	2,0	2,0	2,0
5	47,6	27,7	13,9	5,9
10	100,0	97,3	62,2	16,4
15	100,0	100,0	97,3	39,0
20	100,0	100,0	99,9	69,3
25	100,0	100,0	100,0	89,7
30	100,0	100,0	100,0	97,3

8.2 Enabling factors and the role of policies

Within the frame of this simple diffusion model, it is easier to distinguish the approach developed in the three policy Chapters 7,8, and 9). In the previous Chapter 7, we look at the diffusion model interpreting the four key elements: (a) **innovation:** the QT/TM implementation protocol; (b) **timing**: the right sequence – principal, teachers, parents, students – and the delayed starting time of the control group in case of scientific research; (c) **channels**: the interpersonal, alive, quite informal channels of communication, with the word of mouth that connects the schools of the same network or within the same district; and (d) the existence of a **social system** with the presence and the relevance of parent's associations, the links with other territorial institutions, the involvement of policymakers, the starting of a "learning community".

Moving to the present Chapter 8, we still adhere to this simple diffusion model, but we shift the attention towards a policy-oriented approach. We are not looking now to the diffusion process as it is, but we are reasoning on the enabling conditions and the elimination of specific barriers so to say something on the forces that model the imitation index (parameter **b**).

At the end of the journey, in Chapter 9, we will fix, as a workable goal to reach, not the whole universe of potential adopters but an equally challenging target of 1% to 3% of the universe to be reached in 5 to 10 years (the shortest timing in **Table 8.1** to pursue meaningful results). We will reason on the needed investment to assure the selected target, and we will discuss more deeply the training process for TM schoolteachers.

Here, in this Chapter 8, we look at some enabling conditions which may help to foster the adoption process. Specifically, we will address three key elements directly affecting the imitation index (**b**), and a fourth one which is more related to the process and regards the monitor and evaluating (M&E) issue.

Concerning the district/regional level, the primary point is the attention paid to those enabling conditions allowing the continuation of the QT/TM programmes started in a multiplicity of schools together with many schools that have already shown interest at the beginning of QT/TM.

The five main operative points that the district/regional level could and probably should address are:

- identifying an organiser/coordinator of the regional network (or district network for all the small countries that have not a regional level) (section 8.3);
- promoting the QT/TM teacher training for schoolteachers and staff (section 8.4);
- supporting networking activities of the "local learning community" (section 8.5);
- activating territorial fundraising to accompanying the "phasing-in"[5] passage towards the complete taking over of the programme by the MoE (section 8.6);
- promoting monitoring and evaluation assessments (section 8.7).

8.3 Towards a coordinator of the district/regional network

While in the following Chapter 9 the main actors in the driving seat is the MoE together with some form of coordinating network at the European level, here we need to identify a coordination/moderation function of the process within a bottom-up and short- to medium-term perspective.

Building on the good practices of the FRIENDS project, we can identify a collaborative coordinating work of two different enabling actors:
(a) "Teaching Training Centres" (TTCs) or equivalent institutions; *(b)* the district/regional committees of TM teaching charities (TMTCs).

This coordinating structure operating at the regional level acts as a front-end contact with all the schools expressing an interest to start a new project on inclusive education through a well-being programme such as the QT/TM developed within the FRIENDS project. At the same time, this regional coordinator acts as a dissemination point to propagate information and to provide support to principals and teachers willing to share their positive experience in implementing this kind of programmes.

As we will mention in Chapter 9, a national coordinator could be the natural reference point for all the regional coordinators within the country (see **Figure 9.2**).

5 The term "phasing-in" introduces the concept of progressiveness of interventions. It is the transition from the closure of the FRIENDS project to new medium-long term arrangements. The terminology has entered the current language for the dissemination of European "phasing-out" policies used for "soft" accompaniment of regions no longer eligible for access to Community funds as a result of their improvement. Here the expression marks the transition in the opposite direction.

8.4 The delivering of TM schoolteacher training

Motivated and prepared teachers represent a major resource for the success of the well-being-oriented programmes in schools. First of all, because they are the front-end contact with the students, they accompany their students along the learning process, they are the first targets of frustration and stress at school and the first witnesses of children's progress.

While also teachers have been trained in QT/TM in the FRIENDS project for their own benefit (e.g. decrease in burn and anxiety, increase in job satisfaction and evaluation of one's life), the experience, shows that the fact that teachers are meditating as well, has a positive effect on the effectiveness of the programme on their students, students are more motivated and involved.

The idea to have a dedicated TM schoolteacher – she may be another teacher within the school or an external TM teacher – remains fundamental. The two options (internal *vs* external) should be better considered complementary more than alternative. In fact, the trained class teacher may conduct (i.e. start/stop) the meditation time of her students also without being a certified TM teacher. In contrast, an accredited TM teacher needs to follow the training phase of the students and the review time dedicated, personally, to each of them along the year (usually every month).

A TM schoolteacher may follow up to 200 students in the steady-state. Each school may, therefore, have one (or more, one for every 200 meditating students) TM schoolteacher, while the class teachers can be accompanying and monitoring the twice-a-day meditating time of her class.

The **TM Teaching Charity** is definitely in charge of delivering the training of TM teachers. The course may be directly organised in the school participating in the programme or, according to some permanent training programme for teachers, by the TTCs as in the Portuguese experience, or by different institutions in other countries.

Some further coordination effort should be appropriate at the regional level as we know that teachers' mobility is a permanent feature, getting them to change their professional location several times in their career. The school would need to assure continuity, once the programme has been started. Therefore, it is essential to pay specific attention to the availability and mobility of QT/TM schoolteachers in the different schools to guarantee the best coverage of the needs.

8.5 Supporting "local learning communities"

Going back to the innovation diffusion model presented (section 8.1) with the regional coordinator we have addressed a crucial precondition (section 8.3) for the functioning of networks of actors that will give origin to learning communities. Having assured this precondition, we can now move to the building and enhancing role toward regional networks.

A third significant role for the coordinator deals with the capacity building effort and the moderating role towards school stakeholders. Regional coordinators act as facilitators for principals, teachers, and parents to establish contacts, meet together, exchange experiences, disseminate good practices, help in solving challenges related to the implementation of the well-being programmes and, ultimately, to establish permanent networks of the different actors involved.

One possible further goal once a minimum threshold of visibility is reached is to help the involvement of the local community and the policymakers on that territorial level. **"Local alliances" for inclusive education**, delivering well-being programmes, naturally have been the beneficial outcome of this coordinating role as witnessed by the FRIENDS project.

We need to spend a few words on the concept of "learning communities", a concept which has experienced fast-growing attention both in literature and in-field analysis (Kilpatrick *et al.*, 2003; Watkins, 2005; Mindich & Lieberman, 2012). **Learning communities** provide a space and a structure for people to align around a shared goal. Effective communities are both aspirational and practical. They connect people, organisations, and systems that are eager to learn and work across boundaries, while holding members accountable to a common agenda, metrics, and outcomes. These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress[6].

This is precisely the holistic approach of QT/TM at the school level. In the implementation phase, we stressed many times, the centrality of putting together the principal, the teachers, often also the staff, and the parents of the children participating in the project. When this effort was successful (indeed, it was most of the time) we witnessed the birth of a real learning community; a community perceived as such even from outside. Quite often, the municipal administration, or local policy makers, or other institutions have appreciated the project recognising it as a living community at work.

When the local government gets in touch with this network, it can easily support the coordinating body while maintaining a supervising role to evaluates the effectiveness and outcomes of the projects. Properly functioning networks would have **two primary goals**.

The **first** – and primary one – is connected with enhancing the effectiveness of the programme. The FRIENDS project has widely documented the astonishing performance of the QT/TM programme. Still, we know that teachers dealing with human beings frequently encounter critical points and obstacles to overcome. Networks among teachers and parents add a great value in exchanging good practices, sharing solutions and new approaches, accompanying and supporting children in difficulties. Strong networks, as seen happening in the FRIENDS project, may exert a precious enabling function, particularly in the initial phase of the implementation of a new project, or in specific downturn moments.

The **second** – and equally fundamental goal – is to spread informed knowledge on the programme, to raise awareness about the positive results and school outcomes, to get out in the open a latent demand coming from parents, teachers, and principals. We have already stressed, within the

6 The benefits deriving from a well-functioning **learning community** are manifold (Kilpatrick *et al.*, 2003). *(a)* Learning community connects people; *(b)* it sets goals and measures collective progress; *(c)* it enables shared learning; *(d)* it accelerates progress toward impact at scale, and sometimes it supports distributed leadership.

diffusion model, the fundamental role of parameter **b** (the imitation index). Nurtured by informal relations and inclusive networking, within the school and in the neighbouring district, it speeds up a positive imitation effect. We can now add that a functioning local learning community enhances the quality of the project as testified by several constructive meetings held within the FRIEND projects. Readdressing the reader to FRIENDS D5.4 (2020) for a full analysis of the implementation gains, we can recall the importance of the face-to-face regional meeting in the Algarve (gathering school teachers implementing QT/TM), or the TM teachers weekends organised in Italy and UK for a large number of teachers trained within the FRIENDS project.

These learning communities may act – and have indeed worked in the project – as anchor agents in promoting schools' successes (Mindich & Lieberman, 2012). Co-operation among teachers and early interventions at the first sign of difficulty address what schools identify as sources of inadequate school capacity to combat early school leaving. Besides, municipalities could also be involved in local projects that converge with schools' actions.

Up and running, these networks could become real "communities of practice" which help in raising effectiveness, potentialities, and well-being of all the participants. We will readdress and develop the concept in Chapter 9.

8.6 Fundraising campaigns to support the "phasing in"

The fundraising activity could be critical in this "phasing in" turning point from the end of the FRIENDS project to the full involvement of MoE (see section 9.4). We, therefore, suggest three different options that regional coordinators could pursue.

The **first** line of financing looks at community foundations and territorial financial institutions. Quite frequently, local institutions have statutory scope to support social enhancing programmes like educational attainments, and social inclusion and well-being on a territorial basis. These institutions need to receive comprehensive information about the QT/TM programme and its efficacy to deliberate evidence-based policies. Moreover, in the experiences gathered implementing the FRIENDS programme, several municipalities have also contributed to the realisation of the QT/TM programme (see **Table 9.1**).

Disseminating information and establishing a network of the different municipal administrations can facilitate the multiplication of pro-active attention towards the implementation of the programme.

The **second** line of financing is directly related to the private market. Many companies are increasingly committed to their corporate social responsibility (CSR) policy. It is a rising trend that companies are searching for real impacting projects. And supporting the quality of education in their territory, helping local schools to become more inclusive, contributing to higher well-being of students and teachers, are all very clear-cut objectives, highly rewarding, quickly communicable, with an exciting cost/benefit ratio. Transparent and result-oriented information aimed at regional entrepreneurs could soon become a powerful marketing lever for QT/TM, and regional coordinators should use them.

The **third** line of financing is the most structured field of action. It regards the next open calls within the European Structural Funds (mainly ESF) whose management passes through the regional programming (NUTS 2 level). Therefore awareness-raising activities should include regional policymakers and officials so that they can take well-being and QT/TM into account as an important contribution to inclusive education and well-being in schools. As the ESF covers all the European countries, it is undoubtedly a particularly interesting area of action. One of the tasks of a regional coordinator is then to lobby to help regions around Europe to put in their "regional operative plans" the workable options to open calls addressing inclusive education and well-being for schools' students and teachers.

Besides this, several different European funds can host measures supporting a programme like QT/TM, including Erasmus plus, and programmes addressing the health sector, fostering an inclusive society, contrasting children's inequality.

8.7 Promoting monitoring and evaluation assessments

There is a last (but not least) function to be addressed at the regional level. We are speaking of monitoring and evaluation (M&E) of the implementation of the different programmes in the regional schools. We need a scientific advisory body alongside the school, so that we can gain some economies of scale in carrying out different evaluation campaigns in several schools, and we need to have a focussed idea on the social and economic background in which the school operates.

Besides, when we raise the number of participants (students, teachers, parents) we are assuring more robust results and transparent evaluation and, therefore, making an essential contribution in raising the return on investment of the intervention (Cohen *et al.*, 1983; Edwards *et al.*, 2014). At the regional level, technical competences from the universities are easily found, and under the supervision of the coordinator, these competencies could offer useful contributions.

The scientific committee of the FRIENDS project and the evaluation team have gathered extensive experience on this theme and could be quickly involved in this kind of M&E mission.

The benefits of this accompanying M&E activity are at least threefold:

1. It allows schools to have a measured impact of the programme implemented.
2. In repeated evaluations, it delivers a track record of improvements and progress, enabling the fine-tuning of the programme and allowing schools to use their performance indicators as "speaking numbers" in competing with other schools for students, the best teachers, and funds. Ultimately, they can be used as a communicational lever making the school more attractive in front of its different stakeholders.
3. It raises the visibility of the programme and the school in the eyes of the local community. It puts a spotlight on well-being and inclusive education goals and how to reach them, making clear that good results in local schools are at hand. For those districts that can count several schools on the front line of well-being programmes, this positive scale effects may become a powerful lever for the whole territorial community. It will raise inclusiveness and attractiveness towards families with children, with a positive rejuvenating impact on the socio-demographic structure of the area.

Finally, these kinds of results speak loud and clear within the political discourse and contribute to raising the interest of policymakers, making it easier for fundraising activities and the devoting of public money to well-being programmes (European Commission, 2012; 2013).

