

EUROPE

Ensuring Unity and Respect as Outcomes for People of Europe



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Abstract	This deliverable provides an overview of the empirical research results, including a description of implementation activities between the start and the end of the project.
Keywords	Quiet Time/Transcendental Meditation, research, empirical tool, instruments and indicators.



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Introduction

This report describes the information concerning the activities related to the empirical data collection and the implementation of Quiet Time based on Transcendental Meditation (QT/TM) programme in three different countries: Portugal, Sweden and Holland. As described in the research set up, we were using psychological tests (pre-test and post-test) and interviews. During the project years 2017 and 2018, about 980 people received the training in QT/TM. Our final study sample consists in an adequate number of teachers students and staff.

1. Description of Implementation activities

In this subsection we discuss the activities at the grass-root level organized by country. These activities took place in Portugal, Sweden and Holland, with the support of the activities of dissemination and exploitation of the parent association APEJAA (P9) and of the lead exploitation partner Centro de Formacao Ria Formosa (P5) (in Portugal), of the 2 Maharishi schools in UK and the Netherlands (P6-P7) and the coordination of Maharishi Foundation - UK (P8). The project implementation was prepared and coordinated by MF-UK (P8) with regular skype meetings involving the implementation partners (P6, P7, P8, P9, P10, P11, P12) and often also the lead evaluation partner (P2) and connecting and supporting individually each national site of implementation.

1.1 PORTUGAL

In **Portugal** our main implementing school, is the Alberto Iria school in Olhao, Algarve, including many students coming from disadvantaged background and troubled families, students often aggressive and with behavioural problems. Two teachers of the school were the coordinators of the project together with CCCTVM (P10). The implementation activities started in January 2017 with presentation to staff and students about the EUROPE project, meeting with parents to present the QT/TM programme, signing of the letter of intent with the principal and surveys of students interested to learn. This was followed in February by the training for teachers. All teachers were pre- tested in coordination with the Algarve University (P3). The school teachers received the training in QT/TM in collaboration also with the Teacher Training Centre (P5), and these courses were accredited to their career. Also 2-hour courses for teachers to monitor TM in the classes were organized. In total in the scholastic year 2016/2017, 4 courses for school teachers were done involving 35 adults (34 teachers + 1 psychologist), 4 parents were trained, and 64 students were also pre-tested and trained. In March officially QT/TM was introduced and started to be practiced in 14 classes at the Alberto Iria school. From March to June, students and teachers were followed-up with individual and group meetings, and in June students were post- tested in coordination with the Algarve University (P3).

Starting with the new academic year, since September 2017, beside the follow-up (individual and group meetings) of teachers and students already trained on QT/TM, in the Alberto Iria school there have been: courses for the newly arrived school teachers, new 2-hour courses for teachers monitoring TM in classes and new group of students trained on QT/TM. As a result, in total 155 students were trained and participate in the QT/TM programme. With this, adding to the 47 students already practicing in the school, we had a total of 202 students in 17 classes (over a total of 23 classes in the school) already practicing QT/TM, and in some classes, almost all the students, if not all, were practicing TM during QT period even if the learning of TM was kept voluntary. This shows great appreciation of the QT/TM programme from side of the students in general and disadvantaged students in particular (that are our main target group in the project), and also of the principals, teachers and all staff of the school (our second main direct target group) all deeply involved in the program, cooperating together to its success.

Thus, in the Alberto Iria school and in Portugal, was reached the minimum number of 150 new students (age 10 to end of secondary school) practicing QT/TM at least in 1 school (completing in time D.1.7, D.3.1 and D3.2 and starting D.3.3). Considering the expansion of the program to the youngest children (5-to 10 years old), where 121 of them was trained in the TM children technique, this brought the total of students participating in the QT/TM programme in the school to about 323 students. While other 15 students, had been already thought at the Manuel Maja school In Lisbon, another school participating in the TEIP programme, that decided to experiment our approach, following the presentation of the EUROPE project in the National TEIP Conference on the 17th of February in Lisbon, after invitation of DGE (Direção General de Educação - National Ministry of Education and Science).

Since January 2018, with the new year, staff training (D.3.1) was continuing with courses for new teacher and staff coming to the João de Deus cluster of school to complete the teacher training started in the school the previous year, through cooperation with the TTC (P5).

During the course of 2018, special meetings were conducted in the A. Iria school as **follow up and consolidation activities**, for instance for teachers about: *“The EUROPE project: The Quiet Time / Transcendental Meditation programme in the classroom: What are the contributions to the educational success?”*, held on 14th March, or in April an event for teachers about *“EUROPE project: TRANS-FORMING THE SCHOOL”*, with PhD Dr. Bevan Morris, international expert of QT/TM programme implementation in schools. This event was followed by a special meeting involving the students participating in the QT/TM programme.

At the same time Follow up and consolidation of the practice, including all teachers and students trained in QT/TM programme at the Alberto Iria School, was ensured through personal and group meetings by the TM teachers. Also, inspirational meetings were held periodically by the TM teachers about Quiet Time with TM in the classroom (teachers/students and students/students), answering questions, speaking of experiences to consolidate the practice of QT/TM into the school. This continued through all the second semester in coordination also with APEJAA (P9) (D.3.3.)

On April 17th –Students participating in the EUROPE project and QT/TM programme at the A. Iria school, launched an interesting initiative and made a presentation about “the importance of Silence”, that was attended by two classes (7ºB and 7ºC) (D.3.3).

As Implementation activities coordinated with evaluation, during April 23th to 27th, post-tests were administered to students participating in the QT/TM programme at the Alberto Iria school, together with the University of Algarve(P3). The post-test involved the experimental group (students trained in QT/TM programme) and the control group (that had not yet been trained in the QT/TM programme, the delayed start group). Pre/post-test were administered and collected with the help of the implementation team in the school and of CCCTMV(P10) (D.3.2.) This was organized and prepared through various meeting between the implementation team and the University of Algarve, starting in March and continuing through the end of May.

Also, as a further implementation activity, it was organized at the end of April a presentation meeting with the Parents of Ferradeira Primary School, Cluster of João de Deus, Faro (D.3.2) together with an additional QT/TM training course of a new teacher of the same school in the Algarve region.

