

Mental Health Interventions Especially in Conflict Zones Across the Globe: A Review Study

Mohd Manshoor Ahmed*

Research Scholar, Department of Social Work, School of Social Sciences, Central University of Kerala

Jilly John**

Assistant Professor, Department of Social Work, School of Social Sciences, Central University of Kerala

Abstract

Mental Health interventions are needed since children encounter more prevalent mental problems than mainstream communities. Nevertheless, normal mental health therapies cannot be provided to children in conflict zones due to lacking resources, mental health professionals and the different natures of problems. Because of this, evidence-based mental health therapies are now available to these vulnerable groups. Such groups may be found in various conflict zones that have implemented initiatives to educate local care providers about treatments that can be given at all levels. This review analyses the proof of these therapies' effectiveness while providing a descriptive summary. The limits of the therapies that are now available are emphasised. More attention is needed to determine the longer-term effects of interventions, provide for the psychological health requirements of children and adolescents who do not respond to these interventions, assist children and adolescents with more critical mental disorders, and understand the precise mechanisms underlying the observed effects of interventions.

Key Words: Mental Health Disorders, Conflict Zone, Intervention, Adolescents

Aberrations

Mental Health Services – MHS

Post-traumatic stress disorder – PTSD

Introduction

Due to the type of prolonged traumatic events that youth can tolerate, they are more likely than some other demographics to acquire mental problems. There's robust evidence that many forms of mental intervention help reduce the symptoms of recognised psychiatric diseases, such as fear, dread, unease, and depressed state. The opposite is true with posttraumatic stress disorder (Hussain et al., 2018; Liang et al., 2020). However, most of such proof comes from studies in first-world nations rich in resource consumption, unique health infrastructures, MHS, and expertise. This can be difficult to deal with the psychological health needs of most aberrant teenagers because most delinquency-related incidents are found in second-world countries and third-world countries, where there are ordinarily scant resources to provide professionals MHS. Due to these circumstances, efforts are now being made to create therapies that can lower psychological problems in these countries. Also, be expandable and enduring under these scenarios. To address the issues with the mental health of children who violate the law, efforts have been made to develop psychological therapies that can be enhanced in second and third-world nations. This article describes these efforts. Regardless of providing a comprehensive evaluation of such therapies, which have already been described (Wilson et al., 2018; Valdebenito et al., 2015), This study starts with a discussion of the major components of the optimised methods now offered to adolescents so that readers may better appreciate how these interventions can help such children. After that, it critiques the data that is now available about these approaches and identifies possible future difficulties for the area. Substantial evidence showing these children are more likely to have mental health issues than the general population emphasises the need for proper mental health treatments. One meta-analysis of youngsters overall it was shown that depressive disorder, anxiety, and PTSD are more prevalent among children who have engaged in different criminal activities or who have been the victims of abuse of any type. Compared to youngsters who weren't abused or involved in crime and weren't victims of abuse (Li et al., 2016; Kaysen et al., 2022). Other meta-analyses have noted that post-traumatic stress disorder (PTSD) affected 35% of people, depression affected 13.7%, and anxiety disorders affected 19.30%. (Blackmore et al., 2020). In addition, other meta-analyses have illustrated that the frequency of PTSD is 25% among the general population (Ng et al., 2020). According to the World Health Organization's World Mental Health Surveys, although the overall prevalence of different forms of mental instability among students was 20%, pre-metric rates were closer to 83%. (Auerbach et al., 2016). Another global research by World Mental Health