As the practices of well-being, inclusive education will diffuse at the regional level, it becomes all the more relevant to gather evidence of the (positive) impact of these projects. Regional coordinators are recommended to collect and record:

- evidence of student engagements;
- evidence of inspiring and promising practices in different schools;
- evidence of teachers' satisfaction and fulfilment;
- insights from less successful practices from which lessons could be learned.

8.8 Key messages on the implementation process

This Chapter has gone through the regional diffusion of QT/TM technique. It has resulted in being a practical programme, implemented in the FRIENDS project, and grounded on an innovative approach. At the closure of this Chapter, it seems useful to recall four key messages for all the actors involved in the process.

1. Regional authorities can play a key role in supporting further opportunities for well-being inclusive education programmes within a consistent and comprehensive strategy involving the national level (see next Chapter 9).
2. The voluntary nature of schools' participation should be maintained to help schools to implement innovation incrementally. It also allows schools to accomplish the specific needs of the particular student population and the wider local community. While the implementation provides clear steps, schools adopting the programme, would benefit from a coordinated support and advice at the regional level in order to guarantee maximum success when adapting the approach. If a school also implements the scientific evaluation, then scientific rigour is required in certain implementation steps in order to provide comparability in time and space of the implemented programme and structured M&E campaigns.
3. Implementing such programmes enhances professional collaboration among teachers and encourage the establishment of ' Learning Communities' at regional level strengthening the basis for cooperation and coordination between the different actors.
4. Leadership is a crucial factor for success. When necessary specific training and support for teachers and principals would contribute to the success.

9 Policy implications for the national/European level

It is useful to discuss the most appropriate national/European policies in light of the network of relationships that the FRIENDS project has activated in its 24 months of operation. **Table 9.1** summarizes the diffusion process of this programme in many countries (see section 6.2 for a detailed discussion).

All this occurred according to a diffusion model (fully described in section 8.1) with four countries involved as partners in the project (Belgium, Italy, Portugal and UK) (see **Table 9.1**). Whereas the earlier-mentioned EUROPE project was a pilot implementation of the QT/TM programme in different countries, the FRIENDS project is a pilot for scaling up of the QT/TM programme in regions, countries and across Europe with the intention to understand better the scaling-up process as a basis for a more systematic upscaling approach.

In the previous Chapter 8, we have illustrated a possible policy implementation framework working at the regional level, enabling and reinforcing territorial actors (schools, TTCs, teachers and parents' associations) to do their excellent job in implementing the QT/TM programme.

Here we move a step forward. The primary role of higher-level policymakers is giving direction and taking supporting measures (European Commission, 2012; 2016). Their role exerts the maximum potential impact in two ways: *(a)* providing "enabling conditions" (or eliminating significant barriers hindering the implementation of new programmes); *(b)* offering coordination through an effective "network of networks".

Their pro-active role may result in high-level effectiveness of the intervention, along different lines. Five actions come to mind: *(a)* helping to introduce innovation in schools (McLaughlin, 2015; European Commission, 2016); *(b)* embracing a typical positive policy cycle consisting of planning–implementation–assessment (Layard, 2017); *(c)* providing funds for an appropriate development (Waters *et al.*, 2015; Bramanti & Van Assche, 2019); *(d)* sharing experiences, learning from them, and recognising possible shortcomings; and *(f)* placing the "right incentives" into the system (Stirling & Emery, 2016; APPG, 2019).

Definitively, this is a more general and complex task. While the district/regional layer is playing a role in accompanying implementation at the schools' level – and offering adequate support for principals, and local communities – this national/European layer could exert a meta-coordination role and could act as a systemic enabling actor. We present this step forward with the expression "gaining momentum" (see section 9.1) related to the inclusive education process for a new well-being approach (EASNIE, 2018).

Table 9.1 – The "spontaneous" diffusion process of QT/TM across countries

Countries	Implementation	Networking			TTCs	Parents' associations	Other fields of implementation
		International	National	Regional /Local			
Belgium	✓	I face-to-face M. II face-to-face M. III face-to-face M. Final lunch networking				✓	House of Colours offering shelter to migrants
Italy	✓ Extension to Rovereto's schools	I face-to-face M. II face-to-face M. III face-to-face M. Final lunch networking		Municipality of Leno Conference on Bullying and stress	Associazione Italiana Formatori. Training for business	✓	Prison sector Inmates and guards practising TM in prisons for short/long sentences
Portugal	✓ Extension to several educational entities	I face-to-face M. II face-to-face M. III face-to-face M. Final lunch networking Unesco Schools	MoE–DGE National programme TEIP (Territorio Educa-tivo de Intervencao Prioritaria)	DGEst Regional Council of Madeira. Several municipalities I Face to face regional meeting Algarve	2 TTCs partners, 5 TTCs offering courses, 90 TTCs interested in new EU funds to expand the training of schoolteachers and staff	✓ APEJAA (Aveiro)	Expansion in Higher education
UK	✓ Alternative Provision Schools	I face-to-face M. II face-to-face M. III face-to-face M. Final lunch networking	National Institute for Health and Care Excellence (NICE)	Essex County Council Education Department. Kent County Council			Expansion in the field of Sports for inclusion
Austria		Health and W-B Insbruck Univ.					
France		I face-to-face M. Zoom contact with AMU Univ.					
Germany	✓	I face-to-face M. Presentation in Northern G.		Presentation to various regional government interested.	Part of a continuing professional development programme		
Iceland	✓	Visiting schools in Algarve Final face-to-face M.	Government is investing in Well-Being				
Ireland	✓	I face-to-face M. Sunny Centres					Conflict Trauma Relief Centre Belfast
Latvia	Approved programme	I face-to-face M.				✓	
Romania	✓	Education without stress					
Spain	First steps of the programme ✓	I face-to-face M. Final lunch networking		Municipality of Valladolid			
Sweden		Ist face to face meeting III face-to-face M. Final lunch networking					
Kenya		House of Colors					

I face-to-face Meeting, Brussels, Royal Library, 29th October 2018.
II face-to-face Meeting, Lisbon, Lusófona University, 9th May 2019
III face-to-face Meeting, Rendlesham (UK), Maharishi Education Centre, 26th September 2019
Final lunch networking Meeting, Brussels, Royal Library, 4th December 2019.
I Face to Face regional meeting (Algarve Region/Portugal) for schoolteachers and staff implementing QT/TM in the region (Local Learning Community and Community of Practice).

There is more than one reason to have interest in riding the wave of the new well-being narrative, and in the next section (9.1) we present and discuss the hypothesis of a "Network of networks for well-being in school"[7].

9.1 Gaining momentum

There are several ways in which a new policy for well-being can gain momentum. An outstanding example has been the new narrative of the "economy of well-being" under the Finnish EU presidency just finished in December 2019 (EESC, 2019). The underlining of well-being and social inclusion have been much more than simply creating a buzz around a concept[8]. It was an attempt to reshape the work of the incoming European Commission on the next umbrella strategy steering macroeconomic coordination for the coming decade. In the same vogue, there is also a commitment by the president-elect Ursula von der Leyen to introduce a "European Child Guarantee"[9]. Well-being is gaining more and more attention – it has become a key topic.

The FRIENDS project has provided a strong network of stakeholders, and many public actors have expressed, in writing, interest in the results of implementing QT/TM in schools. Among the MoEs expressing interest, we can mention Portugal, Ireland, Croatia, Cyprus, the Netherlands, Hungary, the autonomous region of Andalusia and the National Institute for Health and Care Excellence, a research review body linked to the two Government Departments of Education and Health in England (see **Table 9.1**). Other initiatives around Europe are addressing the same issue (see section 6.3).

In countries where well-being is receiving significant attention, and action plans are to be implemented, the QT/TM programme could be introduced more easily as it has proved to be an effective means to enhance well-being in the practising schools (see section 6.2 for the example of Portugal).

It is comforting to see how the sensibility of different programmes – the Irish *"Junior Cycle Programme"* among others – are already aligned with the attentions and the implementation

7 The EC launched in 2016 the idea of an "Alliance of schools for social inclusion" (European Commission, 2016). We refer here to a "Network of Networks for well-being in schools" to make reference to a coordination level of the international network which is instrumental to the practice of the QT/TM programme at a European level, and which activities would naturally contribute yo an "Alliance of schools for inclusion".

8 Katrin Jakobsdottir – the Iceland's Prime Minister – has teamed up with Scottish First Minister Nicola Sturgeon and New Zealand's PM Jacinda Ardern to promote a "well-being" agenda (EESC, 2019).

9 At the time of writing, this is not an official EU initiative. It is currently under discussion, and its feasibility is being tested through a European study commissioned by DG Employment, Social Affairs and Inclusion. (LISER, 2018).
The aim of the study is: «Providing an analysis of the design, feasibility, governance and implementation options of a possible future European Child Guarantee for vulnerable children.»

features of the QT/TM programme. We can read in the Junior Cycle Programme: *«The goal of well-being is human flourishing for all. When children and young people are 'flourishing' they are not only curious and eager to learn, they are creative and imaginative, connected and empathic, good team players, confident about who they are, resilient and persistent, positive about themselves and see themselves growing into better people»* (NCCA, 2017: 11]. And again: *«Well-being is enhanced when it is **embedded in the curriculum** and visible to students within the specifically allocated time.»* (emphasis added).

Where a national framework for intervention already exists, it is simpler to show the coherence between this macro objective and the QT/TM programme. Why? Because the QT/TM plan's results are awe-inspiring (Tanner *et al.*, 2009; Travis *et al.*, 2011; Waters *et al.*, 2015; Valosek *et al.*, 2019) as also widely documented in this Report.

In this context, the idea of an "Alliance of school for inclusion" supported by the European Commission is of great value.

We know that several national organisations (and even international) already exist, all of them sharing almost the same long-term goals. In **Box 1**, we report some of them without pretending to be exhaustive.

Our proposal for an "Network of Networks for well-being in schools" to be a coordinating actor operating at the European level with different primary goals. It would contribute to: *(a)* promoting a culture of well-being and inclusive education in European schools; (b*)* diffusing the good practices of programmes addressing the goal, with their strengths and weaknesses; and *(c)* connecting and supporting the several local learning communities already operating at the regional level in different EU countries.

Making the scaling-up systematic always needs vision, motivation, design and implementation. The transition from the regional experience (or multi-regional) to a European one needs a multiplier effect and, once again, this brings us back to the role of the promotor/coordinator of the Network of Networks.

When dealing with the national level, the involvement of the MoE is the starting point to build a comprehensive answer to the scaling-up process. The five main points that the national/European level could and probably should address are the following:

- involving the MoE as a pro-active leader of the process and setting the rules to reach the best enabling conditions (section 9.2);
- financing the scale-up phase and move to a permanent budget line in the steady-state (section 9.3);
- creating, reinforcing and managing a *Network of Networks for well-being in schools* participating in the future "Alliance of schools for inclusion" (section 9.4);
- collecting data, confronting experiences, benchmarking good practices supporting monitoring and evaluating campaigns (section 9.5);
- providing a toolkit to the local and regional level (section 9.6).

Box 1 — National and supranational organisations addressing educational well-being

1 UK—**The National Children's Bureau** among the other goals they work to support all school to create sustainable and manageable responses to the emotional wellbeing and mental health needs of both students and staff.

[www.ncb.org.uk]

2 UK—**The National Institute for Health and Care Excellence** (NICE) provides national guidance and advice to improve health and social care. Its primary scope is to improve health and social care through evidence-based guidance.
New NICE Guidelines on Social and Emotional Well-being in Primary and Secondary Schools is under preparation. In the draft scope document, NICE is refers to comments coming from Maharishi Foundation UK and directly relating to the two Erasmus+ Projects EUROPE and FRIENDS.

[https://www.nice.org.uk/]

3 IE—**The National Council for Curriculum and Assessment** (NCCA) is a statutory body of the Department of Education and Skills.

The twenty-five members of the Council are appointed by the Minister for a three-year term. The members represent the partners in education, industry and trade union interests, parents' organisations and other educational interests. The Council also includes one nominee each of the Minister for Education and Skills and the Minister for Children and Youth Affairs. The Minister for Education and Skills appoints the Chairperson. The Council is supported in its work by three boards and several development groups. They address well-being in education.

[https://ncca.ie/en]

4 PT—**The Joint Action for Mental Health and Well-being** (JA MH-WB), launched in 2013, aims at building a framework for action in mental health policy at the European level and builds on previous work developed under the European Pact for Mental Health and Well-being.
Funded by the European Agency for Health and Consumers, the Joint Action involves 51 partners representing 28 EU Member States and 11 European organisation and is coordinated by the Nova Medical School/Faculdade de Ciências Médicas, Nova University of Lisbon, Portugal.

[https://www.mentalhealthandwellbeing.eu/the-joint-action/]

5 EU—**The European Agency for Special Needs and Inclusive Education**. Fostering Collaboration for Inclusive Education.

This is an independent organisation that acts as a platform for collaboration for the ministries of education in member countries.

The work focuses on improving all learners' achievement at all levels of inclusive lifelong learning. This enhances learners' life chances and opportunities for actively participating in society.

The Agency member countries' shared ultimate vision for inclusive education systems is that all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers. Therefore, this vision is the focal point of all Agency work.

The Agency's main aim is to help member countries improve their educational policy and practice.

[https://www.european-agency.org/]

We will go over these five tasks to offer workable answers to the engagement of the national level and the further involvement of the European network of the countries experience.

With the option of having an *Network of Networks for well-being in schools* acting in the role of coordinator and facilitator, we can move to the second point of the Chapter, related to "freeing the rules" and suggestions for a pro-active role of the MoE.

