





Overview of the Project – NIHR GHRG on Promoting Children's and Adolescent's Mental Wellbeing in sub-Saharan Africa

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Our Aim

Our overall aim is to develop, implement, and evaluate an affordable, effective, and trusted whole school mindfulness intervention to improve the mental well-being of children and adolescents in Rwanda and Ethiopia.

Main Elements of the Project



1. Research



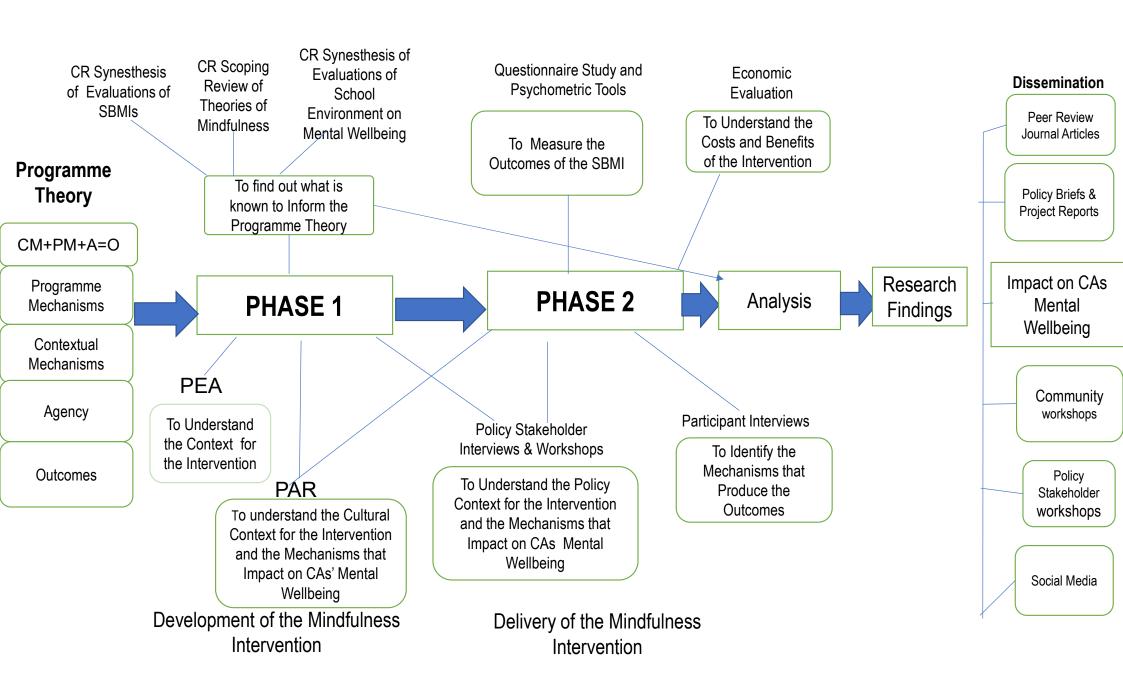
2. Development and delivery of a school-based mindfulness intervention