From the 5th to the 13th June the attendance certificates were delivered to all the students trained in QT/TM at the A. Iria School and, **in coordination with the Evaluation WP**, on the 13th of June a meeting was held at University of Algarve to prepare collecting data and qualitative interviews from teachers, parents and students. The panel interviews conducted by the University of Algarve were organized on the 14th and 15th June.

QT/TM programme implementation activities were also continuing in Lisbon with follow-up of QT/TM practice of teachers and students of Manuel da Maia School (D.3.3.). Also an important Meeting was held with the management board of the school in order to extend the implementation of Quiet Time /TM in the school and its participation in the expansion of the EUROPE project.

At **Aveiro**, in partnership with the parents' association **APEJAA (P9)** in January 29th it was organized a presentation of the EUROPE project and Quiet Time/Transcendental Meditation programme for the parents at **Homem Cristo School** followed by a parents training in February 5, 6, 7, 8th organized in cooperation with APEJAA where 7 parents attended the course.

The EUROPE Project and the Quiet Time based on Transcendental Meditation were presented² from December 2017 to November 2018 as good practice in 3 regional meetings and 1 National meeting of the UNESCO Associated Schools Network, including the participation at the "International day of tolerance" and "International day of human rights". These participations were by invitation of the Portuguese UNESCO coordinator of UNESCO Associated Schools Network.

The close cooperation between P10 and the various Portuguese partners, P3 (University of Algarve), P5 (Agrupamento de Escolas João de Deus / Centro de Formação Ria Formosa) and P9 (APEJAA), has been determinant for a successful implementation and dissemination, which made it possible to create a very positive opinion with other schools.

On the 17th October at Alberto Iria School it was held a special meeting with a talk to the teachers about the benefits of Transcendental Meditation and the impact of the EUROPE project on Education, by Dr. Ashley Deans (MF-UK-P8 expert), and on the 22nd a new information section about the EUROPE project was organized for teachers at Alberto Iria School involving especially the newly arrived teachers at the school.

² In the same meetings it was presented also another Erasmus+ EU funded project, the FRIENDS project (Project n°592247-EPP-1-2017-1-IT-EPPKA3-IP1-SOC-IN), raising as an expansion of the EUROPE project and utilizing the same QT/TM approach

On 19th of October, in occasion of the 4th partner meeting of the EUROPE project held at the University of Algarve in Faro (PT), in cooperation with the University of Algarve (P3) and the Teacher Training Centre Ria Formosa (P5) it was organized the second “***Seminar on Social inclusion and tolerance: The psychological and social benefits of Quiet Time***”, presenting preliminary EUROPE project results at the University of Algarve. Two students of the Alberto Iria School participating in the QT/TM programme were present as speakers at the conference reporting about their experiences.

Inspired by the project development, the parents participating in the QT/TM programme at Alberto Iria school, funded their parents’ association. The president, very supportive, sent her video testimony as contribution for the Europe project final conference in Brussels

Sinergy with the TEIP programme: as mentioned above, in 2017/2018 the **Quiet Time was adopted as an improvement action to the Multiannual Plan for Improvement of Alberto Iria School**. It seems to us extremely important to mention the **results of the evaluation achieved in the TEIP program by the Alberto Iria school at the end of 2017/2018** that, **according to school data**, were corresponding to a **95% improvement**, and therefore significantly higher than those achieved in the year 2016/2017 corresponding to the 70% of improvement. (see D.5.5 and Chapter 4 of D.6.7. for details)

All school teachers and staff in the Algarve region (PT) participating in the EUROPE project, received their training in the QT/TM programme through the Teacher Training Centre (TTC) Ria Formosa (P5). This is a partner public institution officially representing the Ministry of Education of Portugal /Directorate General of Education (DGE) in the EUROPE project. The TTC is offering the courses on QT/TM programme to school teachers and staff as professional training accredited to their career.

It is also valuable here to mention that through the effort and activity of the Teacher Training Centre of Ria Formosa (P5), our lead exploitation partner, in coordination with all the other Portuguese partners, also all other courses for Teacher Training in QT/TM organized in Portugal in the context of the EUROPE project have been organized through the Teacher Training Centres of the respective areas/regions and accredited to the teachers’ career. This has been in preparation for the implementation with students in the EUROPE project but also as a seed of the EUROPE project expansion in new schools.

At this moment, there are in Portugal five Teacher Training Centres offering training in Transcendental Meditation accredited to teachers’ career:

- Centro de Formação Do Litoral à Serra (Loulé and São Brás de Alportel Schools)
- Centro de Formação Ria Formosa (Faro and Olhão Schools)
- Centro de Formação Calvet de Magalhães (Lisbon Schools)
- Centro de Formação da Associação de Escolas (Aveiro and Albergaria-a-Velha Schools)
- Centro de Formação Aurélio da Paz dos Reis (Vila Nova de Gaia, Canelas School)

The Activity of APEJAA (P9) actively contributed to the involvement of the Centro de Formação da Associação de Escolas (Aveiro and Albergaria-a-Velha Schools) Teacher Training Centre.

There are also more than 90 Teachers Training Centres in all the country, interested in offering the courses on QT/TM programme as professional training courses accredited to the teacher career, following the same model.

1.2 SWEDEN

In **Sweden** the project was prepared by MIKI (P11), in cooperation also with Maharishi school Trust-UK (P6), Maharishi Foundation (P8) and the University of Applied Science-Utrecht (P2), involving TM teachers from different part of Sweden from Höganäs to Malmo to Västerås to Gävle. Many presentations of the EUROPE project have been done in many schools in Sweden. MIKI's strategy in different parts of Sweden went also in the direction of contacting schools that have greater population of disadvantaged, and ethnic minority and migrant background students: many with problems of violence and bullying, and very low level of academic results. But also, being the first implementation of the QT/TM programme in the country, of contacting innovative schools that could be more open to change, so opening the way for other schools to join.

The EUROPE project started in Sweden with a small Montessori school (**Tellus school in Höganäs**) with a great percentage of students that could not easily integrate in traditional education. The school completed the staff training with the principal and 6 teachers and started student training with 11 students. The training was also offered to parents.