9.2 Towards a possible role for European Ministries of Education

One of the essential roles of national actors would certainly be "setting the rules." We address here two main issues. The first has to deal with **flexibility** while the second is linked to **TM schoolteachers training**. These are two essential points as they represent, from two different points of view, as many preconditions to assure the optimal implementation of the QT/TM programme. While the former is an enabling condition allowing the right implementation process, the latter is the removal of a potential constraint as the number of already trained TM schoolteachers must grow in sync with the scaling-up.

Assuring a flexible school hours

The experiences gathered in the field, stress the importance of establishing two meditation slots at the beginning and the end of the school day (see FRIENDS D5.4, 2020, and Castellaro *et al.*, 2019). Literature (Waters *et al.*, 2015) reports meaningful results where interventions delivered by teachers show substantially more consistent effects than other instructors and this is true both for the positive impact on well-being and social competence[10]. The most effective programmes[11] are long-term, twice a day, implemented by schoolteachers, but this means a rescheduling of the class timetable to make room for half an hour of QT/TM (see for details FRIENDS D5.4, 2020). This is

10 Social skills are a specific target of the new curricula frequently developed for specific purposes (see further the PACF project in Portugal). These are skills and behaviours, enabling successful functioning within a social context (such as the ability to balance personal desires with maintaining positive social relations). Niecely to be reported, TM performs better than other techniques: «The evidence to date shows that TM has more consistent significant effects on well-being (83%) in comparison to mindfulness (44%) and other meditation techniques (42%).» (Waters et al., 2015: 118). A more general conclusion in that: «First, school-based meditation is beneficial in the majority of cases, and 61% of the results were significant. (...) Third, results from the current review indicate that meditation programmes can be made more efficacious by increasing programme duration, by encouraging twice-daily meditation and by having the teacher delivering the programme.» (ibid, 129-130).

11 In the EUROPE project, the effect of TM frequency on well-being factors has been qualitatively tested: «Although, it was not a prime objective to evaluate how the frequency of meditation influences the psychological indicators, we used the nominal question "How many times did you meditate in the last week?" to analyse that. Results show a clear tendency of improvement on psychological indicators along with the increase of meditation frequency.» (Slot et al., 2019: 65).

precisely the "quest for flexibility", a strong request coming from all the schools that have started to implement the QT/TM programme[12].

Looking around the different experiences within the FRIENDS project, we refer to the Portuguese case as the most effective in ensuring flexibility, based on the flexibility law 5908/2017 *"Project for autonomy and curriculum flexibility"* (PACF). According to this law, Portuguese schools, can, voluntarily, manage the curriculum and integrate practices that promote better learning.

The PACF aims to define the guiding principles and rules for the design, implementation and evaluation of the curriculum for primary and secondary education in Portugal. It is guided by the principles and goals delineated by the strategic plan document *"Students' profile by the end of compulsory schooling"*. The breadth of the purposes outlined makes the students' profile inclusive and respectful of the diversity of Portuguese schools[13]. At the end of 2019, the pilot phase was finished. The educational system is moving up to reach all the 7,000 schools operating in the country[14].

It is out of the scope of the present Chapter to discuss the evaluation of this innovative policy – the OECD has recently carried out an extensive audit of the law (OECD, 2018). What is interesting for the present discussion is that two judgements were involved.

Firstly, the voluntary nature of the curriculum flexibility helped schools to implement this innovation incrementally; it also allowed to achieve specific aims that fit the particular student population and the wider community.

Secondly, schools, choosing this option, directly sized their experimentation fitting in the QT/TM programme. We can mention, as a very innovative practice, the Dr Alberto Iria school (Olhão, Portugal) which has promoted a unique project under the new PACF law. One class have twice a day a new subject; the 25 students start the school day practising individual *Yoga Asanas* and breathing exercises (*Pranayama*) following by the practice of 15 minutes of Transcendental Meditation. The practical exercises complements TM benefits, and the presentation of the basic principles of its functioning enriches it. The whole set of these activities last for 50 minutes, and this unique programme was continued in the second schooling year with the implementation of advanced techniques of TM.

12 Curriculum flexibility indeed differs among different countries and in Northern European countries, there is already more flexibility. But it is essential to have national enforcement of this option which would be coherent with the policy centrality of well-being and school inclusiveness.

13 The student profile is the outcome of a consensus-building process starting with experts consultation, meetings with teachers, administrators and parents, all providing crucial information and creating a stakeholder buy-in.

14 Scaling up any initiative at the national level comes with the risk of increased bureaucracy as more rules and procedures are required to co-ordinate the actions of all those involved to ensure equal opportunities among the schools.

While the Portuguese experience deals with an in-depth reform of the curriculum, in other countries, the first step may be to allow a flexible timetable to accommodate two slots of quiet time and TM[15].

Training new TM schoolteachers

Coming now to the second point, TM schoolteachers are surely a precious resource of the scaling-up phase. The training of schoolteachers as new TM teachers has been already embedded in the first phase of the implementation, starting with training and follow up in QT/TM of teachers and staff.

It is clear, therefore, that for institutionalising the programme we need to define the new role of "TM schoolteacher". This role could be, and preferentially should be, a teacher or staff of the school implementing the QT/TM project. These internal teachers could receive their certified training by the TM National Charities in coordination with the Teaching Training Centres (TTCs) or equivalent institutions.

So, the keyword to approach TM schoolteachers training is "continuing professional development" (CPD). In every European country, there exists some programme for life-long learning. We are not asking for MoE directly providing the training to become a QT/TM schoolteacher; this role is left to TM national charities. What is strongly suggested is an accreditation procedure that recognises the QT/TM teacher training course for schoolteachers within the portfolio approved by MoE and accredited for CPD.

The TTCs in Portugal are public regional structures and provide training in TM for principals and administrative staff as professional training accredited to their careers covering the costs of training. They also offer training to teachers and the TM course is one of the courses within the portfolio recognised by the TTCs and accredited for CPD.

Also, in Germany, the project team has presented the FRIENDS project to a group of teachers and local authorities as a part of a programme of CPD organised by the local TTC.

Even in Italy, teachers have to fulfil a training obligation – along with their CPD – selecting a course within a vast portfolio of many different options. It would be strategically determinant to have a TM schoolteacher course accredited in the list approved by the MoE. In this case, teachers willing to have it can select it as a fulfilment of this CPD.

Besides, for two years now, it exists in Italy the "teacher's card"[16] which is a grant of €500,00 usable for "cultural products", "software products" and "training courses".

---

15 It is noteworthy to recall that the schools winning the open-calls by the MoE or the ESF (see § 4.3.2) would need to be automatically authorized to introduce this flexibility to implement the QT/TM programme effectively.

16 The "teacher's card" was established by the Law 107/2015 "The good school" and allows the 765,000 accredited teachers to have access to professional self-training. The total annual cost for the public

One or more TM schoolteachers working in the participating schools represent a strengthening element of the programme and an essential step for its institutionalization and continuity in the schools.

Increasing numbers of TM schoolteachers open the field to the birth of a teachers "community of practice" regularly interacting (see § 4.4.1). This thick relational network becomes itself an excellent training opportunity, enhancing the sustainability of the system.

9.3 Financing "well-being programmes"

The theme of financing programmes and techniques which have proved to be successful in raising well-being within the schools – both in scholars and teachers – is central in diffusing good practices within the national educational systems of different EU countries (European Commission, 2012; 2013; APPG, 2019; EESC, 2019).

In looking for this "new educational deal", we need to enlarge the perspective beyond the QT/TM experience to offer a national framework in which schools may reach sustainable and workable responses to the well-being and mental health needs of both students and staff and within this well-being context.

The benefits that QT/TM offers directly affect student well-being (Rosaen & Benn, 2006; Slot *et al*., 2019). A bi-daily TM practice significantly decreases the negative impact of social and mental challenges. At the same time, it increases the resources of well-being and represents a self-balancing technique for the students themselves (for a complete discussion see D1.1)

In developing a financial scheme to scale-up the project, we will answer three basic questions: **why** would we pay for it? , **who** should pay for it? , and **how** can we size financial support?.

Why would we pay for it?

The core concept to understand the "why" question rests on the idea of "expenditure as an investment". The rethinking of expenditure as investment was spurred on by the European Commission's 2013 *Recommendation on Investing in Children*. On the wave of that "enthusiasm" the past Finnish presidency of EU (October 2019) has championed the "economy of well-being" as a new bright narrative to frame the interplay between economic and social policies (EESC, 2019). Government officials are contending that investing in well-being makes sense in economic terms even in times of economic downturn.

---

budget is close to €381 ml. The confirmation of this card is currently under discussion. It is emerging an orientation to restrict its use for the purchase of goods while maintaining the possibility of acquiring training, a currently undersized use.

So, the **first answer** to the "why question" is considering educational well-being a strong priority in the social and inclusive agenda (EASNIE, 2018). In this field, any financial commitment is an investment rather than a cost.

The costs of "doing nothing"

A second major point is related to the costs of "doing nothing". Doing nothing in the face of an obvious need is easily framed as evidence of government negligence, irresponsibility or ineptitude. Economists even produce COI (costs of inaction) indices to prove the point (Watt & Varrow, 2018; McConnell & Hart, 2019). Even if any policymaker knows that "prevention is better than cure" (McDaid *et al.*, 2017) it seems quite challenging to invest money on improving well-being in schools. The challenge is mainly in developing a long-term vision.

A general reflection concerning the costs and benefits of social policies (Fouarge, 2003) has rapidly risen, and the reason is overwhelmingly apparent. Our level of welfare heavily depends on social policies, the welfare enjoyed has a dramatic impact on our quality of life, and the latter affects our well-being to a certain degree. Along with this diffusion of the reflection on the subject, two significant points have been highlighted in the debate. *(a)* Social policies are a *productive factor* rather than an obstacle to economic activity, and *(b)* social costs always emerge from not having social policies of adequate quality.

Indeed, these statements are particularly pervasive in the world of education and the broad impacts on individuals and society as a whole that it provides.

According to a large body of literature (UNESCO, 2017) schools are critical institutions in: *(a)* strengthening resilience; *(b)* providing opportunities for good jobs and success; *(c)* offering a balanced and fulfilling transition to adult life. A "good school" should also work as a counter to many negative impacts to which young people may be exposed. Society expects the school to help in preventing youngsters from being attracted to radical ideologies and organisations. Schools should empower students against discrimination and marginalisation and encourage critical thinking about controversial and sensitive issues. Schools should also work against early school leaving (ESL) (Brunello & De Paola, 2013) with all its negative implications (see **Table 9.2**).

Schools are one of the essential social settings besides families. It is the place where young people learn how to view and interact with other members of their society and interrelate with peers.

From this point of view, the QT/TM programme is perfectly positioned along with these general expectations (see Chapters 2 to 5 for the positive effects). The programme addresses the root cause of negative attitudes and violence by directly promoting the psychological well-being of all students, including migrants, ethnic minorities, and those with disadvantaged backgrounds. It reduces stress, improves attention and school performance, and in doing so, it prevents ESL. It promotes social relationships, listening skills, acceptance of diverse people, thus opposing the growing phenomenon of bullying at school. It enhances good relationships among teachers as well as teachers–student relations by easing pressure and removing, or drastically reducing, burnout.

School failure may be interpreted in different ways, but the strictest one refers to ESL, *i.e.,* students failing to advance to the next grade and become dropouts. The failure to achieve a better education leads to many significant cost factors. These have been categorised into three broad groupings (see **Table 9.2**): private costs; social costs and fiscal costs.

The list is quite long, implying potentially high private and social costs, with rising cross-effects due to the considerable degree of overlap across the different cost categories.

The costs of emerging problems, directly and indirectly, deriving from the loss of well-being in schools are numerous and come from different sources. Here we consider four leading causes of discontent that frequently cause low quality while, increasing costs and lowering of overall learning.

The major emerging problems are: *(a)* early school leaving; *(b)* the emergence of bullying and violence among students; *(c)* increasing health problems, both mental and physical, in the whole school population; *(d)* the scourge of burnout of teachers with high rates of absenteeism and low self-esteem.

Early school leaving — Literature shows that the family counts for a lot concerning the ESL problem, with low parental education being a strong predictor of school failure (Borgna & Struffolino, 2017). Increasing parental engagement, on the contrary, always represents a specific strategy to prevent discomfort and difficulty for the student (Squires & Kefallinou, 2019).

Table 9.2 – Categorizing the elements of failure at school

Cost categories	Cost elements
Private	▪ Higher unemployment incidence ▪ Higher unemployment duration ▪ Lower initial and lifetime earnings ▪ Lower own health status ▪ Higher own discount rate ▪ Less risk aversion ▪ Less lifelong learning participation ▪ Lower quality children ▪ Lower lifetime satisfaction
Social	▪ Increased criminality ▪ Lower positive spill-over effects on co-workers ▪ Lower rate of economic growth ▪ Lower intergenerational effects on children and parents ▪ Lower public health status ▪ Higher unemployment ▪ Lower social cohesion
Fiscal	▪ Lower tax revenues ▪ Higher unemployment and welfare payments

- Higher public health expenditure
- Higher police expenditure
- Higher criminal justice expenditure

Note: 'Higher' or 'lower' in this table are defined relative to a control group situation of non-school failure; however, the latter is defined.

Source: Psacharopoulos (2007: 7).

On this front, the QT/TM programme has worked in a very fruitful direction. The involvement of families from the very beginning – required by the need for the authorization, which is compulsory for minors – has increased the attention and participation of the family on their children's schooling. The fact that a non-limited quota of parents also joined the TM practice has added an element of great significance and effectiveness in the children's experience. The harmony of message coming both from their teachers at school and from their parents at home has greatly facilitated the positive perception of the children and their more convinced adherence to the meditative practice[17].