Survey presents the data differently by finding total samples, finding that 3.9% of the population may have prolonged effects of PTSD out of 5.6 (Koenen et al., 2017). Several studies have pressured on children's groups, with meta-analyses of Palestinian children between 6% and 71% in mainland and west-bank. In addition, the general ratio of PTSD (36%) was the same for both territories (Agbaria et al., 2021). The frequency of mental illnesses in children has been estimated to be over 76% worldwide. However, there is a dearth of research information, and mental health is not taken seriously in third- and second-world nations (Erskine et al., 2017). Anatomical, physiological (positive and negative growth), frequent hormonal secretions and psychological variations amalgamate to make mental health more complex (Fuligni et al., 2017; Farooq et al., 2020 and Francisco et al., 2020), these are not only simple transformations, but there are many complexities linked with the mental health of that age group (Blakemore, 2019). Meanwhile, multiple factors are behind the emergence of mental disorders—economic, socio-environmental, and family disputes (Laurenzi et al., 2023). however, cultural obstacles can't be ruled out behind the devastation of the psychological health of teenagers (Fuligni et al., 2015). Another meta-analysis done of the ingenious people depicted that the prevalence of PTSD among them was higher as compared to depressive disorder as well as anxiety and other psychological problems (Kisely et al., 2017), as an analysis done for the global health of adolescents found that the prevalence of depression took upwards trend from 24% to 37% between 2001 to 2014 even the manifestation regarding the depression increased respectively in the third world countries (Shorey et al., 2022). A research study in Kashmir shows the indications of PTSD were nearly 92%, while direct trauma victims were almost 75% in this age group (Margoob et al., 2006). Some potentially significant psychiatric illnesses frequently affect people. Because of the variety of painful traumas that teenagers may endure, particularly in war zones like Kashmir and Palestine (20% severe), persistent bereavement disorder might be predicted (Ashai et al., 2015; Barron et al., 2015). There are many youth-related problems, like African countries struggling with frequent unrest, Victims of the Syrian war and the Iraq war, especially with an Islamic state. Teenagers in Palestine have a worse case of PTSD. Iraq received roughly 30% of the flow (Dimitry, 20121). The prevalence of psychiatric disorders among Syrian children seems approximately similar, at 12.5% (Scherer et al., 2020) and in Iraq (sleeping disorder at 71%, followed by depressive conditions at 36.8% and PTSD at 10.5% among teenagers) during the fight with an Islamic state (Ceri et al., 2016), In addition to that Multiple factors (domestic violence and economic factors) are responsible for

comorbid psychiatric problems. One research study depicts that more than 36% of adolescents showed depression-related indications (Pinchoff et al., 2021). However, the symptoms and prevalence of various psychological disorders depend upon the nature of the causative factors and that geographical area. During the Russian onslaught, the prevalence of PTSD, depression, and anxiety among Ukrainian youth rose (Osokina et al., 2022). As enthusiasm for this area surges, there is significant potential for additional support and flexible content to reach more children and adolescents (WHO, 2017; UNICEF, 2021). Meanwhile, there are significant hurdles to implementation and interventions with the target group, and more exact data must be collected. More data is needed on how these interventions may substantially enhance mental health and alleviate the worldwide disease burden in this age demographic and where they should be directed (Eiraldi et al., 2015; Cleverley et al., 2020). Meanwhile, it is better to prefer the social model (community-based interventions) to the medical model because it will give a chance to a more significant number of teenagers (Wells et al., 2004; Wallerstein et al., 2016). In addition, it will be better if early, long-term enhancement and strategies are adopted (Pickles et al., 2016). It is the period bridge between childhood and adulthood. Hence, evidence-based approaches have a role in transforming them from one stage to another (Eiraldi et al., 2015).

Interventions for Teenagers

It is clear from several research that group trauma-oriented cognitive behavioural therapy is more effective in addressing the signs of various mental health problems and helps make sustainable social youths (Deblinger et al., 2016). The youth's mental health should be addressed throughout the early stages of adolescence and detected early on. In addition, structures can significantly alter youngsters' behaviour; community-centred strategies, family participation, and the need to adjust their surroundings are also essential. Meanwhile, WHO has provided four methods for Improving blueprints with precision. Providing teenagers with secure neighbourhoods, peers, institutions, surroundings, and a conflict-free society is essential. With that, scientific interventions are necessary. Mental Health professionals and others in the same field must be trained and competent. Psychoeducation for adolescents focuses on evidence-based therapy for comprehensive, specialised, and specific enhancement and mental health management. (World Health Organization, 2021). While many affirmations have concentrated on managing psychological disorders in this age group – both in the general population and among adolescents with emerging conditions – more interventions have begun to emphasise the promotion of mental health and the