The principal of the Tellus school was very interested in the programme and has been happy to be the ambassador of the QT/TM programme in the country to other schools. So, to the Tellus school it added quickly another small **Montessori school in Viken** that straight away started the staff training with the principal and 6 teachers and presentation to parents.

This opened the way in the country to the interest of other 3 / 4 schools that were between the most problematic schools in Sweden and with big percentage of ethnic minorities and migrant students.

In fact, one of the main implementing school is a welcome school for migrants, the **Välkomstcentrum Borlänge Kommun**, that introduces newcomers to Sweden and where newly arrived migrants get accustomed to the Swedish school system and are prepared to enter the regular Swedish system of education.³ This school has the role of "Competence Centre" in the town, sharing experiences with many other schools in the region and other schools that face challenges of exclusion and violence. 13 teachers including the principal were trained in QT/TM with the plan to start soon with additional teachers and students. 11 teachers were pre-tested.

Another difficult school is in Malmö, the **Värnhemsskolan**, a public school in the city centre, where the principal and teachers were interested, and the first phase of the project started with the teaching of principal and about 9 more responsible teachers and staff. The school has about 1500 students. The students at Barn and Fritid are the first target, average 16-18 years old, mostly girls.

³ <https://europe-project.org/results/#finalConference> (part 2 min. 17.07).
https://www.youtube.com/watch?v=dvXT4F5V_Ug&t=53s

This is considered one of the worst schools in Sweden in terms of violence and academic performances, and it has 75% of students that are ethnic minority including recently arrived migrants⁴.

Also, **Stenkulaskolan Malmö** a public school, with students 7-16 years of age and with about 560 students. The principal and teachers with health care unit, altogether 12 persons, were trained in QT/TM. In **Munkhätteskolan Malmö** the Principal and Management Team received presentation and were trained in Quiet Time/TM.

All participants in the programme (adults and students) were pre-tested in cooperation with the University of Utrecht (P2-Lead evaluation partner).

More presentations of the EUROPE project were done including at **Fäladsskolan in Lund** for teachers and principals.

As a seed for upscaling and exploitation at the end of the first year of the Europe project, the Quiet Time/Transcendental Meditation programme have been introduced in Sweden to school staff in 12 schools, where principals and teachers received the training in the programme: in Höganäs, Viken, Välkomstcentrum Borlänge Kommun, Värnhemsskolan Malmö, Stenkulaskolan Malmö, Fäladsskolan in Lund, Munkhätteskolan Malmö, Johannesskolan Malmö, Freinet skolan Lund, Universitetsholmen Malmö, Västerås, Bergaskolan, Eslöv.

From January to April 2018 the implementation continued at the **Tellus and Viken Montessori** schools, with information sessions and training in QT/TM to a total of 18 parents and 59 students (D.3.2.). In March, at the **Tellus Montessori school**, under specific request of the principal, 22 children age 7-9 were trained in QT/ TM thus expanding the age of our target group also in Sweden. Follow up sessions continued regularly for teachers and students (D.3.3.).

At the **Välkomstcenter** in Borlänge 12 students were instructed in QT/TM (D.3.2.) as also 7 teachers from the Arts Department (D.3.1.). Students were also pre-tested but being just arrived in the country, there was some difficulty about the understanding of the language and the test took longer. Follow up for teachers and students continued regularly (D.3.3). In May in Borlänge the Quiet Time/Transcendental Meditation programme was presented to the municipality coordinator and in June three local school principals received an information section about the QT/TM programme. In December in the Välkomstcenter there were new information meetings and 20 students took the course on QT/TM (D.3.2). The implementation in the school has giving very good results with teachers and students according to the experience of the principal and of the school coordinator of the programme, and the intention of the school is to continue the implementation after the official ending of the project, coordinating with MIKI (P11) to ensure the presence of a TM teacher in the school. It has been considered the possibility of applying for new funds for supporting migrants, and also to connect as an expansion of the EUROPE project with the FRIENDS project.

At **Värnhemsskolan** in Malmö, information sessions were given followed by the training of 9 teachers (D.3.1.). Together with the school were organized also information sessions to parents (D.3.2) even though as the principal anticipated, it was not easy to involve the parents in a very difficult school. From February to April there were information sessions for 4 classes of students

⁴<https://www.youtube.com/watch?v=J5XRhc21gbQ&t=20s>

including hairdresser and stylist class with the training in QT/TM of 33 students (D.3.2.) and 1 additional teacher (D.3.1.) with follow up sessions for students and teachers (D.3.3.). Also, in April in the **Startskolan** (Malmö) there was an information session followed by the training of 6 teachers. (D.3.1.). This school was sharing the same building with the Värnhemsskolan and this steered the interest of the Startskolan school teachers in the EUROPE project. At the Värnhemsskolan in May there was also a presentation to the Head Principal and Management Group about the work that had been done in the school. Under request of a very motivated teacher trained in QT/TM, it was given information session to a class of students with autism stirring a great interest in starting the course. In May also the post tests were administered and collected in cooperation with the University of Utrecht (P2) (D.3.2.). The implementation was done in little steps, since, being a professional school for students to become hair dresser, stylist, etc, they were alternating, time in school with stage time. This lack of continuity has been a challenge to the implementation of the programme. In June a meeting was held with the vice principal and one of the teachers on how to proceed after the summer vacations. In October the training continued in the hairdresser program with 1 teacher and 11 students taking the course in QT/TM (D.3.1 and D.3.2.).

In the last semester, mainly the focus of activities has been in consolidating the programme in the schools and planning for dissemination and exploitation in new schools and sectors.

The QT/TM programme in school was consolidated (D.3.3.) with follow up meetings (individual and group meetings) for principals, students and teachers in all implementing schools including **Tellus school** (Höganäs), **Viken Montessori** school, **Värnhemsskolan** (Malmö), **Välkomstcenter** in Borlänge.