All this has been testified by the parent associations in the FRIENDS project that have represented a clear positive contribution. This experience shows that it is indeed very effective for schools and regional institutions to make good use of such contributions by supporting, strengthening and further disseminating the work of parent organisations alongside the work on children and teachers (see also Castellaro *et al.*, 2019).

The emergence of bullying — Schools play a primary role, once again, in preventing bullying, violence, and radicalization, (McDaid *et al.*, 2017). They can stem the risk of a mounting societal polarisation with the growing prominence of "us" *vs* "them" discourses (Nordbruch, 2016). QT/TM has proven to be effective in reducing violence in schools. According to the David Lynch Foundation, the QT/TM programme has shown a 65% decrease in violent conflict, a 40% reduction in stress and anxiety, and an 86% reduction in suspensions over two years along with a dramatic increase in self-confidence, creativity, and happiness.

Increasing health problems — A good education also has many positive connections to a healthy life, at present and in the future (Curtis, 2011). The health returns to education may reach some percentage points of the average value of GDP per capita (Groot & Van den Brink, 2007). Taking into account the returns to health, the rate of return on investment (RoI) in education, as conventionally calculated in the economics of education, should be increased by up to 60 per cent. Specific studies on the positive outcomes of QT/TM programme – carried out in collaboration with the University of Connecticut and the University of Pennsylvania, School of Health Economy – show that the benefits to society are quite impressive: approximately $ 2.5 million for every 100 students participating in a

17 A positive outcome is that it is easier for these students to continue the practice of meditation even during school vacations, with multiple benefits both during the summer holidays and when the school year started again.

school-wide QT/TM programme. Each additional graduating student[18] results in a net increase of about $170,000 over her/his lifetime (David Lynch Foundation).

The scourge of burnout — Finally, we cannot overlook the cost of the growing phenomenon of burnout among teachers (Elder *et al.*, 2014). Teacher burnout is a chronic phenomenon that continues to be a primary cause of teacher exodus in the 21st century. Teaching is an emotionally draining and physically exhausting profession that causes many teachers to look for other occupations. Besides, teachers who fail to handle burnout effectively are likely to experience weak quality student interaction, counterproductive instruction, increased absenteeism, which eventually leads to teacher attrition (Runschlag, 2017).

Surveys show that one in four teachers misses ten or more school days per year (Maslach & Jackson, 1981). Schools have some of the highest rates of absenteeism in any workplace. Absenteeism is a direct cost to every employer (Sparks, 2016), and it is an even more critical problem in schools because when an employee is absent, a replacement or substitute has to be hired in their stead. Schools have to pay both the salary of the absent employee and the salary of the replacement. The cost of having a missing employee in schools is often double the cost of absenteeism experienced in other workplaces. The estimated cost of teacher attrition nationwide in the USA has been as high as $7.3 billion a year (Kain, 2011).

This problem with absenteeism – the most significant single cause of employees missing work – represents an excellent reason to have a school well-being programme.

Recent surveys show the various reasons why employees are absent from work (Schaufeli, 2017). The first cause is a personal illness, and it is followed by family needs, own needs, entitlement mentality, and stress, in that order. When we look at all of these reasons for absenteeism, we can immediately perceive which ones a well-being programme could directly impact (Cohen *et al.*, 1983).

The strong adherence of teachers to QT/TM generated essential effects on their well-being. The consequences were that the absenteeism rate plummeted and a climate of constructive, calm, perceived, and perceptible well-being in the school was generated, something evident even to visitors coming from outside. Moreover, several teachers (see the videos on the website) have confirmed significant improvements. They experienced: *(a)* a different relationship with time; *(b)* a better ability to organise themselves; *(c)* the end of the harmful habit of bringing work (and problems) home; these are all elements that help to eradicate stress and that drive away from the likelihood of exhaustion and burnout.

This climate of general and perceived well-being generated significant improvements in the quality of teaching, better interactions with students (Hamre, 2014), higher efficiency, less absenteeism and therefore, lower school costs.

18 Compared to dropouts, high school graduates earn higher wages, live longer, and are more likely to raise healthier, better-educated children. High school graduates are also less likely to commit crimes and rely on government assistance.

At the end of this rapid journey on the rising costs of inaction, we have reached the **second answer** to the "why question". The costs of "doing nothing" are an order of magnitude higher than the costs of a proper intervention on educational well-being. It is essential to understand that there is no a priori reason to value action over inaction. Sometimes, inaction is purposefully pursued a variety of reasons (McConnel & Hart, 2019). What is really needed is a systematic evaluative research in the field of education, well-being and inclusive behaviour literature (European Commission, 2012; Edwards *et al.*, 2014; Holsted, 2015; EASNIE, 2018) has shown that the costs of remedies are a multiple of the costs of prevention.

Who should pay for it?

To correctly address the **"who" question**, we have to keep in mind that from an economic point of view, inclusive education and well-being should be considered as public goods or, better, "merit goods"[19]. This argument is most applicable in the area of education. Education policies, as part of social policies, offer a significant contribution to economic performance and modern economies do, of course, profit from well educated, well-trained, and healthy workforce.

The literature on the care of human life and happiness (Huebner *et al.*, 2004; Helliwell *et al.*, 2018) has multiplied in recent years (Clark *et al.*, 2018). Within this literature, self-reported life satisfaction is becoming an essential measure of well-being in advanced countries.

But income can explain just a small part of variations in happiness (Ryff, 1989), partly because "relative income" matters much more. Human relationships – especially partnerships – are the most crucial determinant of life satisfaction (Lazarus, 2006). The best predictor of happiness in adult life is emotional well-being as a child. That, in turn, is determined by the parents, especially their mental well-being but also schooling is fundamental (Layard, 2017). Schools should be designed around learning, around students and the building of precious relationships. As the complexity of students lives interacts in school, it is better to accommodate it by institutional design that allows space for a community to thrive (McLaughlin, 2015).

It is equally evident that well-being also has a strong "private component". My well-being is something that touches me directly and a good education – of which inclusiveness is a strong pre-requisite – raises my potentialities and job opportunities. The delicate balance between both positive and negative public and private components often requires corrections and market direction. The result is a dimension of public intervention in education which is growing over time.

19 There are goods for which individual preferences are thought to be distorted, in many cases these are merit goods. «Two main arguments can be pointed out. Firstly, if allocated an income supplement, individuals are not likely to purchase the most appropriate level of education, health care, etc. The existence of these merit goods is based on the assumption that individual preferences for these goods are distorted or that income is too low to purchase them. Secondly, since these goods and services directly influence general welfare, the government might wish to have close control of the price, quantity and quality of these goods.» (Fouarge, 2003: 23).

To name a recent example, the UK's all-party parliamentary group on well-being economics recently drafted a report including *"Tackling children's wellbeing in schools"* (see APPG report, 2019) expounding on how well-being should be taken into account in the forthcoming government spending. It argued for a package of additional expenditure amounting to £8bn (0.4 per cent of GDP). The top priority would be increased resources for the treatment of mental illness, and the second priority would be investing in the well-being of children in schools[20].

The direct implication of public intervention is that those "merit goods" need to be financed by public expenditure. In the first instance this would be on the budget of the MoE, while within more general and coordinated projects also would include the support of the Ministries of Labour, Health, and Social Affairs.

It is therefore clear that a significant role in financing national programmes to improve and disseminate well-being in schools would stand on central Government, and the Ministries of Education would be in the forefront.

Having in mind public intervention in promoting inclusive education for enhanced well-being (Van Sanden & Joly, 2003), we can now raise the point: how to diffuse and disseminate QT/TM programme in a number of schools enlarging the scale-up phase? Among the many different inputs required, financial support is required for schools and this could come from two sources.

The **first source** is the MoE. It covers the cost – up and running – of QT/TM school teaching plus some general system expenses such as: *(a)* monitoring and evaluating campaigns; *(b)* QT/TM schoolteacher training within continuous professional training paths; *(c)* management of a national web-platform and production of specific contents; *(d)* participation to European networks.

The **second source** could be projects funded through "open calls" directed to schools for starting the pilot phase of the programme. This approach preserves the fundamental feature of the voluntary participation of schools, as their initial engagement has to be decided, convinced, and motivated. Central public funding could be complemented by territorial cooperation (in the form of private sponsors, banking and communitarian foundations)[21] to raise the visibility of the programme and to involve parents helping to coordinate and animate their learning communities (see discussion in section 8.5).

As a thought experiment, we present a simplified simulation of the process with the contribution of the two suggested financing sources. In doing so, we use some numbers which are purely an

20 «The next priority is investing in the wellbeing of children in schools. Schools should prepare children to lead fulfilling lives by developing strong characters, good values and passionate interests. As the evidence shows, happy children also do better in their schoolwork. So pupil wellbeing should become an explicit goal of schools, alongside academic performance». (APPG, 2019).

21 Within the FRIENDS project, the widening of the implementation of QT/TM programme into the prison of Alessandria was financed by the territorial branch of Intesa SanPaolo Foundation, a major Italian bank (see Chap 2).

example. For this simulation we use Italy and Portugal as two interesting European examples. Why these two countries? Portugal has in many ways played a pioneering role in many features of the implementation process. The elements characterizing its experience have been detailed in FRIENDS D5.4 (2020) revealing three reasons that justify the selection. *(a)* The enthusiasm with which many schools adhered to the proposal supported by highly motivated principals; *(b)* the role of particularly pro-active TTCs; and *(c)* sponsorship by the MoE which proved to be of great value. In addition to all this, there is the law on curriculum flexibility which makes it easy to include the practice of QT/TM in school hours (OECD, 2018).

Italy has been chosen because: *(a)* it is a large country with "big numbers"; *(b)* it has not yet established a clear educational well-being policy; *(c)* it has shown some interesting experimentations within the FRIENDS project suggesting that actors could be potentially receptive to the introduction of relevant innovations.

How can we size financial support?

We know that the demand for well-being, generally speaking, as well as in schools, is almost infinite, but resources are scarce. Therefore, choices are necessary, and prioritisation is required. The only way towards a proper allocation of limited resources is through the comparisons of costs (including opportunity costs) and benefits: on the one hand, the value of the benefits forgone by not implementing a well-being programme; on the other hand, the real costs of such a programme.

Table 9.3 – Participation in education (2016)

Students (number)	BE	IT	PT	UK
ED1(1)	814,974	2,902,379	629,804	4,820,283
ED2(2)	427,010	1,771,379	370,202	2,627,624
ED3(3)	759,820	2,830,490	399,715	3,758,693
ED4(4)	64,335	1,703	4,811	–
ED1-ED2	1,241,984	4,673,758	1,000,006	7,447,907
ED3-ED4	824,155	2,832,193	404,526	3,758,693
Total	***2,066,139***	***7,505,951***	***1,404,532***	***11,206,600***
Teachers (number)	**BE**	**IT**	**PT**	**UK**
ED1	73,029	252,933	50,982	279,097
ED2	49,128	173,995	38,793	150,037
ED3	88,838	286,529	42,121	219,103
ED4	–	–	–	–
ED1-ED2	122,157	426,928	89,775	429,134
ED3-ED4	88,838	286,529	42,121	219,103
Total	***210,995***	***713,457***	***131,896***	***648,237***
Students per teacher	**BE**	**IT**	**PT**	**UK**
ED1-ED2	10.2	10.9	11.1	17.4
ED3-ED4	9.3	9.9	9.6	17.2
Total	***9.8***	***10.5***	***10.6***	***17.3***

(1) ED1=Primary schools; (2) ED2=Lower Secondary schools; (3) ED3=Upper Secondary schools; (4) ED4=Different post-secondary school not tertiary.

Source: EUROSTAT (educ_part; educ_uoe_per).

If we want to follow evidence-based policies, we would need to monitor and evaluate the different approaches and take into account the outcomes of the alternative programmes available to schools.

Table 9.4 – The cost of education (2016), all figures in Euro

Expenditure per student	BE	IT	PT	UK
ED1-ED2	8,915.40	5,741.50	4,628.20	8,320.50
ED3	11,075.50	6,503.60	4,827.80	7,771.30
Total	***9,735.30***	***6,028.95***	***4,685.20***	***8,136.30***
Total expenditure (million)	**BE**	**IT**	**PT**	**UK**
ED1+ED2	11,072.78	26,834.38	4,628.23	61,970.31
ED3	8,415.39	18,408.37	1,929.74	29,209.93
Total	***19,488.17***	***45,242.76***	***6,557.97***	***91,180.24***
Expenditure on GDP %	**BE**	**IT**	**PT**	**UK**
ED1+ED2	2.61	1.59	2.48	2.79
ED3	1.98	1.09	1.03	1.32
Total	***4.59***	***2.68***	***3.52***	***4.11***
Other economic data	**BE**	**IT**	**PT**	**UK**
GDP million Euro	424,605	1,689,824	186,480	2,219,393
GDP per capita (PPP)	55,456	45,860	36,428	57,487
Gross Salary ED1	46,609	28,568	28,783	44,791
Gross Salary ED2	45,609	31,094	28,783	44,791
Gross Salary ED3	58,583	31,962	28,783	44,791
Average Gross Salary	***51,418***	***30,547***	***28,783***	***44,791***

(1) ED1=Primary schools; (2) ED2=Lower Secondary schools; (3) ED3=Upper Secondary schools

Source: OECD (2019), Indicators "Education at a glance".

The benefits – as already mentioned earlier (see also Chapter 8) – are very high and probably still undervalued[22]. To size the costs – and the needed funds – we have to frame the diffusion path of the pilot scheme already implemented in the FRIENDS project, and we do so, taking Portugal and Italy as an experimental field of application for the scaling-up process.

