



# School Readiness Initiative



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# About School Readiness Initiative

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- **Informally active since 2007**
- **Formally active since 2010**

**Vision:** Enrolled children stay in school and succeed academically, emotionally and socially



# Introducing school mental health in Ethiopia



Project supported by:

Grand Challenges Canada™  
Grands Défis Canada™

## Rationale.

In a nation with no mental health services for children, schools can be efficiently used for prevention and early identification of mental/behavioral problems



Grand Challenges Canada®  
Grands Défis Canada

**BOLD IDEAS WITH BIG IMPACT®**

# Introducing School Mental health in Ethiopia

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## Expected impact of the project :

- Improved mental/behavioral, social and academic functions of children

## Objectives of the project:

- 1. Enable 270 teachers and parents of 5000 preschool children to enhance children's social and emotional development and to understand signs and symptoms of common mental disorders (7 activities)
- 2: Enable 240 preschool teachers and the 5000 primary caregivers to replace the traditional harsh, punitive disciplining of children with positive discipline (4 activities)
- 3. Provide mental health services to children and their primary caregivers (4 activities)



# Assessments done

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## Study design

- Cross sectional study design and follow up design was used to assess the implementation process of the project at community and institutional level
- Based on similarity and difference of source population, we created different groups of data sets

## Setting/ source population

## Methods



# Magnitude of common mental illness...

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Depressive disorder	Number	Prevalence	(95% CI)
Probable major depression	130	13.7	(11.1, 15.3)
Mild depression disorder	103	10.5	(8.6, 12.4)
Major depression	51	5.4	(3.8, 6.6)
<b>Any form of depression</b>	<b>154</b>	<b>16.2</b>	<b>(13.4, 17.9)</b>



# Magnitude of common mental illness...

## 2. Common mental illness among children (based on SDQ) (n=846)

Type of common mental disorder	Number	Percent	(95 % CI)
Total difficulties categorized	58	6.9	(5.2, 8.6)
Emotional symptoms categorized	70	8.3	(6.4, 10.1)
Conduct problems categorized	69	8.2	(6.3, 10.0)
Hyperactivity or inattention categorized	87	10.3	(8.2, 12.3)
Peer problems categorized	55	6.5	(4.8, 8.2)
<b>Presence of any mental disorder</b>	<b>163</b>	<b>19.3</b>	<b>(16.6, 21.9)</b>



## 2. Change in skill of diagnosing common mental illness by teachers..

### B. Teachers' skill of diagnosing children with mental illness

(a) Pre-intervention (b) Post-training data collected, analysis not ready

Test instrument		SDQ diagnosis		Totals
		Case	Non-case	
Traditional categorizing	Case	78 (26.2)	84 (26.5)	162
	None case	220 (73.8)	233 (73.5)	453
	Total	298	317	615

