

PROGRESS REPORT

Sleep MORE for Everyone (SLEEP-MORE) Project: a school-community-based sleep educational programme for Nigerian In-school adolescents. Oluwatosin Olorunmoteni

This report provides an overview of activities completed so far under the SLEEP MORE project among adolescents in Osun East Senatorial District, Osun State, south-western Nigeria. The project aims to implement a school-based sleep intervention programme for adolescents, their parents, and stakeholders in the school setting.

The first phase of the project involved obtaining ethical approval and collection of baseline quantitative data to assess adolescents' knowledge and practices related to sleep. Baseline data were collected from a total of 16 secondary schools, comprising eight urban and eight rural schools across the senatorial district. The baseline assessment focused on students' understanding of sleep and its importance, components of sleep health, sleep hygiene practices, barriers to achieving optimal sleep, consequences of poor sleep, and strategies for improving individual sleep. A total of 1,148 students participated in the baseline assessment, providing a robust dataset for understanding existing knowledge gaps and behavioral patterns related to sleep among adolescents in the study area.

In addition to the quantitative survey, qualitative data were collected to gain deeper insights into perceptions, experiences, and contextual factors influencing sleep among adolescents and key stakeholders. The qualitative interviews also included the engagement of the stakeholders (students, parents, and teachers) on the co-development of the school-based sleep educational intervention. Focus group discussions (FGDs) were conducted in eight selected schools, consisting of four urban and four rural schools. In each school, two FGDs were conducted among students: one for the junior category and one for the senior category. This resulted in a total of 16 student FGDs across the eight schools (intervention arm). These discussions explored students' perspectives on the sleep health intervention, the proposed modules and their components, and suggestions on the mode of delivery for the intervention.

Furthermore, FGDs were also conducted with teachers in each of the eight schools, resulting in a total of eight teacher FGDs. These discussions provided valuable perspectives on how improving sleep hygiene and school schedules can improve academic performance and behavior of adolescents. Teachers also shared their perspectives on the proposed sleep education module and co-developed the content and delivery mode.

To incorporate parental perspectives, key informant interviews (KIIs) were conducted with 15 parents drawn from the participating schools. These interviews explored parental awareness of adolescent sleep needs, household routines affecting sleep, and perceived barriers to healthy sleep. In addition, sleep sensitization sessions were carried out for parents during Parent-Teacher Association (PTA) meetings. These sessions focused on raising awareness

about the importance of adequate sleep for adolescents and the role parents play in supporting healthy sleep habits at home.

Following the completion of baseline data collection and community engagement for the co-development of the sleep intervention, the project has progressed to the intervention phase. Educational interventions have commenced in each of the eight selected schools. Students are currently being sensitized on key aspects of sleep health, including the components of healthy sleep, sleep hygiene practices, barriers to optimal sleep, consequences of poor sleep, and practical ways to improve sleep health. These ongoing interventions are designed to address identified gaps from the baseline assessment and to promote sustainable sleep-healthy behaviors among adolescents.