

Promoting wellbeing and mental health in Chilean secondary schools through mindfulness training for teachers and students

Submission date 22/12/2025	Recruitment status No longer recruiting	☐ Prospectively registered
		☐ Protocol
Registration date 23/12/2025	Overall study status Ongoing	☐ Statistical analysis plan
		☐ Results
Last Edited 29/12/2025	Condition category Mental and Behavioural Disorders	☐ Individual participant data
		☒ Record updated in last year

Plain English summary of protocol

Background and study aims

In recent years, the mental health and well-being of students and teachers have become a growing problem in schools. The rise in anxiety, stress levels, and emotional overload is affecting the learning process and classroom relationships. In response to this, the preventive approaches that promote emotional regulation skills and resilience have become essential for strengthening well-being within school communities. This situation has become specifically urgent in schools with high levels of social vulnerability, where resources to address mental health are limited, and emotional demands are higher. Mindfulness-based interventions (MBIs) are practical strategies with a preventive and universal focus that have shown positive results across different contexts. Their practice helps with supporting emotional regulation, concentration, and the ability to respond calmly to difficult situations and stressful scenarios. Additionally, they foster empathy, cooperation, and a positive classroom environment. Despite this evidence, there are still challenges on how to implement school mindfulness programmes in educational settings effectively, considering the particularities of each context, their sustainability over time, and their adaptability to pedagogical practice.

This study takes into account preliminary evidence from a recent large-scale intervention in the United Kingdom (MYRIAD) and the previous experience of an MBI study carried out in Valdivia, Chile (<https://www.isrctn.com/ISRCTN15884989>). The objective of this study is to evaluate the impact of a mindfulness programme implemented in secondary schools in Santiago, Chile, in which teachers are prepared in different levels of mindfulness training and support, subsequently applying these practices with their adolescent students, to strengthen mental health and well-being in both groups. The project intends to contribute evidence on the benefits of integrating mindfulness into education as a preventive and formative strategy. It is expected that the findings will help to improve understanding of how mindfulness can be incorporated into educational settings sustainably, offering guidance for future public policies and programmes that address mental health in Chilean schools.

Who can participate?

Students and teachers from secondary schools in Santiago, Chile, that serve communities with a high proportion of students from socio-economically disadvantaged backgrounds.

What does the study involve?

All participating teachers are involved in an eight-week mindfulness workshop to develop their personal mindfulness skills. Afterwards, teachers are allocated to one of two groups. One group receives a brief training on how to teach mindfulness in their classrooms. The other group receives the same training, as well as an expanded training focused on lesson planning. After this training, teachers will start to implement the student's program during school days within counselling time. During this time, teachers receive weekly guidance and supervision from the research team. This study compares two versions of teacher training to assess the benefits in students' and teachers' mental health, well-being, and mindfulness skills. To measure these effects, students complete short questionnaires before and after the intervention, and at 4 and 12 months later. As a secondary measure, teachers respond to short questionnaires before and after the mindfulness workshop, and again at 12 and 16 months later.

What are the possible benefits and risks of participating?

All participants have the opportunity to receive free training in mindfulness skills. This study could benefit well-being, emotional regulation, and stress management, promoting better relations with oneself, others, and their environment. Furthermore, there is no physical or psychological risk associated with this study. Some participants might feel a brief discomfort when answering personal questions in the questionnaires.

Where is the study run from?

Universidad San Sebastián (Chile)

When is the study starting and how long is it expected to run for?

June 2024 to December 2026

Who is funding the study?

Agencia Nacional de Investigación y Desarrollo (ANID) (Chile)

Who is the main contact?

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Contact information

Type(s)

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Study information

Scientific Title

Application of a school-based mindfulness training in secondary schools in Santiago, Chile.
Impact on mental health prevention and well-being promotion in teachers and students.

Study objectives

1. At the end of the intervention, students will have better mental health, well-being, and mindfulness skills in schools where teachers receive extended mindfulness training compared to schools where teachers receive brief mindfulness training.
2. Teachers who receive extended mindfulness training will have better mental health, well-being and mindfulness skills compared to teachers who receive brief mindfulness training.

Ethics approval required

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Ethics approval(s)

1. Approved 06/05/2023, Ethics Committee of Universidad Austral de Chile (631 Independencia, Valdivia, 5090000, Chile; +56 63 2444314; comiteeticocientifico@uach.cl), ref: 1221034
2. Approved 05/06/2023, Ethics Committee of Universidad San Sebastián (2465 Lota, Providencia, Santiago, 7500000, Chile; +56 2 2206879; cec@uss.cl), ref: 52-23

Primary study design

Interventional

Allocation

Randomized controlled trial

Masking

Blinded (masking used)

Control

Dose comparison

Assignment

Parallel

Purpose

Prevention

Study type(s)

Health condition(s) or problem(s) studied

Mental health prevention in teachers and students in socio-economically disadvantaged secondary schools.

Interventions

1. Mindfulness Workshop (12 hours): All teachers complete 8 weeks of a workshop to develop personal mindfulness skills.
2. Teacher Training: After the workshop, all participants are randomly assigned to one of two training arms:
Brief Training (21 hours): Participants in this arm attend a 3-day mindfulness training for implementation, focused on integrating mindfulness practices into classroom routines.
Extended Training (42 hours): Participants in this arm complete the brief training (21 hours) and then attend an additional 3-day pedagogical planning training (21 hours), focused on reviewing and receiving feedback on the mindfulness-based classroom activities they plan to apply with students.
3. Student Implementation (10 weeks). Students participate in a 10-session mindfulness programme, delivered by their teachers. Each session lasts 30–40 minutes and focuses on applying the mindfulness strategies learned during the teacher training. Teachers receive supervision once per week during the implementation of the programme.