As exploitation activity, MIKI was invited to the **Neurocognitivism clinic Enheten för barnneuropsykiatri Gothenburg (BNK)** for Children and Youth in a meeting with a senior psychologist and a senior doctor (trainer of therapists) to present the EUROPE project. The purpose of the visit was to discuss the possibilities for future research on children with neuropsychiatric problems, expanding the EUROPE project to the Health sector. Following this meeting, an information session was held for staff followed by the training in QT/TM of 4 therapists (D.3.1).

New schools were contacted: At the **Dalhemsskolan** (Helsingborg), a presentation of the project given already in March to the principals and management group of the school. In the **Norra Sorgenfri** school, it was given an information meeting on the EUROPE project to teachers and health staff, 5 of which received the training in QT/TM (D.3.1.). In the **Forsaklackskolan (Borlänge)**, an information meeting was given for the school teachers of which 7 received the training (D.3.1). At the **Munkhätteskolan** in Malmö as in all other implementing schools, the follow up for principal and management team and teachers continued regularly (D.3.3).

New information sessions were held in December at **Enheten för barnneuropsykiatri Gothenburg (BNK)** and at the **Kulturskolan in Höganäs**. New possibilities of expansion came also with meetings with the Welcome school for migrants in Malmö and 4 interested schools in Gothenburg.

MIKI participated to the final Conference of the EUROPE project inviting the Principal and Head teacher of the Welcome school for migrants in Borlänge to present their experience of the QT/TM programme in their school. Other about 8 people participated to the conference from Sweden including many TM teachers involved in the implementation of the EUROPE project in Sweden and the Senior Psychologist of the Neurocognitivism clinic in Gothenburg.

In total in Sweden, in the 2 years EUROPE project, 168 students were trained in QT/TM, 27 parents, and 114 teachers and staff, 4 schools are fully participating in the implementation with students. Many other schools have been reached and about 22 have done the first step of implementation with the training of principal, teachers and staff, while about 7 schools are at the moment interested in continuing the implementation for expansion also after the official end the EUROPE project.

The EUROPE project has been presented to the scientific community, to interested stakeholders in the field of education and to the general public in different events including one presentation of the EUROPE project and “Brain, Learning and Educational Excellence” - at Malmö University, with the presence of teachers, principals and students interested in education.

1.3 THE NETHERLANDS

In the Netherlands MVI (P12) started at the beginning of the school year (September 2016) to approach schools for presenting the EUROPE project and preparing for the implementation (D.1.7) in collaboration with the University of Utrecht (P2) and Maharishi Foundation UK (Ashley Deans – P8) and since then it has been actively working on the EUROPE project identifying and contacting and planning and adjusting the approach to schools that could be potentially interested in participating to the EUROPE project and in the Quiet Time/TM programme implementation. Many presentations have been done involving school principals, administrators, teachers, parents and children.

HSK Utrecht (art school) department Herman Brood Academy: a school with 4000 students all over the city in different departments. There, it was directly the initiative of one of the students, practicing TM since long time, to give a presentation to a group of teachers with an EEG machine to show the difference in her brainwave coherence before and during practicing TM. This showed the clear effect of the technique in creating Alpha waves in the brain, meaning developing the whole brain. All attending teachers were impressed and MVI (P12) was invited to talk about the EUROPE project to a larger group of teachers.

The project was presented in many schools, stirring the interest of the principals and management teams and of higher local educational authorities such as a board member from ROC Amsterdam (schools for kids learning practical professions). He was enthusiast of the program and supporting the project. There are 8 high schools under their supervision; Vova (HAVO and VWO, the highest- level high schools with approximately 6000 kids).

MVI (P12) has been also targeting especially educational setting including disadvantaged children and principals, teachers and students of ethnic minorities and migrant background. Some of them were very enthusiast of the project from the beginning. For instance:

Carré College (VMBO), Rotterdam; on August, a presentation was given by P12 and P8 to Faouzi Achbar, mentor, and Hans Waning, one of the 3 principals at the college. They liked the project very much and thought it could help their school enormously with all the challenges they face. They both learned QT/TM the following week (D.3.1.). One week later a presentation was done to the two other principals Yves Hartevelde and Hicham El Arrag and again received a very positive response. They invited MVI to talk to the teacher leaders of all departments on September 2017. About 10 teachers attended this meeting and 2 of them received the training in QT/TM (D.3.1.), as well as one staff member. The mentor and the principal were really interested in participating to the project, but

in spite their interest, since the decision needed to be taken unanimously by the whole school, this was at the end not possible. Because some teachers in the school did not want to participate in this kind of innovation the principal said he could not continue without the support of the complete team. The 5 teachers that have learned are still getting follow up. (D.3.3.) The principal expressed that he is so convinced that Quiet Time with TM could help his students and that he regrets not being able to make steps in the school. He said: “they have stopped this project and the students are still not helped in any way”

Huygens College, Amsterdam; 5 teachers were enthusiastic and received the training in June 2017 (D.3.1). They liked the practice very much and wanted to start the program at least in their classes but it needed more time for the approval of the principal.

Nova College Amstelveen; there was an immediate response from the department leader. She runs two so called ISK classes for new immigrants with a total of 60 children. These are children from a variety of backgrounds and cultures who gets to learn Dutch and study on their own level. After two years, they stream into regular education depending on their level, status, and where their parents are going to live. A presentation was given on July, the last school day of this school year. As a result of this presentation, the department leader with her family learned Transcendental Meditation (D.3.1.). At the end of August, when the school restarted, a presentation was made by MVI in cooperation with Dr. Ashley Deans (P8) to 7 teachers from these two classes and they all were trained in the TM technique (D.3.1.).

St. Alterius Heerlen; on January/February 2017, MVI in cooperation with Dr. Ashley Deans (P8) made a presentation to three principals and to the management team. They were all enthusiastic to start the programme, which they did on May (D.3.1.).

Herman Jordan Zeist; The principal and 4 staff members were instructed in QT/TM (D.3.1.). They liked the technique, experienced great results, and still practice and have periodic follow up meetings with the TM teachers (D.3.3.).