adoption of yoga therapy among all individuals. Even though few studies have demonstrated a reduction in mental stress by yoga intervention (Khalsa et al., 2012), yoga treatment is pleasant and safe. Still, it is necessary to use further interventional treatments (Stephens, 2019). In contrast, research indicates that Yoga therapy is less effective among adolescents. However, solid evidence does not support this (Frank et al., 2107). There are many ways to interrupt the disturbed behaviours of younger through existing models specially focused on economic opportunities, jobs and other competencies enhancement programs (Ryan, 2001; Gough, 2016 and Marope et al., 2015), but with this limited approach, there is a need to focus on individual and group problem-solving strategies, need to transform basic behaviours and its requirement of an hour to develop a relationship within groups (Young et al., 2016; Shechtman,2017), with that carrier counselling can play a vital role (Choi et al., 2015). Such targeted enhancements can allow them to encounter this competitive stage, and they have to enter adulthood (Del et al., 2015; Verweken et al., 2015). Minors will be able to overcome all hurdles responsible for weak psychological health. Due to the importance of teenagers' social contexts to their perception of really exceptional, solutions that rely on concrete examples and address broader human and ecological aspects may be significant (Lindsay et al., 2016; Zeller et al., 2015 and Svanemyr et al., 2015). Disinterestedness and impartiality among both sexes can emerge in liberty and produce a sense of existence (Neufeld et al., 2022; Syed, 2017). Therapies administered to youths should allow them to practice competencies when they encounter circumstances to employ similar capabilities; they can also be individualised for younger and older adolescents following the desired goals and strategies (Zoogman et al., 2015). These therapies may target the individual needs of adolescents or use context-specific approaches to areas needing improvement in emotional well-being. On the premise of the population of interest and their identified circumstances, numerous professionals have indeed been engaged to administer these programs; for illustration, consensus initiatives for youth living with various tense conditions can eliminate prejudice and foster trust (Schleider et al., 2020; Dariotis et al., 2016). This field is emerging, with reasonably solid facts on programs that promote positive mental wellness and a broader scope of specific populations.

Modern evidence-based interventions

Additionally, there have been initiatives to support personality initiatives that place less emphasis on healthcare professionals and more on the individual, encouraging them to help themselves by acquiring learning materials on how to incorporate strategies for improved mental wellness. These initiatives have been made to foster greater adaptability. The WHO's Self-Help Plus programme is an instance of this strategy; it was initially tested by being delivered to groups of 20–30 individuals by a facilitator who offered assistance while participants went through an illustration-based self-help handbook (Epping-Jordan et al., 2016). The SHP programme has therapy in environments with limited access to healthcare resources, even though this study only showed a minor effect size. This is because it can teach several individuals at once. Several studies have given SHP to participants in subsyndromal distress who were interested in the secondary prevention of mental diseases. This strategy has been used to slow the development of mental illnesses among migrants. According to research conducted on 642 Syrian refugees living in Turkey, individuals given SHP randomly had a reduced chance of acquiring a mental illness six months later (21.7%) than those with better standard treatment (Acarturk et al., 2022). A different finding was observed in a multinational European study of 459 refugees. Modern psychiatric social workers are essential in all circumstances. An alternative style, like caseworkers, employs group work, counselling for group issues, and community-based techniques (Wallerstein et al., 2000). However, in India, various NGOs are working on the Mental Health of youth at the community level (SDRF et al., 3000). Multiple studies have already discussed the positive impact of various interventions like participation in innovative activities, art therapies, impulsive sessions, eye contact therapies, sense of awe-felling plays a vital role behind the re-education of symptoms of depression, PTSD, anxiety and other psychological disorders (Lobanov et al., 2022; Abdulah et al., 2020; Catani et al., 2009 & Mahamid et al., 2022).