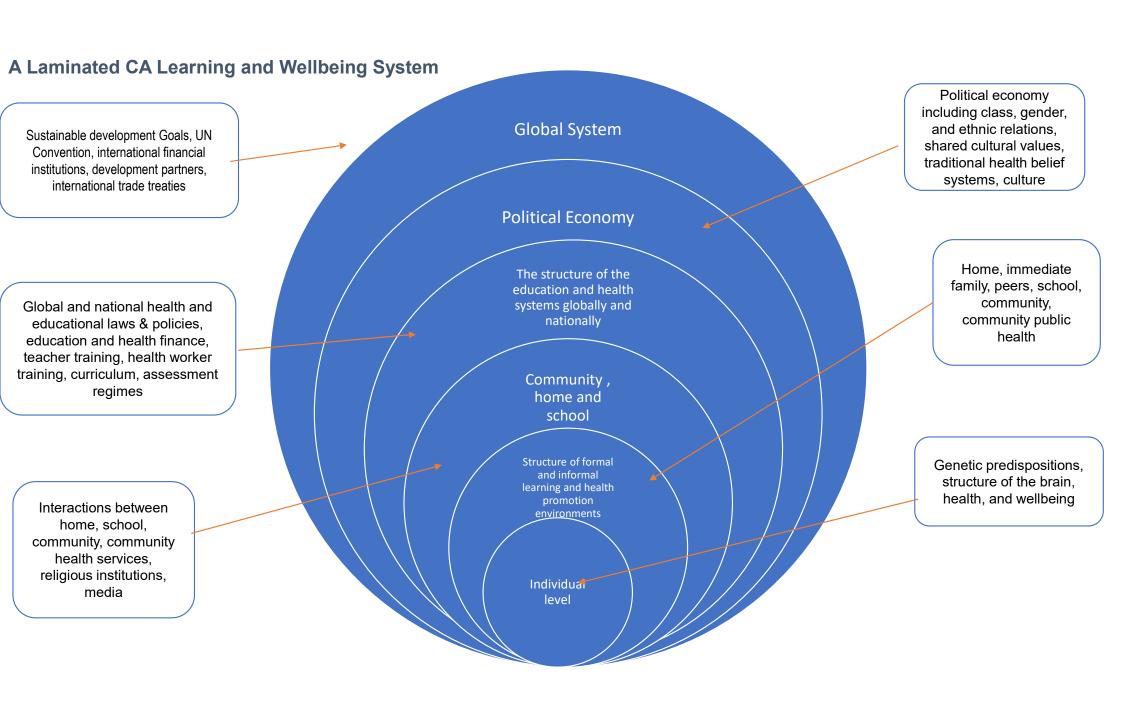
3. Training and capacity building in interdisciplinary health research



Dissemination



Steps	Question	Methods	Outputs
Identification of the potential contextual factors	What are the conditions in Rwanda and Ethiopia that impact CA mental wellbeing?	Political economy analysis. Interviews/workshops/ PR with policy actors, parents, CAs and teacher educators. Baseline questionnaires – main carers & teachers.	Potential contextual factors (mechanisms) identified.
CR synthesis	What is the evidence on the effectiveness of mindfulness interventions in promoting CAs' mental wellbeing in LMICs? What are the mechanisms that are triggered? What programme theories have been tested with what outcomes?	CR review of mindfulness interventions for promoting CAs' mental wellbeing in LMICs, school climate interventions in LMICs with mental wellbeing as a primary or secondary outcome Theories of how mindfulness works to promote mental wellbeing.	Identifying the mechanisms through which the outcomes were brought about as well as the required contextual conditions.
Eliciting the programme theory of the developers	How is the mindfulness intervention supposed to work? What are the assumptions of the developers?	Interviews with the teacher educators and a review of the mindfulness training programme.	The assumptions of the actors on the mechanisms through which they believe the mindfulness intervention will promote CAs' mental wellbeing.
Refining the mechanisms	Revising the initial theories explaining how the mindfulness intervention is expected to work to promote CAs' mental wellbeing.	Review of concepts and theories	Refine mechanisms and potential middle-range theories.