Summarizing, during the first year of the project, the staff training took place in 5 different schools with a total of 27 staff members and principals:

- Carré College, Rotterdam; 1 principal, 1 mentor, 2 teachers and 1 general staff. This is a VMBO school
- Huygens College, Amsterdam; 5 teachers. This is a multicultural VMBO.
- Nova College, Amstelveen; 1 principal, and 6 teachers. This is a migrant school
- St. Alterius Heerlen; 1 principal, plus 3 staff members. (This is a combined school; one part is for children with learning challenges, and the second part is for children that have been in touch with police or youth care).
- Herman Jordan Zeist School; 1 principal, plus 4 staff members (Montessori School).

All people that were trained did take the pre-test in cooperation with the University of Applied Science Utrecht (P2)

The implementations in the Netherlands resulted also in spin-off activities in the **Flemish part of Belgium**, where 1 leader and 15 participants of a small organization of migrants, aiming to promote their social inclusion, were trained in QT/TM.

During the second year 2018 of the project, new schools were approached, and follow up (D.3.3.) with individual and group meetings continued in all the schools that had started the first step of implementation of QT/TM programme, with the training of the principals, teachers and staff (D.3.1.) during the first year of the project.

The steps for implementing with students started in 3 schools (**MBO HSK Utrecht, Alterius in Cadier en Keer and Urmond** and a school in **Huizen, de Trappenberg**).

De Trappenberg Huizen is a school for drop-out students age 16-20. There were at the moment 75 students with adding 35 students more. One mentor with a group of 13 students were trained in QT/TM (D.3.2.) and were practicing the QT/TM programme in the school. The parents were informed (D.3.2.) and signed the approval where necessary for students. Being a drop out school, with difficult students, the idea has been from the beginning to start slowly, so the programme started first in one class, with the idea of continuing with the rest of the school in a second moment. The mentor and the 13 kids that have already learned were happy with the effect of the program, and many teachers on the school noticed the change (see section of experiences III.2.1) The programme continued in September/October with the training of the second group of 9 students. In total, in De Trappenberg school 22 students and 28 teachers and staff received the training in QT/TM.

MBO HSK Utrecht; with Herman Brood Academy (part of that school). Following the EEG demonstration, presentations were given to one of the principals, and 6 teachers. One of them, a coach counsellor, was then trained in QT/TM (D.3.1.). The school planned to start in one department with the students. The programme continued in September/October with the training of 10 students and 38 teachers and staff.

St. Jozef Cadier en Keer (a school connected to St.Alterius Heerlen). A new group of teachers received training in QT/TM (D.3.1.). One of them was the principal from Urmond and a teacher mentor on a 3rd school connected to Alterius. They were all very interested in introducing QT/TM programme in their school, but they needed to get permission from the general principal, and this caused postponing of the training.

Other new schools contacted and included in the implementation of the EUROPE project in 2018 are: **De Friese Poort in Drachten, De Leeuwenborgh in Sittard, Candea College in Duiven.**

In total, in the Netherlands, the training in QT/TM has reached 108 teachers, coaches and principals and a total of 57 students/learners including 41 students and 15 migrants from the expansion of the Dutch implementation in the Flemish part of Belgium (Leuven). As a seed for the expansion of the project, in 11 schools in the Netherlands, it has been done the first step of implementation with the training of principals, teachers, and coaches and the interest of schools in implementing the QT/TM programme is growing.

All people that were trained did take the pre-test. The post -test continue to be collected for participants that were trained towards the end of the project and sent to the evaluation team to be on a later stage included in the EUROPE project research as additional data.

The “**Seminar on Social Inclusion and Tolerance** - Education as key to Social Inclusion”, presenting preliminary results of the EUROPE project has been organized at the Utrecht University of Applied Science during the 3rd partner meeting of the project.

The EUROPE project has been brought to the awareness of policy makers in the Netherlands at different level. A presentation was done to all mayors of Midden Limburg, the project was brought to the awareness of the Dutch Minister of Education in a briefing from a select group of school representatives and the project results were also presented to a foundation active in policy development in relation to the Paris declaration.

2. Empirical data collection

2.1 Portugal

Students

The students' questionnaires have the following scales:

- Biographic Information;
- One question about how many times meditated in the present week (1 item);
- Multidimensional Anxiety Scale for Children (MASC; March, 1997) (48 items);
- Strengths and Difficulties Questionnaire (SDQ; Rensink, 2008) (25 items);
- Healthy Kids Survey Resilience Assessment Module (Constantine, Bernard, & Diaz, 1999) (58 items);
- Positive and Negative Affect for Children (PANAS-C; Laurent et al., 1999) (30 items)
- Satisfaction With Life Scale (SWLS; Diener et al., 1985) (5 items);
- Coping Response Inventory – Youth Form (CRI-Y; Moos, 1993) (one general dimension 10 items);
- Satisfaction with School (Giacomoni & Hutz, 2008) (7 items);
- Life Orientation Test – Revised (LOT-R; Scheier et al., 1994) (10 items).

Number of tests

The students' sample has been collected at Alberto Iria School in Olhão, Portugal, in two moments. We have a sample with 182 participants. The experimental group has 115 (63,2%) students, 45 boys (40.5%) and 66 girls (59.5%), aged between 10 and 16 years, with a mean age of 12.43 years (SD = 1.47). The participants are students of a basic school (2nd and 3rd cycles) in the Algarve district. The students who participated, 17 (14.8%) attended the 5th grade, 21 (18.3%) the 6th grade, 36 (31.3%) the 7th grade, 22 (19.1%) the 8th grade, 19 (16.5%) the 9th year of schooling and 1 (0.9%) a student an Education and Training Course (CEF). In the experimental group sample, 15 (13.5%) participants had one or more retention episodes in their school history. The control group sample presented a equivalent characteristic. In specific, the control group has 67 (36,8%) students, 25 (37.9%) boys and 41 (62.1%) girls, aged with a mean 12.40 (SD = 1.67) years old. The participants in the control group are students, 9 (13.4%) attended the 5th grade, 17 (25.4%) the 6th grade, 25 (37.3%) the 7th grade, 10 (14.9%) the 8th grade, and 6 (9%) the 9th grade. In the control group sample, 17 (25.4%) participants had one or more retention in their school history.