Table 9.3 and **9.4** report the relevant figures of the four countries partner in the FRIENDS projects. In the first one (**Table 9.3**) we find the sizing of the school system in terms of the number of students enrolled, the number of teachers, and the average number of students per teacher.

22 While the FRIENDS project also had teachers as a target group, for keeping it simple, it is not taken into account in the simulation and therefore the benefits are undervalued given the cost of teachers' burnout (Aldana & Pronk, 2001), a rising desease which add important costs to the managing of schools (Rumschlag, 2017). In addition, the QT/TM programme has also fundamental impact in preventing (reducing) violence and radicalisation (EUROPE, 2019).

The statistical sources used are the EUROSTAT database – the section *"Participation in education and training"* – and the OECD statistics in the Report *"Education at a glance"*. The reference year is always 2016 unless otherwise indicated. There are some discrepancies between the two sources with even wide variations in economic data.

Here internal consistency has been privileged by calculating data that are ratios between reported figures. What is most interesting for the simulation conducted is the total size of the system, to identify the policy targets, and the economic costs, to compare the cost of scaling up with the overall costs of the educational system.

The number of students (from primary school to upper secondary school, age 6-19) is close to 7.5 million for Italy and 1.4 million for Portugal; the number of teachers (stabilized in the national school system) is 713 thousand (IT) and 132 thousand (PT) (see **Table 9.3**).

The relevant economic figures are presented in **Table 9.4**: the total cost for education (without considering infancy school and tertiary education) weight of the Government budget for €45.2 billion (2.68% of Italian GDP) and €6.6 billion (3.52% of the Portuguese GDP).

(1) In this simulation, the number of schools that each year – in the 5 years of the open-call – participate in the programme is equal to 200.

(2) We estimate 10 classes per schools (5 the first, and 5 the second year).

(3) We estimate 2 teachers for class (10 classes, 20 teachers).

(4) We estimate 20 students for class (close to the 80% the whole class).

(5) We consider the postulated number of parents as the students' number. In the first year, we hypothesise 1/3 of participating parents (here means the number of parents pro-actively involved), raising to 1/2 in the second and third years and stabilising up to 2/3 starting from the fourth year.

The gross salary per teacher – with 15 years of seniority (in the middle of the distribution) – is close to €30,500 for Italy and slightly lower for Portugal, €28,800. However, the cost for the school – and therefore for the MoE – is higher than the gross salary as we need to add overheads and welfare costs to these figures. Italian labour costs (€42,000) are higher than the Portuguese ones (European Commission–EACEA–Eurydice, 2018).

We can now size the simulated exercise of scaling-up, and we use Italy as the reference country, showing some adapted figures for Portugal. We hypothesise every school taking part in the QT/TM programme will initiate to TM 5 classes and 100 students[23] the first year, plus other 5 other classes and 100 new students the second one.

23 We are supposing 20 students per class that means to reach an 80% rate of coverage.

Table 9.5 – Open-call, five years cycle (1,000 schools involved–IT)

Years	Open-call							Total numbers	Permanent programme
1st	A 200	[5 classes, 10 teachers, 100 students]							
2nd		A 200	[5 classes, 10 teachers, 100 students]						
		B 200	[5 classes, 10 teachers, 100 students]						
3rd			A 200						
			B 200	[5 classes, 10 teachers, 100 students]					
			C 200	[5 classes, 10 teachers, 100 students]					
4th				B 200					A 200
				C 200	[5 classes, 10 t., 100 st.]				
				D 200	[5 classes, 10 t., 100 st.]				
5th					C 200				A 200
					D 200	[5 cl., 10 t., 100 st.]			B 200
					E 200	[5 cl., 10 t., 100 st.]			
[6th]						D 200			A 200
						E 200	[5,10,100]		B 200
									C 200
[7th]							E 200		A 200
									B 200
									C 200
									D 200
[8th] ...									E 200

Years	1st	2nd	3rd	4th	5th	[6th]	[7th]	Scale-up	Permanent
Tot. number of schools(1)	200	400	600	600	6000	400	200	1,000	1,000
Tot. number of classes(2)	1,000	3,000	5,000	5,000	5,000	4,000	2,000	10,000	10,000
Tot. number of teachers(3)	2,000	6,000	10,000	10,000	10,000	8,000	4,000	20,000	20,000
Tot. number of students(4)	20,000	60,000	100,000	100,000	100,000	80,000	40,000	200,000	200,000
Tot. number of parents(5)	6,667	26,667	46,667	46,667	46,667	40,000	20,000	100,000	133,333

In the first year, we start with a group A of 200 schools (50 schools in the Portuguese case), 5 classes per schools, 2 teachers and 20 students for class. So, we have 200 schools, 1,000 classes, 2,000 teachers and 20,000 students. The second year we have group A again with 5 other classes starting the programme, and therefore the numbers will double. Besides, in the second-year group B – other 200 schools with the same numbers – will begin. At the end of the second year, we have 400 schools involved with 3,000 classes, 6,000 teachers, and 60,000 students. In the third year, we close the cycle

of group A, we have group B entering its second year and a new group C (of 200 schools) starting the programme.

At the end of the third year, the total numbers are already impressive: 600 schools, 5,000 classes with 10,000 teachers, 100,000 students and 46,666 parents involved[24]. For the Portuguese case, the dynamics are the same, but the absolute numbers are smaller. 250 schools will be involved in the five years, 50 of them each year, with the same number of 10 classes, 200 students, and 20 teachers each[25]. A quick look at **Table 9.5** clarifies the number of the simulated scaled-up pilot.

The cost of implementing the programme are the following: 100 students and 10 teachers to be instructed for TM, contacts with parents (and eventually parents introduced to TM), coordination meetings. These costs – the same for the two countries – are fixed to a flat rate of €20,000 for the first year and €10,000 for the second and third years each (here we hypothesise learning-by-doing effects and a lower number of teachers and staff to be trained).

The budget of the call (5 years) is approximated along the following lines. Each call is opened to 200 schools (IT, and 50 schools PT) and finances each school for three years, for a total amount of €40,000 per school. After the third year, the school has the option to stop the experimentation and withdraw (in reality it is not a likely option due to the remarkable success rate of implementing TM in schools), or to make it enduring and to enter the Permanent Financial Scheme (PFS) from the MoE.

The PFS would cover the full cost of a full-time TM schoolteacher in each school (1 for every 200-250 students). The estimated gross cost is close to €42,000 (IT) plus some managing costs (related to coordinating meetings, monitor and evaluation campaigns, participation to the different networks and support to the local learning communities) for a further amount of €8,000 so that each school have an annual cost of €50,000 up and running.

The total funds for the open-call could be therefore sized to €40 million for the 5 years +2, for 1,000 participating schools (IT) and €10 ml for 250 participating schools (PT), the total costs will be spread over the years along the following path (see **Table 9.6**).

---

24 As for parents, the following hypotheses apply. One parent for each student. We know that it is largely underestimated. Still, we must consider that it is difficult for both parents to get involved simultaneously in their children's schooling. We consider that one-third of the parents are involved in the first year (100 students, 100 parents, 33 involved).

The parents' involvement here means not merely that they have issued the authorization for their child (without that no student under age 18 can participate in QT/TM). We rather consider that the parents are pro-actively participating in the programme (they participate in the periodic meetings convened by the school to monitor the programme, join a parent association or create parent committees).

In the second year, this share will rise to half of the parents and will be maintained along the third year. Starting from the fourth year – moving up the school to the permanent programme – two-thirds of parents will pro-actively join the project.

25 For the sake of simplicity, we use the same average cost per student as we have quite small differences in the costs structure on the two countries.

Table 9.6 – Sizing the financial impact of the programme (IT)

Years	Open-call							Total
	1st [A]	2nd [A,B]	3rd [A,B,C]	4th [B,C,D]	5th [C,D,E]	...6th [D,E]	...7th [E]	
1st [A]	200x20K	[1st year €20,000]						
2nd [A,B]		200x10K 200x20K	[2nd year €10,000] [1st year €20,000]					
3rd [A,B,C]			200x10K 200x10K 200x20K	[3rd year €10,000] [2nd year €10,000] [1st year €20,000]				
4th [B,C,D]				200x10K 200x10K 200x20K	[3rd year €10,000] [2nd year €10,000] [1st year €20,000]			
5th [C,D,E]					200x10K 200x10K 200x20K	[3rd year €10,000] [2nd year €10,000] [1st year €20,000]		
6th [D,E]						200x10K 200x10K	[3rd y. €10K] [2nd y. €10K]	
7th [E]							200x10K	
Costs of open-calls	**4 ml**	**6 ml**	**8 ml**	**8 ml**	**8 ml**	**4 ml**	**2 ml**	**[tot 40 ml]**
Costs of the permanent programme				**[A] 10 ml**	**[A,B] 20 ml**	**[A,B,C] 30 ml**	**[A,B,C,D] 40 ml**	**[A,B,C,D,E] 50 ml**
Total costs	**4 ml**	**6 ml**	**8 ml**	**18 ml**	**28 ml**	**34 ml**	**42 ml**	**50 ml**

The total costs progressively grow from €4 ml (in the first year) up to €40 ml up and running for a total number of 1,000 schools involved in the scale-up programme. When the school enter the PFS – after three years of the pilot – it will cost annually €50,000. When all the 1,000 schools are up and running in the PFS, we have an annual cost of €50 ml. In the Portuguese case, total costs start with €1 ml (in the first year) up to €10 ml for a total number of 250 schools. In the PFS the annual cost raises to €12,500.

The open-call could be renewed after the fifth year – with a large margin of anticipation in terms of communication to the schools – until the number of asking schools will decrease to small number signalling that we have captured almost all the universe of the interested schools. A sustainable political target could be to reach and involve around 3%-3.5% of the universe (1,000 schools in the Italian and 250 in the Portuguese simulation), or even larger up to 5%–10% of the total number of schools. Summarising, €50 ml is the annual cost for the well-being of 200,000 students and 20,000 teachers (or even more) in 1,000 schools (IT)[26] while €12.5 ml is the yearly cost of the well-being of 50,000 students and 5,000 teachers in 250 schools (PT).

26 In our simulation, we hypothesise 10 teacher 67 parents every 100 students. These estimates are conservative on the number of teachers and optimistic on the parents.

Are these figures small or large? The only possible comparison is with the total data reported in **Table 9.4**. Going directly to the considerable effort of 1,000 schools involved we find out: the total cost of QT/TM is equal to the 0.11% of the total budget of the Italian school reaching the 2.8% of the teachers and the 2.66% of the students of the Italian schools. Il Portugal, the cost for the implementation of QT/TM in 250 schools, is equal to 0.19% of the total budget reaching the 3.8% of the teachers and the 3.56% of the students of the Portuguese schools.

The impact is admittedly impressive. An annual cost of €250 for each student involved is for sure an excellent investment.

Who could argue that spending 11 cents (or 19 cents, PT) for every €100 of school costs is not a good deal to ensure a high level of students' and teachers' well-being?

9.4 Creating and enhancing the network of networks

The idea of a "network of networks" as well as the Commission's promoted idea of an "Alliance of schools for inclusion" has been introduced in section 9.1. However, these networks need to be created, maintained, and enhanced. Most certainly the highest level (national and European) can play a decisive instrumental role in doing so. For example, the fact that the Commission merely launches the idea of "Alliance of schools for inclusion" has had already an important effect. Simply providing logistics and the means to fill in the role of coordinator cost not so much but have a significant impact.

We can imagine a two steps approach.

When fully operational, this network of networks (based on the implementation of the QT/TM technique) may be essential for an accompanying process towards an **Alliance of schools for inclusion** as already mentioned in the Communication on "*Improving and modernising education"* adopted on 7 December 2016 by the European Commission[27].

Our *Network of Networks for well-being in schools* (through the use of the QT/TM technique) – is a **second-level** organisation. It is based on the **regional level**, in the presence of a minimum number of schools, or several aggregated regions, to ensure the achievement of adequate minimum scale thresholds (see **Figure 9.2**).

The purpose of this network coordination will be self-determined by its board (expression of the various regional aggregations that make it up) but will devote specific attention to two lines of action. A **first** is lobbying with European institutions and States to make increasingly effective the policies for inclusive education, and the strengthening well-being in schools. The **second** line of action is to collect information and experiences, systematise them and reflect on them, to generate positive feedbacks that will increase the effectiveness of the programmes over time, connecting with

27 The Guidelines for Applicants of the Key Action 3 «Support for policy reform. Social inclusion through education, training and youth». in the Call for proposals EACEA/07/2017, have stressed this reference.

what is already on the agenda. The European Commission (2016: 9) will create: *«Easy access for good practice on "what works in education", which acts as user-friendly one-stop-shop, building on and complementing the existing online tools.»*

A further task for the *Network of Networks for well-being in schools* is promoting and coordinating at the international level the evaluative research on the programme (see next section 9.5), again connecting with the European Commission (2016: 9) agenda to *«strengthen the evidence base (in particular with the help of the annual Education and Training Monitor) and improving the quality of analysis (e.g. by promoting cooperation across policy-areas and involving bodies such as the Economic Policy Committee) to close knowledge gaps about the key factors underpinning well-performing systems.»*

In the short term, in the adjustment phase, the future Network of Networks could be prepared by operational coordination between the different national coordinators, with the possible involvement of those regions with a higher number of schools involved in the implementation of the programme. The tasks will be almost the same, with a further predominant goal: the creation of the mentioned European "*Network of Networks for well-being in schools*".