Sensitivity = 26.2%

Predictive value positive = 48.2%

Percent agreement = 0.51

Specificity = 73.5%

Predictive value negative = 51.4 %

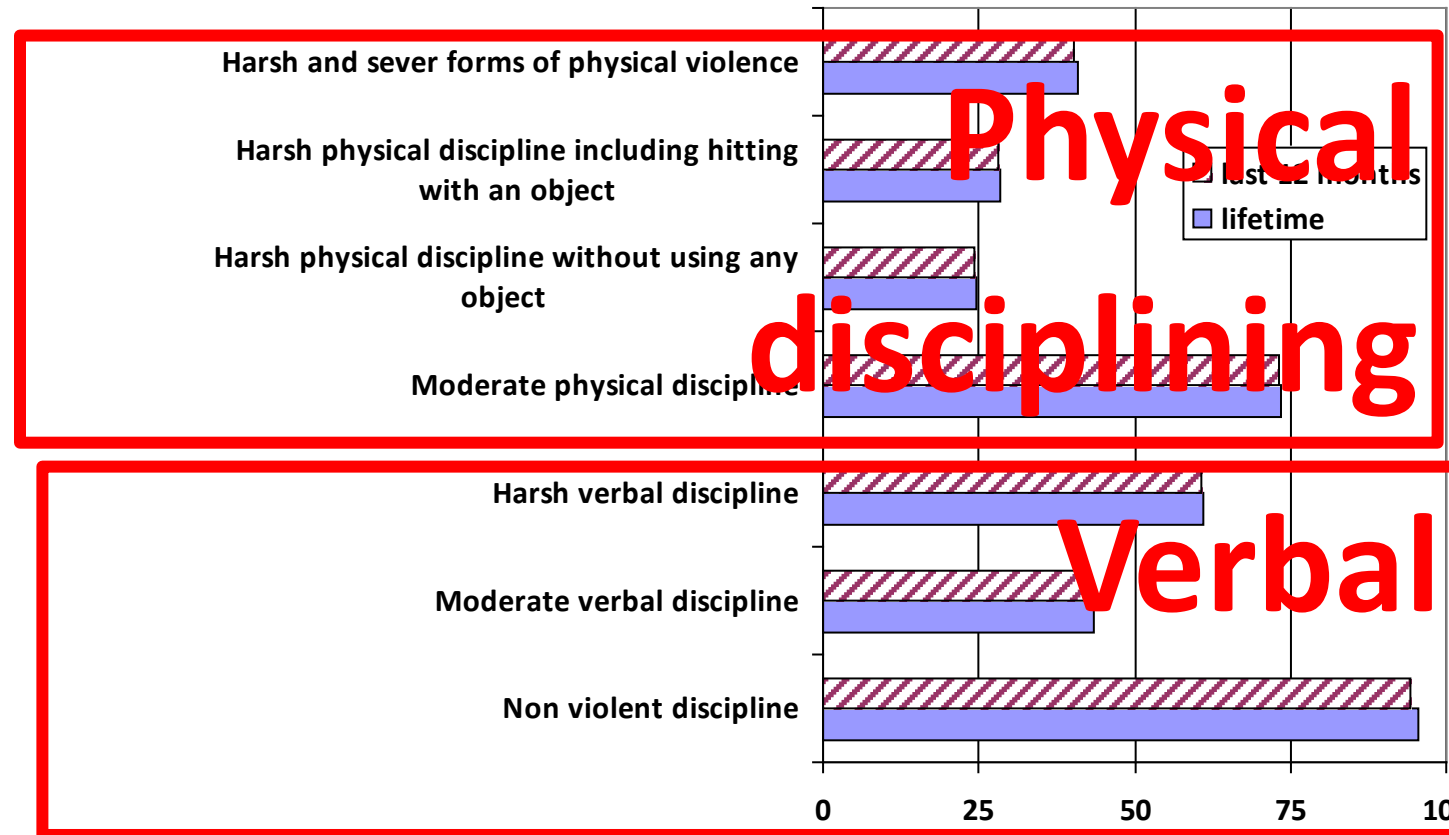
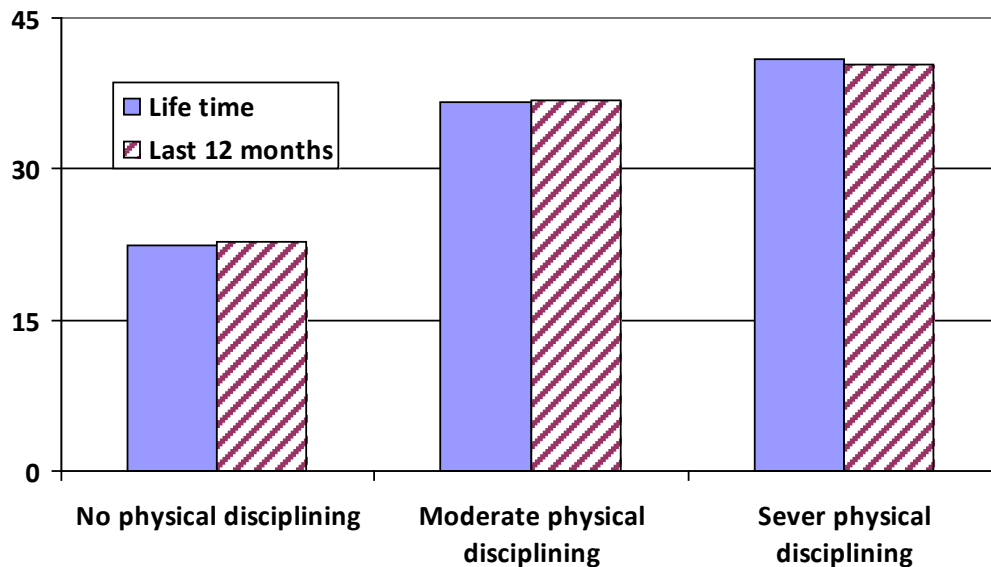
Cohen's Kappa = 0.033





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## 6. Methods of disciplining of preschool children by caregivers (n=842)



# Introducing School Mental health

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## Next Steps

### 1. Do post-intervention assessment

- Symptom reduction (SDQ, PHQ9)
- Change in functionality (WHODAS)
- Teachers' diagnostic skill
- Parents' child disciplining methods
- Cost-benefit analysis

### 2. Manuscript writing (Started)

