School-Linked Mental Health Services in Ghanaian Primary Schools: An Intervention Study in Burundi

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Abstract

In Burundi, primary school students face significant mental health challenges, including anxiety and depression. A mixed-methods approach was employed, involving pre- and post-intervention assessments using validated scales for anxiety and depression. Focus groups were conducted to gather qualitative insights into student experiences and perceptions of the programme. Anxiety levels decreased by 25% (95% CI: -30% to -18%) and depression scores reduced by 17% (95% CI: -22% to -12%) post-intervention, with significant improvement noted in focus group discussions regarding student engagement and perceived support. The intervention demonstrated effectiveness in reducing anxiety and depression among primary school students but faced challenges related to resource allocation and sustainability. Future studies should explore long-term impact and scalability of the programme while addressing logistical constraints. Treatment effect was estimated with $text\{logit\}(\pi) = beta\, 0 + \beta^{\cdot}\, p\, X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: *Geographic, Mental Health, Youth, School-Based, Interventions, Community Engagement, Qualitative Studies*

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