The project has already developed several actions to diffuse the QT/TM programme in different nations and contexts (see section 6.3 and **Table 9.1**). Project partners could, therefore, be accompanying local actors to enable the permanency of the already started programmes and to allow the birth of some new enter initiatives following the same line.

There are three immediate tasks. The **first two** are related to offering continuity to something that would be better not interrupted.

(a) the web-site of the project with its e-platform, a powerful instrument to connect the different actors involved in QT/TM and to promptly circulate all the relevant information on how implementing QT/TM in schools – including all the materials (deliverables, interviews, videos, press releases, etc.) – of the two projects EUROPE and FRIENDS;

(b) the maintenance of the database constructed within the project and collecting all the quantitative measurement of the results. Based on the scientific approach developed with extensive use of counterfactual samples (see Chapters 2 to 5), it remains absolutely central in this phase of consolidation of the practice and accumulation of reputation and trust of the QT/TM technique.

The **third** task is equally important and is related to give all the appropriate support to TM national charities moving on their territory in the fundraising activity that should and could accompany this interlocutory phase preceding the commitment of national Governments.

In **Figure 9.2**, we reported a schematic view of the "Network of Networks for well-being in schools". Once created, this Network of Networks first main goal is to reach the MoE, even through the

intermediation of relevant national subjects, to engage them in supporting the first phase of the scale-up project, the "open call" directed to a vast number[28] of schools in their national system.

If it is true that *«Nothing is so incredible as an answer to an unasked question»* (Niebuhr, 1946: 6) another task is to help regions to raise the right questions, addressing inclusive education and well-being needs. Finally, all this should lead to a more stable ally, the "Network of Networks for well-being in schools'".

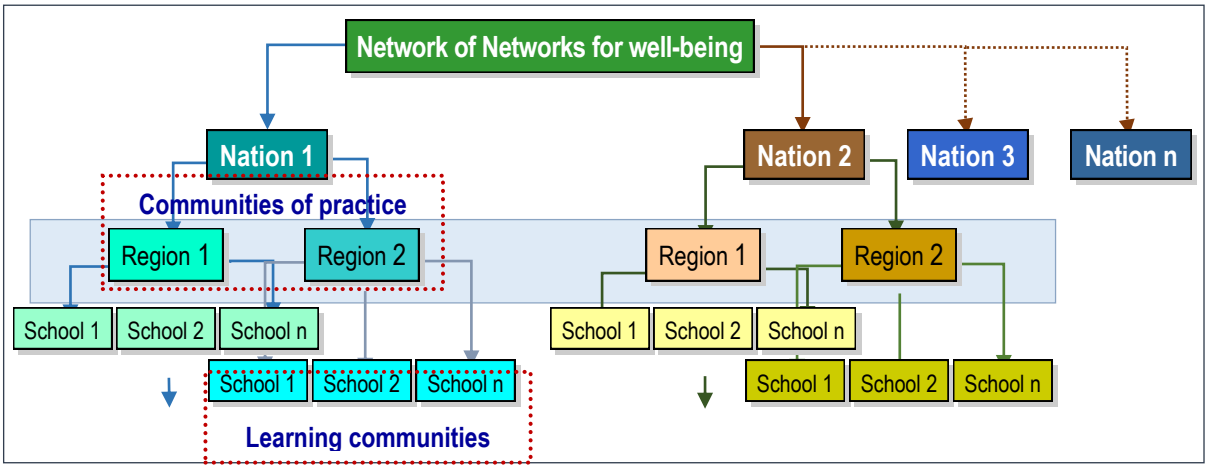


Figure 9.2 – A synoptic view of the "network of networks"

9.5 Promoting monitoring & evaluating campaigns

Developing a monitoring and evaluation assessments (M&E) system is a task for the regional coordination level and has been widely presented in section 8.7.

While at the regional level the M&E process has an immediate impact on the schools and allows them an easy benchmarking exercise at the local/district level, at the national and European level also the evaluation would require a leap of scale.

The Commission is rightly emphasizing the need for evidence-based policies, and also national governments need to rely on reliable assessments to devote resources to innovative goals and programmes. The field of education policy has been a relatively late convert to experimental evaluations, following far behind the lead set in areas such as job training. But research-based on randomized experiments (along with high-quality quasi-experiments) has gained traction in education circles in recent years (Schanzenbach, 2012; Deaton & Cartwright, 2018).

According to these trends, the direction of structuring nationwide evaluation campaigns is strengthened.

28 The fact that the cost per student is fixed (see section 4.3), allows policymakers to modulate the intervention on the available resources and on the forecasted number of schools reasonably reachable by the call.

As in the FRIENDS project, we would like to estimate the differences in outcomes between a group of students that were exposed to the QT/TM programme and an equivalent group that was not exposed. The challenge in estimating a policy's impact is generally establishing a valid counterfactual (O'Hare *et al*., 2013; Deaton & Cartwright, 2018). Counterfactual experiments credibly enable to calculate the average treatment effects; besides, they are straightforward to explain to practitioners without advanced methodological training. Finally, they are best suited to test relatively clear-cut interventions. They are generally limited to verifying the impact of pulling a single lever at a time, whether that be one programme or a given bundle of applications.

In schools with a permanent QT/TM implementation, it should be possible to repeat the psychological tests (see Chapters 2 to 5) every year, twice a year, six months apart.

Along this way, we will be able to draw an impact curve of QT/TM, and we imagine it will be like an **S-shaped** curve (as in the diffusion model, see section 8.1).

It is interesting to think about the fact that the school is not a closed community, cohorts of students follow one another continuously, and therefore the learning cycle of the QT/TM technique starts again and again. It is surely acceptable to forecast that the performance of the school will oscillate within a band with minimal and maximum points in relation to the practice of the technique among the pupils.

A second noteworthy element concerns regional comparisons within the same State. Repeated evaluations should help in understanding the so-called "fixed effects". The framework conditions of the socio-economic context in which the school operates. All the experiences gathered within the FRIENDS project, together with evidence from numerous other implementations worldwide, have documented that QT/TM is particularly useful in situations of distress. The improvements perceived and recorded on the students are an accurate testimony of such effectiveness. There is, therefore, no concern that the method may not work in the most disadvantaged areas of the country.

Rather, evaluators must pay closer attention to how policies are implemented in practice. Repeated evaluations over time will also offer a clear word on the cost-effectiveness of the QT/TM programme to the benefit of government policy choices.

The third element of attention is related to a European comparison between the different implementation policies. There is, therefore, a need for close coordination with unique scientific supervision that can guarantee equality of measurements – in particular, the translation of psychological tests into the different languages – a precondition for comparability of results.

The European dataset thus collected, and continuously fed by the permanent M&E campaigns previously mentioned, will constitute the first and most precious database on relevant aspects of the well-being of students and teachers at the European level. As such, the project could also be sponsored by the Commission and further disseminated and enhanced, even for the design of new support programmes towards a fully inclusive school.

9.6 A supporting toolkit

All the actions described in document require and generate material, tools, and know-how. We can capitalize on this by making this all accessible as resources for others to use. Examples are:

- for the *initial assessment* task in schools, one could foresee testimonies, experiences, and research results as supporting material (see section 7.1);
- for the *creating implementation teams* task, one could think of what training material and/or guidelines school teachers would need to become effective moderators of the QT/TM in the classroom (see section 7.4);
- for the *monitoring ongoing implementation* task, one could think of the research results of the FRIENDS and EUROPE projects coming from the quantitative research, the qualitative research (see section 7.6). Besides this , the project made also a wealth of material available that can be reused in other QT/TM implementations and even in other well-being and inclusive education studies: the psychological test, translated in the local language, the interview questions, the protocols how to do the research. In the toolkit could also be shared indicators for inclusive education, the coordinates of researchers that are willing to do or contribute to the study, etc.;
- for the *creating feedback mechanisms and learning from experiences* task (see sections 7.7 and 7.8) a web platform where all materials and guidelines can be found and where the exchange of experiences is facilitated could be useful. The platform used in the FRIENDS project is a natural candidate to be maintained and enhanced. While countries may adhere to have a national platform in the national language(s), a version at the European level could keep together all the relevant information and open exchange of experience around Europe. Such a web platform would at the same time be beneficial to the numerous learning communities which have accompanied the implementation of QT/TM programme;
- for researchers, a database with research data would be most useful, such that they can use these data for further analysis and also to post new research data;
- in general, overall coordinates of people from which one could get support (e.g. the expert centre) and what human support/expertise one could get, could also be part of the toolkit.

10 Closing comments on Policy Making

At the very close of this final Report, we can recap some focus points of the journey done to offer innovative answers to the perspective of "inclusive education" through well-being programmes (Soriano, 2014). The FRIENDS project has scaled up the QT/TM technique and assessed it as an effective way to address the problems of psychological distress. It has been found to drastically reduce stress and anxiety and stress-related conditions while strengthening mental health[29]. In the 40 schools joining the project, it provided a fast and rooted process, for both 1,800 students and 900 teachers, towards well-being and inclusive education.

Students and teachers practising QT/TM have progressed rapidly towards attitudes that support their well-being. The results of the FRIENDS project clearly indicate that students have become more pro-active, responsible, connected, resilient, aware, and respectful.

We have collected a variety of testimonials of enthusiastic adhesion to the QT/TM programme and expressions of interest from different levels of policymakers. With the involvement of MoEs in various countries, we gained synergies with national programmes promoting well-being in schools (from the Portuguese TEIP to the English NICE[30]).

We also found evidence of strongly positive results on the reduction of absenteeism and illness among teachers, with a strongly positive impacting effect on the prevention of the burnout phenomenon (Aldana & Pronk, 2001). We can quote, by way of example:

«Although I haven't done the proper research yet, I would say that, for those people who are regular meditators, there's been less incidence of ill-health amongst them. There are one or two people I can think of who in the previous year had a significant amount of time off – we've had virtually none this year.» (Chief Executive of an ATP school in the UK).

«The costs for sickness among teachers and staff in my school (which had been increasing steadily year by year for several years) had suddenly dropped from being around 45 million krona (2017) to 15 million in 2018, the year in which most of the teachers have been trained in QT/TM. I can not explain this sudden drop with anything except TM!» (The principal of an implementing school in Iceland, TV interview).

---

29 For the sake of brevity, here we use a very concise label – *mental health* – to refer to a more comprehensive set of positive outcomes. It has been found that QT/TM develops in an individual: *«Integrated brain functioning, lower anxiety, improved self-concept, higher moral development, greater tolerance and appreciation of others, more optimistic thinking, better relationship skills, higher emotional intelligence, broad empathy between oneself and others, and enhanced leadership skills.»* (EUROPE, 2019: 20).

30 For TEIP programme refer to D 5.4. The UK FRIENDS partner has been involved in the discussion process on the *"National guidelines on Social and Emotional Well Being in Primary and Secondary Schools"* and the QT/TM technique has been cited as a good practice.

We, therefore, look at QT/TM as a very highly effective programme to reach the goal of inclusive education while recognising that also other instruments might contribute to the same purpose.

Looking at the vibrant and even unexpected explosion of contacts in so many different countries – largely testified within the FRIENDS project (see section 6.3, and Figure 9.1) – we can recognise an evident process of innovation diffusion that is emerging. With a "diffusion model" of innovation in mind (see section 8.1), we can now draw two main conclusions.

The first is that QT/TM is a genuinely stimulating and easily understandable programme, at any latitude, under very different circumstances, in a variety of social contexts. Therefore, it has a wide-open field to exploit, and it bears all the characteristics to become a genuinely European programme. In the language of the diffusion model, this means that:

innovation is simple, it responds to practical needs (the well-being of children and teachers) being therefore easily transferable, and

it uses universal communication codes that imply it can easily cross apparently deep and potentially problematic differences: languages, cultures, socio-economic contexts, etc. The diversity testified by the different countries showing seeds of diffusion of QT/TM technique (Austria, France, Germany, Iceland, Ireland, Latvia, Romania, Spain, Sweden) is self-explicative (see Table 9.1).

The second conclusion largely derives from the first. The primary role of QT/TM charities will be first and foremost to respond in an appropriate way to the emerging questions and needs from schools (and territories). In those territories that become aware of the QT/TM technique, TM charities provide training for the TM schoolteachers, assure correctness in the implementation protocol and offer support to preserve the right meditation effort by students. In other words, they give a contribution to raising the "imitation index" (**b**) of the diffusion model (see section 8.1) from which the speed and completeness of the diffusion process derive.

But the broadest impact on parameter **b** can only come from policies. The two funding lines presented in section 9.3 – and the accompanying rules that facilitate the adoption of QT/TM programmes – can make the difference.

Figure 9.4 shows how the "natural diffusion process" can be disappointingly slow (movements along the blue curve). A confident policy intervention can shift the diffusion curve allowing a more rapid achievement of even ambitious objectives (changes of the curve).