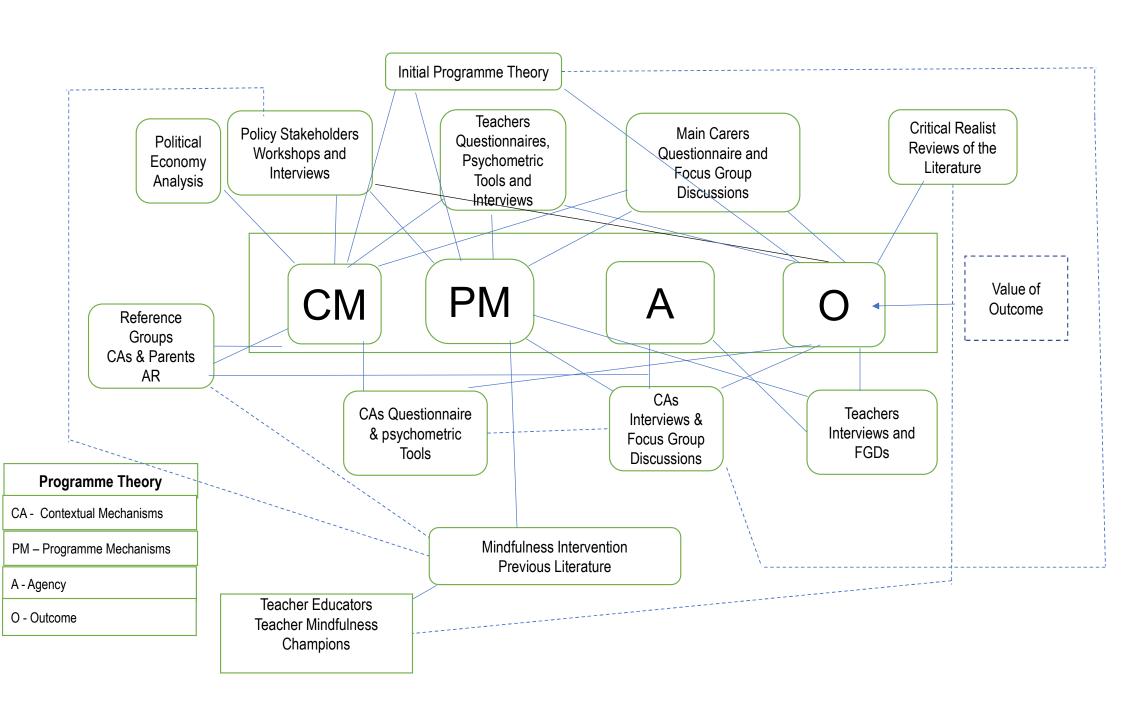


Mindful Environment

Trained Teachers
Culturally Appropriate

Mindfulness Curriculum Developed by Teacher-Educators & Teachers CBPR with Parents, Teachers, Policy Stakeholders & CAs Outcome

Improved Mental Wellbeing of Pupils



Applied Health Research

Objectives:

- To evaluate the intervention using critical realism controlled trial and participatory, qualitative, and quantitative research
- 2. To carry out a cost-effectiveness analysis of the intervention

Deliverables:

- 1. A cost-benefit analysis
- 2. Design, testing and implementation of the research, including the identification, translation and validation (if applicable) of psychometric and self-completion tools, design of questionnaires, FGD and KII agendas
- 3. Qualitative and quantitative data sets from baseline, mid-line and end-of-line data
- 4. Report setting out the main findings from the trial

Dist Description of Author						Year 2						Yea	ar 3
Brief Description of Activity	14	15	16	17	18	19	20	21	22	23	24	25	26
	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
School Year (month start-end)													
School year - Rwanda													
School year - Ethiopia													
Overarching Activities													
AAU ethics approval stage two													
Call parents meeting in schools (headteacher-call)													
Establish local community advisory groups - Rwanda													
Establish local community advisory groups - Ethiopia													
Establish local CA advisory groups - Rwanda													
Establish local CA advisory groups - Ethiopia													
Obtain consent from parents for child(ren) to participate in research													
Annual reports to NIHR (submit 1st Aug 2024)													
QSTOX reports to NIHR (by 31st Oct, Jan, Apr, Jul)													