Intervention Type

Behavioural

Primary outcome(s)

1. Mental Health in students measured using the PHQ-9 (Patient Health Questionnaire-9), GAD-7 (Generalized Anxiety Disorder-7) and PSS-10 (Perceived Stress Scale-10) at baseline, after the intervention, and at 4 and 12 months follow-up
2. Wellbeing in students measured using the PWB-SF-Y (Psychological Well-being Scale-Short Form for Youth) at baseline, after the intervention, and at 4 and 12 months follow-up
3. Mindfulness in students measured using the FFMQ-SF (Five Facet Mindfulness Questionnaire-Short Form) at baseline, after the intervention, and at 4 and 12 months follow-up
4. Psychological Inflexibility in students measured using the AFQ-Y8 (Avoidance and Fusion Questionnaire for Youth-8 Item Version) at baseline, after the intervention, and at 4 and 12 months follow-up
5. Emotion Regulation in students measured using the DERS-25 (Difficulties in Emotion Regulation Scale-25 Item Version) at baseline, after the intervention, and at 4 and 12 months follow-up
6. Gratitude in students measured using the GQ-6 (Gratitude Questionnaire-6) at baseline, after the intervention, and at 4 and 12 months follow-up

Key secondary outcome(s)

1. Mental Health in teachers measured using the PHQ-9 (Patient Health Questionnaire-9) and GAD-7 (Generalized Anxiety Disorder-7) at baseline, after the intervention, and at 12 and 16 months follow-up

2. Psychological Well-being in teachers measured using the PWB-6 (Psychological Well-being Scale- 6 Item Version) at baseline, after the intervention, and at 12 and 16 months follow-up
3. Mindfulness in teachers measured using the FFMQ-SF (Five Facet Mindfulness Questionnaire- Short Form) at baseline, after the intervention, and at 12 and 16 months follow-up
4. Psychological Inflexibility in teachers measured using the AAQ-II (Acceptance and Acceptance and Action Questionnaire - II) at baseline, after the intervention, and at 12 and 16 months follow-up
5. Emotion Regulation in teachers measured using the ERQ-CA (Emotion Regulation Questionnaire) at baseline, after the intervention, and at 12 and 16 months follow-up
6. Gratitude in teachers measured using the GQ-6 (Gratitude Questionnaire-6) at baseline, after the intervention, and at 12 and 16 months follow-up
7. Self-Compassion in teachers measured using the SCS-SF (Self-Compassion Scale-Short Form) at baseline, after the intervention, and at 12 and 16 months follow-up
8. Global Health in teachers measured using the PROMIS-GH10 (Patient- Reported Outcomes Measurement Information System- Global Health 10) at baseline, after the intervention, and at 12 and 16 months follow-up
9. Burnout in teachers measured using the MBI-ES (Maslach Burnout Inventory- Educators Survey) at baseline, after the intervention, and at 12 and 16 months follow-up

Completion date

01/12/2026

Eligibility

Key inclusion criteria

1. Be students or teachers
2. Schools that offer secondary education (1st to 4th secondary)
3. Schools that have two or more courses per year
4. Schools that have a vulnerability index ≥ 75
5. Schools that belong to the city of Santiago, Chile

Healthy volunteers allowed

No

Age group

Mixed

Lower age limit

13 Years

Upper age limit

18 Years

Sex

All

Total final enrolment

754

Key exclusion criteria

1. Schools for students with special needs

Date of first enrolment

05/06/2024

Date of final enrolment

03/05/2025

Locations

Countries of recruitment

Chile

Study participating centre

Colegio Bicentenario Técnico Profesional República Argentina

1004 Vicuña Mackenna Avenue, Ñuñoa

Santiago

Chile

7750555

Study participating centre

Colegio Alberto Blest Gana

1674 Mirador Street, San Ramón

Santiago

Chile

8860022

Study participating centre

Colegio Polivalente Patricio Mekis de Padre Hurtado

2378 Primera Transversal Avenue, Padre Hurtado

Santiago

Chile

9710683

Study participating centre

Centro Educacional La Florida

364 San José de la Estrella Avenue, La Florida

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8310006

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Complejo Educacional La Reina
40 Quillagua, La Reina
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Study participating centre
Colegio San Fernando
5550 Nevado Tres Cruces, Peñalolén
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Chile
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Sponsor information

Organisation
San Sebastián University

ROR
<https://ror.org/04jrwm652>

Funder(s)

Funder type

Funder Name

Agencia Nacional de Investigación y Desarrollo

Alternative Name(s)

Agencia Nacional de Investigación y Desarrollo de Chile, National Agency for Research and Development, Government of Chile, Chilean National Agency for Research and Development, Agencia Nacional de Investigación y Desarrollo de Chile (ANID), ANID

Funding Body Type

Government organisation

Funding Body Subtype

National government

Location

Chile

Results and Publications

Individual participant data (IPD) sharing plan

IPD sharing plan summary

Data sharing statement to be made available at a later date