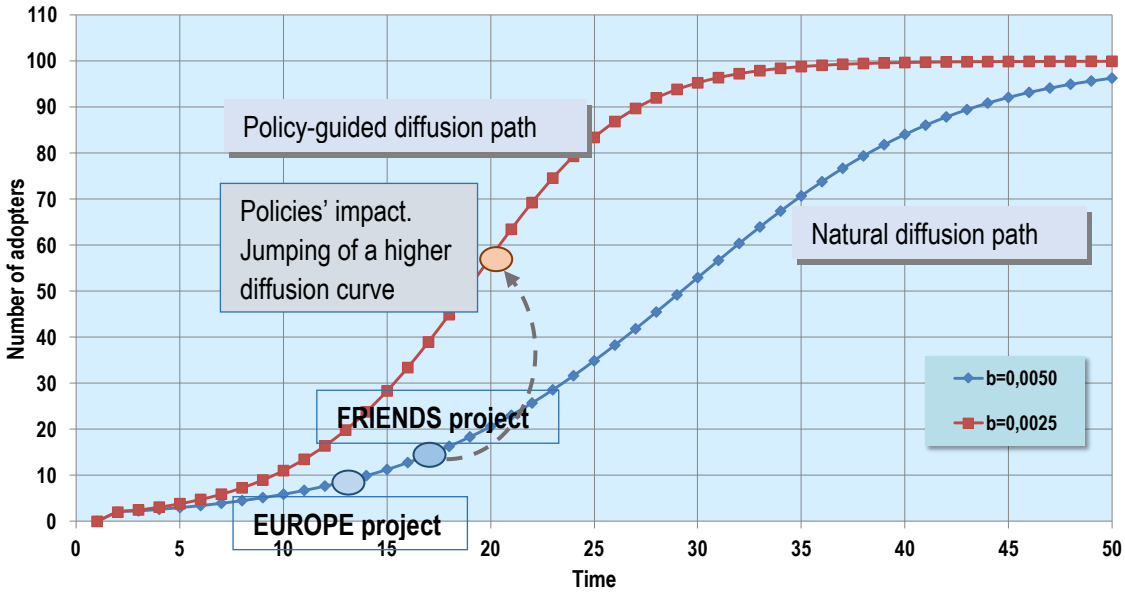


Figure 9.4 – The effects of policies on the diffusion of well-being in schools

The benefits provided by hundreds of thousands (or even millions) of European students who make constant and measurable progress towards their well-being are certainly a target around which joining the efforts. An inclusive school is undoubtedly an institution participating to the better training of young people, citizens and future workers, offers an invaluable contribution towards a sustainable, inclusive and well-off Europe that deserves the appropriate investments to pursue it.

References

Aldana S.G. & Pronk N.P. (2001), Health Promotion Programs, Modifiable Health Risks, and Employee Absenteeism. *Journal of Occupational and Environmental Medicine*, 43(1): 36-46. DOI: 10.1097/00043764-200101000-00009 — Downloaded 15 January 2020.

Anderson J W, Liu C, & Kryscio R J (2008). Blood pressure response to transcendental meditation: a meta-analysis. *American Journal of Hypertension*, 21(3), 310-316. https://doi.org/10.1038/ajh.2007.65

APPG (2019), *A Spending Review to Increase Wellbeing*. Report by the All-Party Parliamentary Group on Wellbeing Economics, London. https://wellbeingeconomics.co.uk/wp-content/uploads/2019/05/Spending-review-to-ncrease-wellbeing-APPG-2019.pdf — Downloaded 26 November 2019.

Bardin L (2013). *Análise de conteúdo. Lisboa*: Edições 70. Original title: *L'analyse de contenu*, Press Universitaire de France, 1977.

Barnes V A, Treiber F A, & Johnson M H (2004). *Impact of transcendental meditation on ambulatory blood pressure in African American adolescents.* American Journal of Hypertension, 17(4), 366-369. https://doi.org/10.1016/j.amjhyper.2003.12.008

Borgna C. & Struffolino E. (2017), Pushed or pulled? Girls and boy facing early school leaving risk in Italy. *Social Science Research*, 61: 298-313. DOI: 10.1016/j.ssresearch.2016.06.021 — Downloaded 15 January 2020.

Bramanti A., Van Assche F. (2019), Scaling up and Policy Recommendations. Van Assche F. (ed.), *Experiences with a Novel Approach to Preventing Violence and Implementing Inclusive Education. The EUROPE Project*, Brussels, Ch. 5: 89-110. https://europe-project.org/wp-content/uploads/2019/04/EUROPE_D.6.7_Policy-recommendations.pdf — Downloaded 26 November 2019.

Brunello G. & De Paola M. (2013), *The costs of Early School leaving in Europe*. IZA Discussion Paper, N. 7791, Bonn.

Castellaro M., Mancin S., Deans A. & Van Assche F. (2019), Implementing Quiet Time based on Transcendental Meditation. Van Assche F. (ed.), *Experiences with a Novel Approach to Preventing Violence and Implementing Inclusive Education. The EUROPE Project*, Ch. 3: 43-56. https://europe-project.org/wp-content/uploads/2019/04/EUROPE_D.6.7_Policy-recommendations.pdf — Downloaded 26 November 2019.

Cohen S., Kamarck T., & Mermelstein R. (1983), A global measure of perceived stress. *Journal of Health and Social Behavior*, 24(4): 385-396.

Constantine N A, & Bernard, B. (2001). *California Healthy Kids Survey Resilience Assessment module: Technical report*. Berkeley, CA: Public Health Institute.

Corbett J (2001). *Supporting inclusive education*. Routledge. https://doi.org/10.4324/9780203453339

Curtis L. (2011), *Unit Costs of Health and Social Care 2011*. University of Kent, Canterbury.

David Lynch Foundation, *Transforming Education through the TM/Quiet Time Program.* DLF. New York. www.joycerey.com/wp-content/uploads/2012/03/QuietTime_progress_report.pdf — Downloaded 15 January 2019.

Deaton A. & Cartwright N. (2018), Understanding and misunderstanding randomized controlled trials. *Social Science & Medicine*, 210: 2-21. https://doi.org/10.1016/j.socscimed.2017.12.005 — Downloaded 15 January 2020.

Deci E L, & Ryan R M (1985). Intrinsic motivation and self-determination in human behavior. New York, NY: Plenum.

Deci E L, & Ryan R M (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11, 227-268.

Diener E, Emmons R A, Larsen R J, & Griffin S (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49(1), 71-75.

Dodge R, Daly A, Huyton J, & Sanders L (2012). The challenge of defining wellbeing, *International Journal of Wellbeing*, 2(3), 222-235. DOI: 10.5502/ijw.v2i3.4

EASNIE (2018), Symeonidou S. (ed.), *Evidence of the Link Between Inclusive Education and Social Inclusion: A Review of the Literature*. European Agency for Special Needs and Inclusive Education, Odense, Denmark.

Edwards R.T., Bryning L. & Crane R. (2014), Design of economic evaluations of mindfulness-based intervention: ten methodological questions of which to be mindful. *Mindfulness*, 6: 490-500. https://link.springer.com/article/10.1007/s12671-014-0282-6 — Downloaded 26 November 2019.

EESC (2019), *The Finnish EU presidency programme presented at EESC. Sustainability and wellbeing top priorities*. European Economic and Social Committee, Press Release, n. 35.

Elder C., Nidich S., Moriarty F. & Nidich R. (2014), Effect of Transcendental Meditation on Employee Stress, Depression, and Burnout: A Randomized Controlled Study. *The Permanente Journal*, 18(1): 19–23.

Eppley K., Abrams A. & Shear J. (1989), The differential effects of relaxation techniques on trait anxiety: A meta-analysis. *Journal of Clinical Psychology*, 45: 957–974.

EUROPE (2019), Van Assche F. (ed.), *Experiences with a novel approach to preventing violence and implementing inclusive education*. Co-funded by the Erasmus+ Programme of the European Union. https://europe-project.org/wp-content/uploads/2019/04/EUROPE_D.6.7_Policy-recommendations.pdf — Downloaded 15 January 2019.

European Commission (2012), *Rethinking Education: Investing in skills for better socio-economic outcomes.* Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri= CELEX:52012DC0669&from=EN Downloaded 17/02/2019.

European Commission (2013), *Investing in children: breaking the cycle of disadvantage.* Commission Recommendation of 20 February 2013/112, Brussels. https://eur-lex.europa.eu/eli/reco/2013/112/oj — Downloaded 26 November 2019.

European Commission (2016). *Improving and Modernising Education*. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions, Brussels. https://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/COM-2016-940-F1-EN-MAIN.PDF — Downloaded 26 November 2019.

European Commission/EACEA/Eurydice (2018), *Teachers' and School Heads' Salaries and Allowances in Europe – 2016/17*. Eurydice Facts and Figures. Publications Office of the European Union, Luxembourg.

Fouarge D. (2003), *Costs of non-social policy: Towards an economic framework of quality social policies and the costs of not having them*. Report for the Employment and Social Affairs DG, EU Brussels.

FRIENDS D5.3 (2020), *Empirical Research Tools Preparation*, Available from https://friends-project.eu/

FRIENDS D5.4 (2020), *Empirical data collection,* Available from https://friends-project.eu/

Gaydarov K (2014). Psychological Wellbeing in the context of inclusive education. *International Journal on New Trends in Education & Their Implications* (IJONTE), 5(3) 1-12.

Giacomoni, C., & Hutz, C. S. (2008). Escala multidimensional de satisfação de vida para crianças: estudos de construção e validação. *Estudos de Psicologia*, 25, 23-35.

Goldberg P, David S, Landre M F, Goldberg M, Dassa S, & Fuhrer R (1996). Work conditions and mental health among prison staff in France. *Scandinavian Journal of Work, Environment & Health*, 45-54.

Goodman R, Meltzer H, Bailey V (1998) The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version. *European Child and Adolescent Psychiatry*, 7, 125-130.

Groot W. & Van den Brink M.H. (2007) The Health Effects of Education. *Economics of Education Review*, 26(2): 186–200.
DOI: 10.1016/j.econedurev.2005.09.002 — Downloaded 15 January 2020.

Hamre B.K. (2014), Teachers' Daily Interactions with Children: An Essential Ingredient in Effective Early Childhood Programs. *Child Development Perspectives*, 8(4): 223-230.
https://doi.org/10.1111/cdep.12090.

Helliwell J., Layard R. & Sachs J. (2018), Eds., *Global Happiness Policy Report*. UN Sustainable Development Solutions Network. New York.

Herman K C, Reinke W M, & Eddy C L (2020). Advances in understanding and intervening in teacher stress and coping: The Coping-Competence-Context Theory. *Journal of School Psychology*, 78, 69-74.
https://doi.org/10.1016/j.jsp.2020.01.001

Holsted I. (2015), *Wellbeing for Young People's success at secondary school.* Education Review Office New Zealand, Wellington.

Huebner E.S., Suldo S.M., Smith L.C. & McKnight C.G. (2004), Life satisfaction in children and youth: Empirical foundations and implications for school psychologists, *Psychology in the Schools*, 41(1): 81-93.
http://dx.doi.org/10.1002/pits.10140.

Kain E. (2011), High teacher turnover rates are a big problem for America's public schools. *Forbes*.
http://www.forbes.com/sites/erikkain/2011/03/08/high-teacher-turnmore than-rates-are-abig-problem-for-americas-public-schools/ — Downloaded 15 January 2020.

Kilpatrick S., Barret M. & Jones T. (2003), *Defining Learning Communities*. Discussion Paper n. 1, CRLRA DP series, University of Tasmania.

Koenig H G, Johnson S, Bellard J, Denker M, & Fenlon R (1995). Depression and anxiety disorder among older male inmates at a federal correctional facility. *Psychiatric Services*, 46, 399-399.

Langford R, Bonell C P, Jones H E, Pouliou T, Murphy S M, Waters E, Komro K A, Gibbs L F, Magnus D, & Campbell R (2014). The WHO Health Promoting School framework for improving the health and well-being of students and their academic achievement. *Cochrane Database of Systematic Reviews*, 4(4), 1-3.
https://doi.org/10.1002/14651858.CD008958.pub2

Laurent, J., Catanzaro, S. J., Joiner, T. E., Jr., Rudolph, K. D., Potter, K. I., Lambert, S., Osborne, L., Gathright, T. (1999). A measure of positive and negative affect for children: Scale development and preliminary validation. *Psychological Assessment*, 11(3), 326-338.
http://dx.doi.org/10.1037/1040-3590.11.3.326
Available: http://www.sdqinfo.com

Layard R. (2017), *Measuring Wellbeing in Schools*. Evidence to the Education and Health Committees on Children and young people's mental health. The role of education inquiry. UK Parliament, London.

Lazarus R.S. (2006), Emotions and Interpersonal Relationships: Toward a Person-Centered Conceptualization of Emotions and Coping. *Journal of Personality*, 74(1): 9-46. https://doi.org/10.1111/j.1467-6494.2005.00368.x

LISER (2018), *Study on the feasibility of a child guarantee for vulnerable children*. Luxembourg Institute of Socio-Economic Research, for the European Commission (2018-2020). https://www.liser.lu/?type=module&id=39&tmp=502 — Downloaded 15 January 2020.

MacDonald & MacIntyre (1997). The Generic Job Satisfaction Scale: Scale Development and Its Correlates. *Employee Assistance Quarterly*, 13(2), 1-16

Mahajan V., Peterson R.A. (1985), *Models for innovation diffusion*. Quantitative Applications in the Social Sciences Series, Sage University Paper, n. 48. Sage Publication, Beverly Hills.

March, J., Parker, J. Sullivan, K., Stallings, P., & Conners, K. (1997). The Multidimensional Anxiety Scale for Children (MASC): Factor Structure, Reliability, and Validity. *Journal of the American Academy of Child & Adolescent Psychiatry*, 36(4), 554-565.

Maslach C., & Jackson S.E. (1981), The Measurement of Experienced Burnout. *Journal of Occupational Behaviour*, 2(2): 99-113. DOI: 10.1002/job.4030020205

McConnell A., Hart P. (2019), Inaction and public policy: understanding why policymakers "do nothing". *Political Sciences*, 52: 645-661.

McDaid D., Hopkin G., Knapp M., Brimblecombe N., Evans-Lacko S. & Gan C. (2017), *The Economic Case for Prevention in Young People's Mental Health.* Bullying Report to be published by MQ, London. https://s3.eu-central-1.amazonaws.com/www.joinmq.org/The+Economic+Case+for+Prevention+in+Young+People%E2%80%99s+Mental+Health+-+Bullying.pdf — Downloaded 26 November 2019.

