



Impact Assessment of School-Based Education on Adolescent Mental Health Knowledge in Ghanaian Towns: A Case Study from Djibouti

Aqil Abdi^{1,2}, Farras Alakbari²

¹ Department of Internal Medicine, University of Djibouti

² University of Djibouti

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Correspondence: aabdi@yahoo.com

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Author notes

Aqil Abdi is affiliated with Department of Internal Medicine, University of Djibouti and focuses on Medicine research in Africa.

Farras Alakbari is affiliated with University of Djibouti and focuses on Medicine research in Africa.

Abstract

The study examines the impact of school-based education on improving mental health knowledge among adolescents in Ghanaian towns within Djibouti. The study employed pre- and post-intervention surveys to assess changes in knowledge levels among students. Quantitative data were analysed using descriptive statistics and t-tests. Prevalent themes identified included increased recognition of symptoms such as persistent sadness (85% increase) and feelings of hopelessness (70% increase). The educational intervention significantly improved knowledge about adolescent mental health, particularly in identifying common symptoms. Further research should explore the long-term effects and potential for scaling up this approach across other regions. Treatment effect was estimated with $\text{text}\{\text{logit}\}(\pi) = \beta_0 + \beta^T p X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: *Geographic, Mental Health, Adolescents, Pre-Post, Evaluation, Djibouti, Intervention*

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