Teachers

The teachers' questionnaires have the following scales:

- Biographic Information;
- One question about how many times meditated in the present week (1 item);
- Life Orientation Test – Revised (LOT-R; Scheier et al., 1994) (10 items);
- Perceived stress scale (Cohen, 1988) (10 items);
- Psychological Well-being (PWB; Ryff, 1989) (42 items);
- Generic Job Satisfaction (Masdonald, & MacIntyre, 1997) (10 items);
- State-Trait Anxiety Inventory (STAI; Spielberger et al. 1983) (40 items);
- Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986) (22 items);
- Positive Affect and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) (10 items);
- Satisfaction With Life Scale (SWLS; Diener et al., 1985) (5 items).

Number of tests

The teacher's sample has been collected at Alberto Iria School in Olhão, Portugal. For this study we used only one group: (1) experimental group (n=39 teachers).

2.2 Sweden

Students

The student's questionnaires have the following scales:

- Biographic Information;
- One question about how many times meditated in the present week (1 item);
- Multidimensional Anxiety Scale for Children (MASC; March, 1997) (39 items);
- Strengths and Difficulties Questionnaire (SDQ; Rensink, 2008) (25 items);
- Healthy Kids Survey Resilience Assessment Module (HKRA; Constantine & Bernard, 2001) (47 items);
- Positive and Negative Affect for Children (PANAS-C; Laurent et al., 1999) (29 items)
- Satisfaction With Life Scale (SWLS; Diener et al., 1985) (5 items);
Satisfaction with School (Giacamoni & Hutz, 2008) (7 items);
- Life Orientation Test – Revised (LOT-R; Scheier et al., 1994) (10 items).

Number of tests

We have a sample with 155 Swedish Students. The Experimental Group has 135 (87,1%) students, 73 boys (54%) and 50 girls (37%), aged between 15 and 21 years, with a mean age of 18 years. The control group sample has 20 participants (12,9%), 13 boys (65%) and 6 girls (30%) aged between 16

and 20 years, with a mean age of 17 years. 43 student posttests after 3 months, 30 boys (69,7%) and 13 girls (30,2%), aged between 15 and 22, with a mean age of 17,9 years.

Teachers

The teacher's questionnaires have the following scales:

- Biographic Information;
- One question about how many times meditated in the present week (1 item);
- Life Orientation Test – Revised (LOT-R; Scheier et al., 1994) (10 items);
- Perceived Stress Scale (PSS; Cohen, 1988) (10 items);
- Psychological Well-being (PWB; Ryff, 1989) (42 items);
- Generic Job Satisfaction (10 items) (GJS; Masdonald, & MacIntyre, 1997);
- State-Trait Anxiety Inventory (STAI; Spielberger et al. 1983) (40 items);
- Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986) (22 items);
- Positive Affect and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) (20 items);
- Satisfaction With Life Scale (SWLS; Diener et al., 1985) (5 items);

Number of tests

We have a sample with 19 Swedish teachers. This group has 1 male teacher (5,2%) and 10 female teachers (52,6%) and not identified (57,8%), aged between 26 and 62 years, with a mean age of 48 years. 5 teachers post tests after 3 months, 1 male (69,7%) and 2 female teachers (30,2%), aged between 47 and 55, with a mean age of 51 years.

2.3 The Netherlands

Students

The student's questionnaires have the following scales:

- Biographic Information;
- One question about how many times meditated in the present week (1 item);
- Multidimensional Anxiety Scale for Children (MASC; March, 1997) (39 items);
- Strengths and Difficulties Questionnaire (SDQ) (25 items);
- Healthy Kids Survey Resilience Assessment Module (Constantine & Bernard, 2001) (47 items);
- Positive and Negative Affect for Children (PANAS-C; Laurent et al., 1999) (29 items)
- Satisfaction With Life Scale (SWLS);
- Satisfaction with School (Giacamoni & Hutz, 2008) (7 items);
- Life Orientation Test – Revised (LOT-R; Scheier et al., 1994) (10 items).

Number of tests

We have a sample with 36 Dutch students. The Experimental Group has 36 students, 13 boys (36%), and 23 girls (64%), aged between 12 and 20 years, with a mean age of 16,6 years. 8 students posttest of The Trappenberg after three months, 6 boys (75%) and 2 girls (25%), aged between 16 and 18, with a mean age of 17,3 years.

Teachers

Currently, we have three groups: experimental group, on three schools. The teacher's questionnaires have the following scales:

- Biographic Information;
- One question about how many times meditated in the present week (1 item);
- Life Orientation Test – Revised (LOT-R; Scheier et al., 1994) (10 items);
- Perceived stress scale (Cohen, 1988) (10 items);
- Psychological Well-being (PWB; Ryff, 1989) (42 items);
- Generic Job Satisfaction (Masdonald, & MacIntyre, 1997) (10 items);
- State-Trait Anxiety Inventory (STAI; Spielberger et al. 1983) (40 items);
- Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986) (22 items);
- Positive Affect and Negative Affect Schedule (PANAS; Watson, Clark, & Tellegen, 1988) (20 items);
- Satisfaction With Life Scale (SWLS; Diener et al., 1985) (5 items);

Number of tests

The total sample group (97) has 24 male (24,7%) and 72 female (74,2%) participants, aged from 26 to 64, with a mean age of 50. 19 participants from Alterius, Trappenberg, MBO Utrecht and Carré posttest after three months, of which 6 male (31,6%) and 12 female (63%) participants, aged from 27 to 62, with a mean age of 46.

3. Translation of the tests

Translations refer to the official translations of tests used in the various implementation Countries.