Work Package 1 Situational Analysis and	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Stakeholder Engagement								•				J	'
Activity 1.1: Meetings of WP Team (as necessary)													
Activity 1.2: Stakeholder mapping, context, and stiuational analysis completed, and report written for consultation with stakeholders (KEY MILESTONE)				*									
Activity 1.2.1: PEA Desk Review													
Activity 1.2.2: Policy actor interviews													
Activity 1.2.3: Quality assurance of policy actor interviews by co-leads													
Activity 1.2.4: Analysis and reporting of policy actor interviews													
Activity 1.3: Stakeholder engagement (CBPR), including draft report written reporting findings from the consulations to inform design of the intervention (KEY MILESTONE)				*									
Activity 1.3.1: Development of guides for consultation and engagement on promoting the mental wellbeing of children and adolescents with stakeholders and community members including children													
1.3.2: PAR training (Co-Is)													
1.3.3: Tool development (country specific)													
1.3.4: PAR training (with research teams, country specific)													
Activity 1.3.5: 4x workshops parents' reference groups (weekly)													
Activity 1.4: Qualitative data set of notes from meetings with stakeholders & advisory groups for analysis and depositing in an open access repository & link to IATI.													
Activity 1.5: Article written and submitted to peer review journal										***********			
Activity 1.6: Meetings of reference groups - proposed Sep/Oct 24, Apr/May 25, Nov/Dec not including separate activities in WPs 1, 2 & 5 (participatory research).	Resruit	WPI	WP1		WP2	WP2	WP2	Pilot testing	Pilot testing	Pilot testing		Baseline	:Baseline

Work Package 2 Context Specific Intervention Design and Delivery	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Activity 2.1: Meetings of WP Team (as necessary)													
Activity 2.3: Two critical realist synthesis reviews drafted and submitted to peer review journals (KEY MILESTONE)				*									
Activity 2.4: (CORE) Training of seven teacher educators in mindfulness (4 Rwanda, 3 Ethiopia - 4 from 01/08/2023) (KEY Milestone)		*											
Activity 2.4.2: Teaching Skills Training for teacher educators.													
Activity 2.4.4: MBLC Retreat (follow-up) (Online - 5 days) for teacher educators.													
Activity 2.7: Continuing professional development programme in mindfulness for teachers developed and validated by the College of Education, University of Rwanda													
Activity 2.8: In-person workshop in Rwanda for teacher educators from UK, Rwanda & Ethiopia to train the teachers champions in mindfulness.													
Activity 2.9: Draft intervention designed by teacher educators and mindful champions.													
Activity 2.10: Prepare teaching practise and observation tools to measure fidelity - Rwanda													
Activity 2.11: Prepare teaching practise and observation tools to measure fidelity - Ethiopia													
Activity 2.12: Run workshops/deliberative forums with stakeholder, community and CA reference groups. Includes consultation with parents, CAs and policy makers in Jan-24.													
Activity 2.13: Finalise original draft of the intervention based on feedback from the consultations.													
Activity 2.14: Training of teachers in delivering the intervention in pilot school in Rwanda													
Activity 2.15: Training of teachers in delivering the intervention in pilot school in Ethiopia													
Activity 2.16: Fidelity vists of teaching practises (with teachers and Mindfulness Champions) in the feasability schools - Ethiopia.													
Activity 2.17: Fidelity vists of teaching practises (with teachers and Mindfulness Champions) in the feasability schools - Rwanda.													
Activity 2.18: Revising of the intervention and teaching practise and observation tools based on the findings from the feasibility study and finalising the teachers' guide (KEY MILESTONE)											*		
Activity 2.19: Training of the teachers in mindfulness in the Intervention School in Ethiopia (KEY MILESTONE)													*
Activity 2.20: Training of the teachers in mindfulness in the Intervention School in Rwanda (KEY MILESTONE)													*

Work Package 3 Applied Health Research	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Activity 3.1: Meeting of WP Team (as necessary)													
Activity 3.3: Cost-benefit analysis													
Sub-heading: Feasability													
Activity 3.5.1: Identifying pyschometric tests and other self-completition tools													
Activity 3.5.2: Translating pyschometric tests and self-completion tools into local languages, and validating tests if necessary.													
Activity 3.6: Drafting of tools for collecting feasability data.													
Activity 3.7: Recruitment of assistants for evaluation in feasability schools.													
Activity 3.8: Preparation of training materials for training assistants in evaluation of feasbaility schools													
Activity 3.9: Training materials for evaluation in feasability schools.													
Activity 3.10: Training for evaluation in feasability schools.													
Activity 3.11: Testing of of the procedures for delivering the intervention in the pilot school (administering the psychometric tests to be carried out during the training by WP3) - Rwanda.													
Activity 3.12: Testing of of the procedures for delivering the intervention in the pilot school (administering the psychometric tests to be carried out during the training by WP3 - Ethiopia													