Cyber (Online) interventions

It's an era of Information and technology, so it is easy to communicate with youth in any corner of the world (Cortesi et al., 2015). Through virtual mode, modern approaches are accessible to children victims of the conflict zone. Anyone can access training programs. (Kieling et al., 2011; Betancourt et al., 2008). However, in a conflict zone, Jammu and Kashmir have a history of words most extensive internet shutdowns (Amin., 2020). In addition, other countries (African countries) are also adopting similar strategies while the conflict (Rydzak et al., 2020). On the other hand, in

a quantitative study in Turkey, there is no gender gap, and the chances of Aveling services are higher (Kirik et al., 2015). The chances of availability of internet-based mental health services for conflict zone children are lower compared to other countries (Malla et al., 2019). Somehow, internet counselling is more successful, but in the conflict zone, adolescents are struggling (Hassan et al., 2021). There have already been indications of impediments to the likelihood that adolescents would adhere to the sessions and receive adequate treatment (Burchert et al., 2018). However, the digital platform can be vital in physical obstacles/mobility (Asi et al., 2018; Naslund et al., 2017). But internet blockage and mobility restrictions are parallel in conflict zones like Jammu and Kashmir, which is the biggest hurdle behind seeking digital services (Zubairi et al., 2021).

Health Infrastructure and Financial constraints

Financial restrictions are the most significant factor in making youths' health more susceptible. The critical issue for inadequate mental health among the child is the absence of suitable infrastructures and lousy topographical (Stelk et al., 2010; Kumar, 2011). It is difficult for conflict-torn countries to MHS due to the protracted financial burden of war. On the other hand, corruption in third-world countries and conflict zones is the primary factor behind the poor mental health of children. Furthermore, corruption, particularly in rich world nations, demonstrates in the context of mental health (Achim et al., 2020). It is frequent when corruption exists for health care costs to rise (Vian, 2008; Ensor et al., 2002).

The Frequency and Range of Mental Illness

In third-world nations, mental health is neglected, particularly in conflict areas, since many children might affect (Alhariri et al., 2021). To comprehend the impact of poor mental health, to assure early diagnosis and therapy, and to prioritise the right programs and services to enhance youth psychological health meaningfully, it is essential to make investments in a reliable assessment of youth mental wellness (Patel et al., 2008; Islamet al., 2021). Meticulous design and versatile observations, incorporating cultural competency of the instruments in use for information gathering with this demographic, are essential since, despite mental well-being, evaluation attempts for young people and teens are hampered by several issues. Firstly, the evaluation scheduling is critical considering the unique maturity level trends in psychological health and the disparities in illness load profiles among teenagers and older teenagers (Richer et al., 2016). There are very few techniques that are legitimate and suitable for younger teenagers, especially those who have more severe problems with their mental health. The latest evidence has demonstrated

that diagnostic and evaluation methods are insufficient for recognising suicidal tendencies and danger among children, and the trend is on the rise (Kien et al., 2019; Charara et al., 2017). Additionally, given the broad spectrum of mental diseases, expertise, and encounters with psychological health by gender, ethnicity, society, and location, the measurement's emphasis also is crucial. In particular for young people and teens, the range and complexity of their experiences with psychological health may be missed if actuarial numbers and abnormalities serve as the sole emphasis. Moreover, several founder risk variables are often prevalent during these growth phases, necessitating particular measuring concerns. Young people and adolescents with direct experience may learn crucial lessons about background, expertise, and acceptability by participating in foundational activities and subsequent growth and adjustment exercises (Jensen et al., 2015; Scully et al., 2020). Finally but not least, in a wide range of circumstances, nations, and demographics, there aren't many trustworthy, accurate techniques accessible or practical to evaluate important attributes of psychological health throughout the teenage years (Kaushik et al., 2016). Such platforms should allow healthcare practitioners and academics to communicate with young people and adolescents in their native tongues while utilising regional descriptions and perceptions of symptoms associated with mental health disorders. Identity metrics allow children and adolescents to participate in the appraisal (Eckshtain et al., 2020) but may also be affected by social bias, which occurs when individuals exaggerate or underestimate a problem to comply with accepted cultural mores (Gold et al., 2016; Ricciardelli et al., 2022). Considering the prejudice surrounding mental health, this problem is incredibly complicated. Identity might be combined with additional information, such as behavioural evaluation of the adolescent by guardians and schools (Majumder et al., 2015). Participatory techniques may be an innovative, viable way to include adolescents while gathering reliable information compared to other methods like the individual observational method (Milligan, 2016). Brief self-screening methods are widely employed in limited environments to gauge the severity of the issue or to determine psychological health policymaking (Loades et al., 2020). This may be challenging because doing so runs the danger of underestimating or overrating the prevalence of psychological disorders, either of which would be detrimental to outreach and academic initiatives (Dahlqvist et al., 2015). Hence, a key component of enhancing youth and adolescent psychiatric evaluation is using relevant technology acceptance models and practical analysis of the results. The Measuring of Mental Health Among Adolescents at the Population Level (MMAAP) has recently addressed this lacuna. It has sponsored extensive