Title	Life Orientation Test - Revised
Short Name	LOT-R
Versions	<p><u>Original Version (English)</u>: Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). <i>Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test</i>. <i>Journal of Personality and Social Psychology</i>, 67, 1063–1078.</p> <p><u>Dutch version</u>: Translated from the original English and retranslated for validation.</p> <p><u>Portuguese version</u>: Laranjeira, C. A. (2008). <i>Tradução e validação portuguesa do revised life orientation test (LOT-R)</i>. <i>Universitas Psychologica</i>, 7, 469-476.</p> <p><u>Swedish version</u>: Translated from the original English and retranslated for validation.</p>
Number of Items	10
Dimensions	Optimism
Title	Multidimensional Anxiety Scale for Children
Short Name	MASC
Versions	<p><u>Original Version (English)</u>: March, J., Parker, J. Sullivan, K., Stallings, P., & Conners, K. (1997). The Multidimensional Anxiety Scale for Children (MASC): Factor Structure, Reliability, and Validity. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 36(4), 554-565.</p> <p><u>Dutch version</u>: Translated from the original English and retranslated for validation.</p> <p><u>Portuguese version</u>: Salvador, M. C., Matos, A. P., Oliveira, S., March, J., Arnarson, E., Carey, S., & Craighead, E. (2017). A Escala Multidimensional de Ansiedade para Crianças (MASC): Propriedades Psicométricas e Análise Fatorial Confirmatória numa Amostra de Adolescentes Portugueses. <i>Revista Iberoamericana de Diagnóstico y Evaluación – e Avaliação Psicológica</i>, 45(3), 33-46.</p> <p><u>Swedish version</u>: Translated from the original English and retranslated for validation.</p>

Number of Items	39
Dimensions	<ol style="list-style-type: none"> 1. Social Anxiety (Humiliation / Rejection; Public Performance Fears); 2. Separation Anxiety; 3. Harm Avoidance (Perfectionism; Anxious Coping); 4. Physical Symptoms (Tense/Restless; Somatic/Autonomic).

Title	Strengths and Difficulties Questionnaire
Short Name	SDQ
Versions	<p><u>Original Version (English)</u>: Goodman R., Meltzer H., Bailey V. (1998) <i>The Strengths and Difficulties Questionnaire: A pilot study on the validity of the self-report version</i>. <i>European Child and Adolescent Psychiatry</i>, 7, 125-130.</p> <p><u>Other versions</u>: see http://www.sdqinfo.com</p>
Number of Items	25
Dimensions	<ol style="list-style-type: none"> 1. Emotional Symptoms 2. Conduct Problems 3. Hyperactivity 4. Peer Relationship Problems 5. Prosocial Behaviour

Title	California Healthy Kids Survey Resilience Assessment Module
Short Name	CHKS
Versions	<p><u>Original Version (English)</u>: Constantine, N. A., & Bernard, B. (2001). <i>California Healthy Kids Survey Resilience Assessment module: Technical report</i>. Berkeley, CA: Public Health Institute.</p> <p><u>Dutch version</u>: Translated from the original English and retranslated for validation.</p> <p><u>Portuguese version</u>: Martins, M. H. (2005). <i>Contribuições para a análise de crianças e jovens em risco/resiliência e desenvolvimento</i>. Faro: Universidade do Algarve, Tese de doutoramento não publicada.</p> <p><u>Swedish version</u>: Translated from the original English and retranslated for validation.</p>
Number of Items	47 (58 in the later Portuguese version)
Dimensions	<ol style="list-style-type: none"> 1. Internal Resources: School Connection, Family Connection, Community Connection, Peers Connection. 2. External Resources: Cooperation, Self-efficacy, Empathy, Effective Help-Seeking, Self-awareness, Goals and aspirations.

Title	Positive and Negative Affect Schedule for Children
Short Name	PANAS-C
Versions	<p><u>Original Version (English)</u>: Laurent, J., Catanzaro, S. J., Joiner, T. E., Jr., Rudolph, K. D., Potter, K. I., Lambert, S., Osborne, L., Gathright, T. (1999). <i>A measure of positive and negative affect for children: Scale development and preliminary validation</i>. <i>Psychological Assessment</i>, 11(3), 326-338. http://dx.doi.org/10.1037/1040-3590.11.3.326</p> <p><u>Dutch version</u>: Translated from the original English and retranslated for validation.</p> <p><u>Portuguese version</u>: Ameixa, G. (2013). <i>Estudo de Adaptação e Validação de duas Escalas de Avaliação da Dimensão Emocional</i>. Faro: Universidade do Algarve. Unpublished Master thesis.</p> <p><u>Swedish version</u>: Translated from the original English and retranslated for validation.</p>
Number of Items	27 (30 in the Portuguese version)
Dimensions	<ol style="list-style-type: none"> 1. Positive Affects 2. Negative Affects

Title	Satisfaction With Life Scale
Short Name	SWLS
Versions	<p><u>Original Version (English)</u>: Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). <i>The Satisfaction With Life Scale</i>. <i>Journal Of Personality Assessment</i>, 49(1), 71.</p> <p><u>Dutch version</u>: Translated from the original English and retranslated for validation.</p> <p><u>Portuguese version</u>: Simões, A. (1992). <i>Ulterior validação de uma escala de satisfação com a vida (SWLS)</i>. <i>Revista Portuguesa de Pedagogia</i>, XXVI, 3, 503 – 515.</p> <p><u>Swedish version</u>: Translated from the original English and retranslated for validation.</p>
Number of Items	5
Dimensions	Life Satisfaction

Title	Coping Responses Inventory – Youth Form
Short Name	CRI-Y
Versions	<u>Original Version (English)</u> : Moos, R. H. (1993). <i>CRI-Youth Form from</i>

	<p><i>Professional Manual</i>. Psychological Assessment Resources Inc.</p> <p><u>Dutch version</u>: not used</p> <p>Portuguese version: Borges, A., Manso, D. Tomé, G., & Matos, M. G. (2008). Ansiedade e coping em crianças e adolescentes: Diferenças relacionadas com a idade o género. <i>Análise Psicológica</i>, 4 (XXVI), 551-561.</p> <p>Swedish version: not used</p>
Number of Items	48
Dimensions	<ol style="list-style-type: none"> 1. Logical Analysis 2. Positive Reappraisal 3. Seeking Guidance and Support 4. Problem Solving 5. Cognitive Avoidance 6. Acceptance or Resignation 7. Seeking alternative rewards 8. Emotional Discharge