McLaughlin C. (2015), ed., *The connected school. Design for well-being.* National Children's Bureau, Pearson, London.

Meyers D.C., Durlak J.A. & Wandersman A. (2012), The Quality Implementation Framework: A Synthesis of Critical Steps in the Implementation Process. *American Journal of Community Psychology*, 50(3-4): 462-480. DOI 10.1007/s10464-012-9522-x

Mindich D. & Lieberman A. (2012), *Building a Learning Community: A Tale of Two Schools.* Stanford Center for Opportunity Policy in Education, Stanford (CA).

Naglieri J A, LeBuffe P A, & Shapiro V B (2011/2014). The Devereux Student Strengths Assessment – Mini (DESSA-Mini): Assessment, technical manual, and user's guide, Charlotte, NC, USA: Apperson.

NCCA (2017), *Junior Cycle Programme.* National Council for Curriculum and Assessment, Dublin. https://ncca.ie/en/junior-cycle/framework-for-junior-cycle — Downloaded 15 January 2020.

NCTE (2011), *Communities of Practice. A Policy Research Brief*. National Council of Teachers of English, London. https://secure.ncte.org/library/NCTEFiles/Resources/Journals/CC/0212nov2011/CC0212Policy.pdf

Nidich S, O'Connor T, Rutledge T, Duncan J, Compton B, Seng A, & Nidich R (2016). Reduced trauma symptoms and perceived stress in male prison inmates through the Transcendental Meditation program: A randomized controlled trial. *The Permanente Journal*, 20(4), 16-007. https://doi.org/10.7812/TPP/16-007

Niebuhr R. (1946), The Nature and Destiny of Man. Vol II *Human Destiny*. James Nisbet & Co Limited. Preston, Hertfordshire (UK).

Nordbruch, G. (2012), *The Role of Education in Preventing Radicalisation*. RAN Issue Paper, December. https://ec.europa.eu/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-papers_en — Downloaded 15 January 2019.

OECD (2017). *PISA 2015 Results (Volume III): Students' Well-Being*, PISA, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264273856-en Downloaded 26 November 2019.

OECD (2018), *Curriculum flexibility and autonomy in Portugal. An OECD Review*. OECD, Paris.

OECD (2019), *Education at a Glance 2019*. OECD, Paris.

O'Hare P. & White I. (2013), Deconstructing Resilience: Lessons from Planning Practice. *Planning Practice & Research*, 28:3, 275-279. DOI:10.1080/02697459.2013.787721 — Downloaded 15 January 2020.

Orme-Johnson D W, & Barnes V A (2014). Effects of the transcendental meditation technique on trait anxiety: a meta-analysis of randomized controlled trials. *The Journal of Alternative and Complementary Medicine*, 20(5), 330-341. https://doi.org/10.1089/acm.2013.0204

Psacharopulos, G. (2007), *The Costs of School Failure. A Feasibility Study*. EENEE, European Commission Education and Culture, Brussels.

Roberti J W, Harrington L N, & Storch E A (2006). Further Psychometric Support for the 10-Item Version of the Perceived Stress Scale. *Journal of College Counseling*, 9(2), 135-147. https://doi.org/10.1002/j.2161-1882.2006.tb00100.x

Roger E.M. (1995), *Diffusion of Innovations*. Fourth Edition, The Free Press, New York.

Rogers E.M., Medina U.E., Rivera M.A. & Wiley C.J. (2005). Complex adaptive systems and the diffusion of innovations. *The Innovation Journal: The Public Sector Innovation Journal*, 10: 1–26.

Rosaen C. & Benn R. (2006), The experience of transcendental meditation in the middle school students: A qualitative report. *Explore*, 2(5): 422-425. https://doi.org/10.1016/j.explore.2006.06.001

Rumschlag K.E. (2017), Teacher Burnout: A Quantitative Analysis of Emotional Exhaustion, Personal Accomplishment, and Depersonalization. *International Management Review*, 13(1): 22-36.

Ryan R M, & Deci E L (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Ryan R M, & Frederick C M (1997). On energy, personality and health: Subjective vitality as a dynamic reflection of well-being. *Journal of Personality*, 65, 529-565.

Ryff C.D. (1989), Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6): 1069-1081.

Ryff C D, & Keyes C L M (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727.

Schanzenbach D.W. (2012), Limitations of experiments in education research. *Education Finance and Policy*, 7(2), 219-232. https://doi.org/10.1162/EDFP_a_00063 — Downloaded 15 January 2020.

Schaufeli W. (2017), Applying the Job Demands-Resources model: A "how to" guide to measuring and tackling work engagement and burnout. *Organizational Dynamics*, 46(2): 120-132. https://doi.org/10.1016/j.orgdyn.2017.04.008

Skarupski K A, Gross A, Schrack J A, Deal J A, & Eber G B (2018). *The health of America's aging prison population*. Epidemiologic Reviews, 40(1), 157-165.

Slot R., Vieira L.S., Vieira dos Santos J., Gomes A., Te Lindert A. & Van Assche F., (2019). Research findings on Quiet Time based on Transcendental Meditation. Van Assche F., (ed.), *Experiences with a Novel Approach to Preventing Violence and Implementing Inclusive Education. The EUROPE Project*. Ch. 4: 57-87. https://europe-project.org/wp-content/uploads/2019/04/EUROPE_D.6.7_Policy-recommendations.pdf — Downloaded 26 November 2019.

Soriano V. (2014), *Five Key Messages For Inclusive Education. Putting Theory into Practice*. European Agency for Special Needs and Inclusive Education, Odense and Brussels.

Sparks S.D. (2016), One in Four Teachers Miss Ten or More School Days, Analysis. *Education Week,* June.

https://www.edweek.org/ew/articles/2016/06/27/1-in-4-teachers-miss-10-or.html — Downloaded 15 January 2020.

Spielberger C D, Gorsuch R L, Lushene R, Vagg P R, & Jacobs G A (1983). *Manual for the State-Trait Anxiety Inventory*. Palo Alto, CA: Consulting Psychologists Press.

Springer K W & Hauser R M (2006). An assessment of the construct validity of Ryff's scales of psychological well-being: Method, mode, and measurement effects, *Social Science Research*. 35(4),1080-1110. https://doi.org/10.1016/j.ssresearch.2005.07.004

Squires G., Kefallinou A. (2019), Eds., *Preventing School Failure. A Review of the Literature.* European Agency for Special Needs and Inclusive Education, Odense and Brussels.

Stirling S., Emery H. (2016), *A whole school framework for emotional well-being and mental health.* National Children's Bureau, London. https://www.ncb.org.uk/sites/default/files/field/attachment/NCB%20School%20Well%20Being%20Framework%20Leaders%20Resources%20FINAL.pdf — Downloaded 15 January 2020.

Tanner, M., Travis, F., Gaylord-King, C., Haaga, D.A., Grosswald, S. & Schneider, R.H. (2009), The Effects of the Transcendental Meditation Program on Mindfulness. *Journal of Clinical Psychology*, 65(6): 574-589.

Travis F., Grosswald S. & Stixrud W.R. (2011), ADHD, Brain Functioning, and Transcendental Meditation practice. *Mind & Brain, the Journal of Psychiatry*, 2(1): 73-81.

Valosek L., Nidich S., Wendt S., Grant J. & Nidich R. (2019), Effect of meditation on social-emotional learning in middle school students. *Education,* 139(3): 111-119.

Van Sanden P. & Joly A. (2003), Well-being and involvement as a guide in realising good conditions for inclusive education in Nicaragua. Heylen H. & Leavers F., Eds., *Involvement of Children and Teacher Style.* Studia Paedagogica 35, Leuven University Press, Leuven, pp. 143-171.

UNESCO (2017), *A guide for ensuring inclusion and equity in education*. United Nations Educational, Scientific and Cultural Organization, Paris. https://unesdoc.unesco.org/ark:/48223/pf0000248254 — Downloaded 15 January 2020.

Warford M.K. (2017), Educational Innovation Diffusion: Confronting Complexities. Sidorkin A.M., Warford M.K., Eds., *Reforms and Innovation in Education*. Science, Technology and Innovation Studies, Springer International Publishing AG, pp. 11-36.

Waters L., Barsky A., Ridd A. & Allen K. (2015), Contemplative Education: A Systematic, Evidence-based Review of the effect of Meditation Intervention in Schools. *Educational Psychological Review*, 27: 103-134.

Watkins C. (2005), Classrooms as learning communities: a review of research. *London Review of Education*, 3(1): 47-64.

Watson D, Clark L A, & Tellegen A (1988). Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54(6), 1063-1070. http://dx.doi.org/10.1037/0022-3514.54.6.1063

Watt T. & Varrow M.(2018). *The "do nothing" option: How public spending on social care in England fell by 13% in 5 years.* The Health Foundation, UK. https://www.health.org.uk/blogs/the-%E2%80%98do-nothing%E2%80%99-option-how-public-spending-on-social-care-in-england-fell-by-13-in-five-years — Downloaded 15 January 2020.

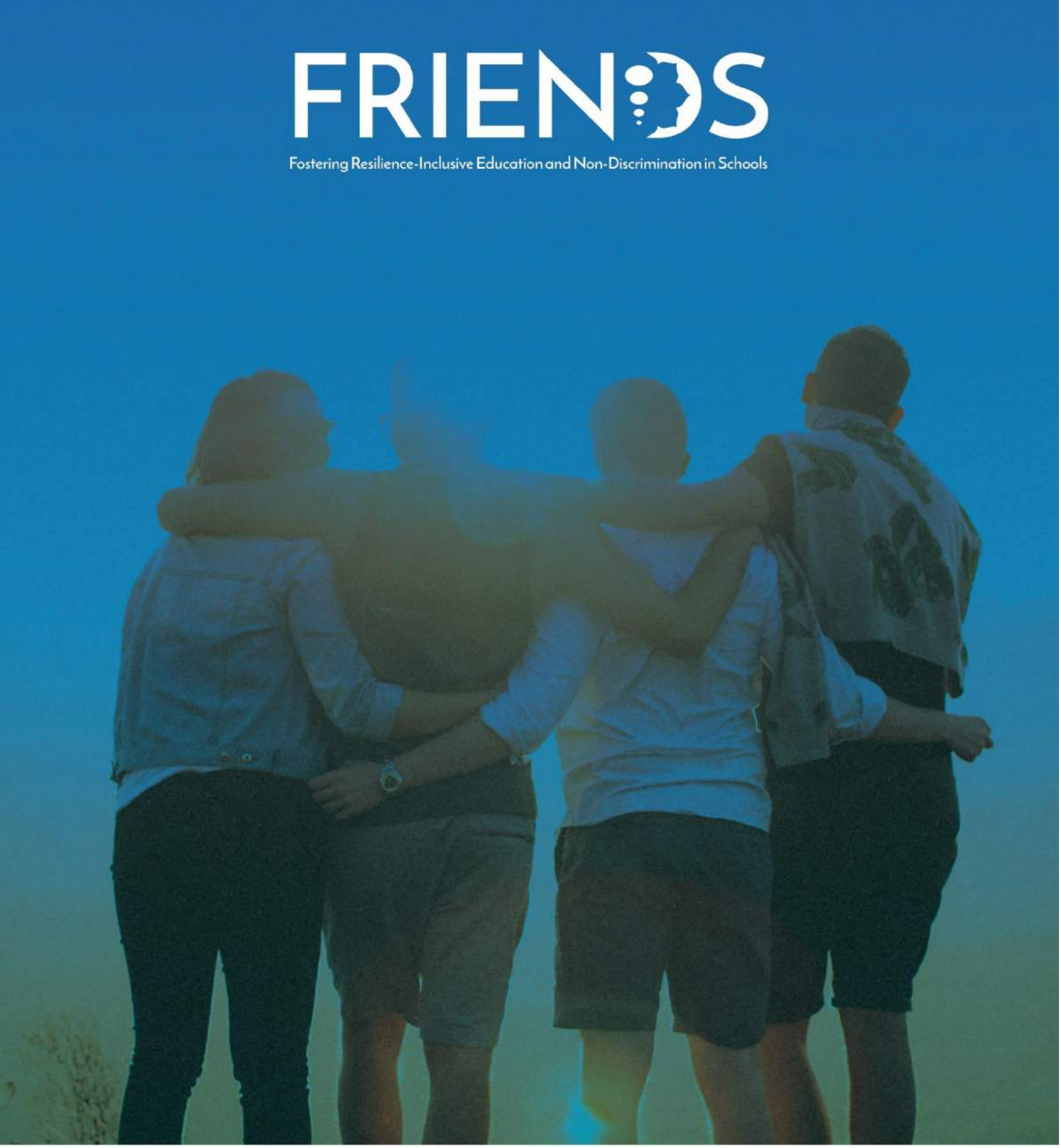
Wenger-Trayner E. & B. (2015), *Communities of practice. A brief introduction.* http://frailtyicare.org.uk/making-it-happen/community-of-practice/ — Downloaded 15 January 2020.

Wenger E. (1998), *Communities of Practice. Learning, Meaning and Identity*. Cambridge University Press, New York.

Wisner B L, Jones B, & Gwin D (2010). School-based meditation practices for adolescents: A resource for strengthening self-regulation, emotional coping, and self-esteem. *Children & Schools*, 32(3), 150-159. https://doi.org/10.1093/cs/32.3.150

FRIENDS

Fostering Resilience-Inclusive Education and Non-Discrimination in Schools



Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.