validation research to comply with this requirement with teenagers. Its procedure offers instructions for performing a cultural adaptation of tools to make them appropriate for certain situations (Carvajal et al., 2022). Reliable information and proof were critically needed to guide strategic decisions and enable early, efficient psychological health prevention and treatment activities to enhance effects throughout existence.

Implementation

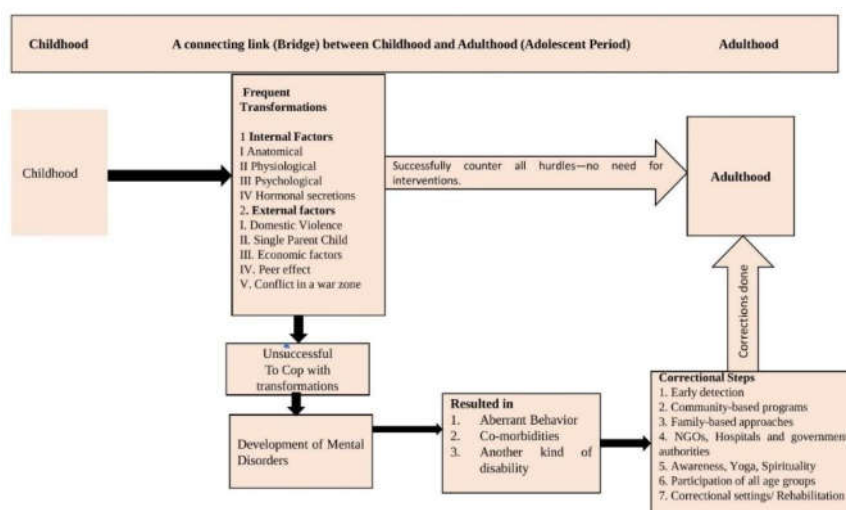
The degree to which interventions depend more on trying the product than just effectiveness research. Most therapies said to be are originally studied in somewhat clinical situations or under rigid scientific guidelines (Fravel et al., 1997). In most intervention studies, extensive analysis of community practitioners was used, often along with competence assessments and stringent oversight throughout the study. Others may increase the participants' incentive to cooperate with frequent evaluations by providing monetary or even rewards for their participation (Corbière et al., 2013; Rones et al., 2000). Moreover, many trials are conducted by institutes that may need to accurately reflect the highest level of care provided in war zones. Furthermore, these studies are funded by large grant money that offers the intervention with funds that would not be available in a real-world deployment (Martinez et al., 2017). Monitoring treatments after being adopted in regional health services is the next study step in determining their success and cost-efficiency. Evaluation of how the improvements in mental health attained in effectiveness tests transcend to adoption studies will be crucial under these real-world circumstances (Augustinavicius et al., 2018; Patton et al., 2012). Similarly, we want precise information on implementing substantial proof therapies in public healthcare systems and non-governmental entities (Thornicroft et al., 2010). According to a recent study, just a few initiatives have been made in the community health service. It claimed that failure to implement in local health systems is caused by a variety of factors, including the preliminary agreement on how the administration may work, an absence of a political will to start compliance, and the financial assets being allocated to the treatment of mental illnesses (Steadman et al., 2010; Shera & Ramon, 2013). The goal of creating remedies is to provide services that areas affected by armed conflict may use to serve children with mental health issues. It is crucial to measure the degree to which individuals in these contexts have received training in each of these initiatives, try to implement them in routine healthcare coverage, and determine how beneficial they really (WHO, 2019; Dimoff et al., 2016). Supporting locally-based intervention research is one possible means of encouraging better intervention adoption. Studies developed and

directed by academics in high-income countries, who then worked with primary regional facilitators, are the source of many scientific proof therapies. Since local researchers or healthcare practitioners have yet to be the intervention's driving force in the particular environment, this tendency may time progress more difficult. Achieving greater implementation into local health care may be possible when investigations have been finished by encouraging local leadership of efforts, particularly administration tests.