Work Package 3 Applied Health Research	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Sub-heading: Baseline													
Activity 3.13: Design of baseline research, questionnaires, FGD agendas and KII agendas.													
Activity 3.14: Preparing of training materials for fieldwork teams for baseline research.													
Activity 3.15: Recruitment of data collectors, note takers and translators/transcribers for the base line research - Rwanda													
Activity 3.16: Recruitment of data collectors, note takers and translators/transcribers for the base line research - Ethiopia													
Activity 3.17: Preparation of training materials for fieldwork team for baseline research													
Activity 3.18: Training of fieldwork team in Ethiopia and Rwanda for baseline research.													
Activity 3.19: Baseline research in Ethiopia													
Activity 3.20: Baseline research in Rwanda													
Activity 3.21: Qualitative and quantitative data sets (baseline data) prepared for analysis and available on reasonable request & link to IATI.													

Work Package 3 Applied Health Research	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Sub-heading: Intervention & process research													
Activity 3.23: Design of the CR process research (qualitative) (KEY MILESTONE) including interviews, focus group discussions, participant observation, pupils/teachers/primary carers/key informants.							*						
Activity 3.24: Revision of tools and intervention in light of the pilot by mid-August 2024.													
Activity 3.25: Recruitment of note takers & transcribers/ translators for research during intervention and process evaluation in Rwanda													
Activity 3.26: Recruitment of note takers & transcribers/ translators for research during intervention and process evaluation in Ethiopia													
Activity 3.27: Preparation of training materials for fieldwork team for intervention.													
Activity 3.28: Training of researchers for the intervention in Ethiopia													
Activity 3.29:Training of researchers in Rwanda for the intervention													
Activity 3.30: Baseline psychometric testing in Trial and Control Schools in Ethiopia (KEY MILESTONE)													*
Activity 3.31: Baseline psychometric testing in Trial and Control Schools in Rwanda (KEY MILESTONE)													*
Activity 3.32: Intervention in Ethiopia													
Activity 3.33: Intervention in Rwanda													
Sub-heading: Conclusion & Other													
Activity 3.50: Evaluation of development and practical delivery of the mindfulness intervention with teacher educators.													

Work Package 4 Education and Training	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Activity 4.1: Meeting of WP Team													
Activity 4.3: Training needs analysis researchers, post docs & PhD students (reviewed every 6 months)													
Activity 4.4: Supervision of PhD students - students and supervisors meet at least once every month													
Activity 4.5: Peer mentoring for PDRFs - meeting every 2 - 3 months													
Activity 4.6: Scheduled research seminars													
Activity 4.7: Monthly training workshop based on training needs analysis													
Activity 4.8: 6 monthly reviews of PhD students progress. Year 1 and year 2 reviews to include assessment of progress by experienced PhD supervisors external to the supervision team.													
Activity 4.9: Annual training workshops for capacity building for professional support staff													

Work Package 5 Dissemination, Advocacy and Sustainability	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Sep-24
Activity 5.1: Meeting of WP Team (as necessary)													
Activity 5.3: Policy actor events in Rwanda and Ethiopia													
Activity 5.4: Series of webinars / videos / workshops etc to disseminate findings from research													
Activity 5.6: Policy briefs and stakeholder engagement (KEY MILESTONES*) NB: Policy briefs for key milestones (lit reviews, WP1 etc)													
Activity 5.9: Publication of peer-review journal articles													
Activity 5.10: Publication of other articles													
Work Package 6 Management													
Activity 6.3: Meetings of International Advisory Board													
Activity 6.4:Meetings of Executive Committee													
Activity 6.5:Meetings of Management Group													
Activity 6.6: Quarterly review of risk register													

Acknowledgments

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