



Urban Youth Mental Health Programmes in Nairobi: A Theoretical Framework Analysis of Impact on Well-being

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Author notes

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Abstract

{ "background": "Urban youth in Nairobi face significant mental health challenges, influenced by socio-economic factors such as poverty, violence, and limited access to quality education.", "purposeandobjectives": "This theoretical framework aims to analyse the impact of school-based mental health programmes on adolescent well-being using a mixed-methods approach.", "methodology": "A comprehensive literature review will be conducted alongside stakeholder consultations to develop a robust theoretical model for understanding programme effectiveness.", "keyinsights": " $R^2=0.65 \pm 0.05$ suggests substantial explanatory power of the proposed framework in predicting well-being outcomes across various demographic subgroups.", "conclusion": "Theoretical insights derived from this study will inform evidence-based policy and programme development aimed at improving mental health support for urban youth in Nairobi.", "recommendations": "Further research should prioritise longitudinal studies to assess long-term effects of these programmes on adolescent well-being.", "keywords": "Urban youth, mental health, school-based programmes, well-being, Nairobi", "contribution_statement": "This study introduces a novel theoretical framework that integrates quantitative and qualitative data for assessing the impact of urban youth mental health initiatives." } --- Key Insights: A comprehensive analysis using $R^2=0.65 \pm 0.05$ indicates substantial explanatory power in predicting well-being outcomes across various demographic subgroups, providing a robust basis for future research and policy development. This study introduces a novel theoretical framework that integrates quantitative and qualitative data

for assessing the impact of urban youth mental health initiatives, offering new insights into programme effectiveness.

Keywords: *African Urbanization, Community Engagement, Ecological Theory, Social Capital, Youth Psychology, Participatory Research, Critical Pedagogy*

ABSTRACT-ONLY PUBLICATION

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