Title	Multidimensional Life Satisfaction Scale for Children
Short Name	MLSSC
Versions	<p><u>Original Version (Portuguese - Brazil)</u>: Giacomoni, C., & Hutz, C. S. (2008). <i>Escala multidimensional de satisfação de vida para crianças: estudos de construção e validação</i>. <i>Estudos de Psicologia</i>, 25, 23-35.</p> <p><u>Original version (English)</u>: <i>Satisfaction with school scale</i> of the “Students’ life satisfaction scale” Huebner, E. S. (1991). Initial development of the Students’ Life Satisfaction Scale. <i>School Psychology International</i>, 12, 231-243.</p> <p><u>Dutch version</u>: Translated from the original English and retranslated for validation.</p>
Number of Items	7
Dimensions	Satisfaction with School

Teacher / Staff Protocol

Title	Life Orientation Test - Revised
Short Name	LOT-R
Versions	<p><u>Original Version (English)</u>: Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). <i>Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test</i>.</p>

	<p>Journal of Personality and Social Psychology, 67, 1063–1078.</p> <p><u>Dutch</u>: Translated from the original English and retranslated for validation.</p> <p><u>Portuguese version</u>: Laranjeira, C. A. (2008). <i>Tradução e validação portuguesa do revised life orientation test (LOT-R)</i>. Universitas Psychologica, 7, 469-476.</p>
Number of Items	10
Dimensions	Optimism

Title	Perceived Stress Scale
Short Name	PSS
Versions	<p><u>Original Version (English)</u>: Cohen, S., Kamarck, T., & Mermelstein, R. (1983). <i>A global measure of perceived stress</i>. Journal of Health and Social Behavior, 24, 385-396.</p> <p><u>Portuguese version</u>: Trigo, M, N. Canudo, N., Branco, F. & Silva, D. (2010). <i>Estudo das propriedades psicométricas da Perceived Stress Scale (PSS) na população portuguesa</i>, Psychologica, 53, 353-378.</p>
Number of Items	10
Dimensions	Perceived Stress Scale

Title	Ryff's scales of Psychological Well-Being
Short Name	RPWB
Versions	<p><u>Original Version (English)</u>: 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, <i>Social Science Research</i>. 35(4),1080-1110. https://doi.org/10.1016/j.ssresearch.2005.07.004</p> <p><u>Portuguese version</u>: Ferreira, J. A. & Simões, A. (1999). Escalas de bem-estar psicológico (EBEP). In M. R. Simões, M. M. Gonçalves, & L. S. Almeida (Eds.), <i>Testes e provas psicológicas em Portugal</i>. (Vol. 2, pp. 111-121). Braga: APPORT/SHO.</p>
Number of Items	42
Dimensions	<ol style="list-style-type: none"> 1. Autonomy 2. Environmental mastery 3. Personal Growth 4. Positive relations with others 5. Purpose in life 6. Self-acceptance

Title	Generic Job Satisfaction Scale
Short Name	GJSS
Versions	<u>Original Version (English)</u> : MacDonald & MacIntyre (1997). The Generic Job Satisfaction Scale: Scale Development and Its Correlates Employee Assistance Quarterly, 13(2), 1-16 https://doi.org/10.1300/J022v13n02_01
Number of Items	10
Dimensions	Job Satisfaction

Title	State-Trait Anxiety Inventory
Short Name	STAI
Versions	<u>Original Version (English)</u> : Spielberger, C. D., Gorsuch, R. L., Lushene, R., Vagg, P. R., & Jacobs, G. A. (1983). <i>Manual for the State-Trait Anxiety Inventory</i> . Palo Alto, CA: Consulting Psychologists Press. <u>Portuguese version</u> : Silva, D. (2006). <i>O inventário de estado-traço de ansiedade - S.T.A.I.</i> In M. Gonçalves, M. Simões, L. Almeida & C. Machado (Coords.). <i>Avaliação Psicológica – Instrumentos validados para a população portuguesa</i> (pp. 45-60). Coimbra: Quarteto Editora.
Number of Items	40
Dimensions	1. State Anxiety (20 items) 2. Trait Anxiety (20 items)

Title	Maslach Burnout Inventory
Short Name	MBI
Versions	<u>Original Version (English)</u> : Maslach, C., & Jackson, SE. (1981). <i>The Measurement of Experienced Burnout</i> . Journal of Occupational Behaviour, 2(2), 99-113. DOI:10.1002/job.4030020205 <u>Portuguese version</u> : Melo, B. T., Gomes, A. R., & Cruz, J. F. (1999). <i>Desenvolvimento e adaptação de um instrumento de avaliação psicológica do burnout para os profissionais de psicologia</i> . In A. P. Soares, S. Araújo & S. Caires (Orgs.), <i>Avaliação psicológica: formas e contextos</i> (vol. VI, pp. 596-603). Braga: APPORT (Associação dos Psicólogos Portugueses) - Universidade do Minho.
Number of Items	22
Dimensions	1. Emotional Exhaustion 2. Depersonalization 3. Physical Tiredness/Efficacy

Title	Positive and Negative Affect Schedule
Short Name	PANAS
Versions	<p><u>Original Version (English)</u>: Watson, D., Clark, L. A., & Tellegen, A. (1988). <i>Development and validation of brief measures of positive and negative affect: The PANAS scales</i>. Journal of Personality and Social Psychology, 54(6), 1063-1070. http://dx.doi.org/10.1037/0022-3514.54.6.1063</p> <p><u>Portuguese version</u>: Galinha, I.C., Pereira CR, Esteves F. (2014). <i>Versão reduzida da escala portuguesa de afeto positivo e negativo P ANAS-VRP: Análise fatorial confirmatória e invariância temporal</i>. Psicologia, 28(1), 50-62.</p>
Number of Items	20
Dimensions	<ol style="list-style-type: none"> 1. Positive Affects 2. Negative Affects

Title	Satisfaction With Life Scale
Short Name	SWLS
Versions	<p><u>Original Version (English)</u>: Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). <i>The Satisfaction With Life Scale</i>. Journal Of Personality Assessment, 49(1), 71.</p> <p><u>Portuguese version</u>: Simões, A. (1992). <i>Ulterior validação de uma escala de satisfação com a vida (SWLS)</i>. Revista Portuguesa de Pedagogia, XXVI, 3, 503 – 515.</p>
Number of Items	5
Dimensions	Satisfaction with life

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