The Degree to Which Psychological Health Treatments Are Required

Lack of understanding of the scope and type of psychological problems contributes to difficulties in intervening in war zones. For public health efforts, this represents a key exclusion since it is essential to comprehend the frequency of children with mental health issues, the kinds and severity of these issues, the subgroups of individuals who are most in need, and the extent to which people will seek out the assistance that is offered. Even though several studies have shown that teenagers in conflict areas have high rates of mental health problems (Charlson et al., 2019), many conflict zones lack the resources to identify their unique mental health requirements through population characteristics surveys. Even in war zones that have succeeded in doing this, continuing needs monitoring is still necessary because of historical alterations.

Figure1: A proposed interventional model



Conclusion

In conclusion, research on conflict zone interventions that prepare practitioners to administer diverse initiatives that promote mental health has increased significantly over the last several years. Overall, the results are encouraging since they show plenty that might be done using local resources to provide quick and cost solutions. Regarding these successes, there is still more work to be done before there is enough data to advise authorities and institutions on how to execute these interventions in settings with limited resources in the best possible way. Increased understanding of the protracted effects and implications of initiatives, as well as how psychological health initiatives interact with other societal and medical factors that affect children's mental well-being, is also required to manage those who refuse to get therapy.

References

- Abdulah, D. M., & Abdulla, B. M. O. (2020). Suicidal ideation and attempts following a short-term period of art-based intervention: an experimental investigation. *The Arts in Psychotherapy*, 68, 101648.
- Agbaria, N., Petzold, S., Deckert, A., Henschke, N., Veronese, G., Dambach, P., ... & Winkler, V. (2021). Prevalence of post-traumatic stress disorder among Palestinian children and adolescents exposed to political violence: A systematic review and meta-analysis. *PLoS one*, 16(8), e0256426.
- Alhariri, W., McNally, A., & Knuckey, S. (2021). The right to mental health in Yemen: a distressed and ignored foundation for peace. *Health and human rights*, 23(1), 43.
- Amin, S. N. (2020). Internet shutdown a digital discrimination for ICT-based education: A multivocal review of conflicted areas. *Ilkogretim Online-Elementary Education Online*, 19(1), 869-877.
- Ashai, S., & O'Brien, K. M. (2021). Coping With Loss: Understanding Growth and Grief in Kashmiri Students. *The Counseling Psychologist*, 49(6), 786-817.
- Asi, Y. M., & Williams, C. (2018). The role of digital health in making progress toward Sustainable Development Goal (SDG) 3 in conflict-affected populations. *International journal of medical informatics*, 114, 114-120.

- Auerbach, R. P., Alonso, J., Axinn, W. G., Cuijpers, P., Ebert, D. D., Green, J. G., ... & Bruffaerts, R. (2016). Mental disorders among college students in the World Health Organization world mental health surveys. *Psychological medicine, 46*(14), 2955-2970.
- Augustinavicius, J. L., Greene, M. C., Lakin, D. P., & Tol, W. A. (2018). Monitoring and evaluation of mental health and psychosocial support programs in humanitarian settings: a scoping review of terminology and focus. *Conflict and Health, 12*(1), 1-10.
- Barron, I. G., Dyregrov, A., Abdallah, G., & Jindal-Snape, D. (2015). Complicated grief in Palestinian children and adolescents. *Journal of Child and Adolescent Behavior, 3*(3), 213.
- Barron, I. G., Dyregrov, A., Abdallah, G., & Jindal-Snape, D. (2015). Complicated grief in Palestinian children and adolescents. *Journal of Child and Adolescent Behavior, 3*(3), 213.
- Betancourt, T. S., & Khan, K. T. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International review of psychiatry, 20*(3), 317-328.
- Blackmore, R., Gray, K. M., Boyle, J. A., Fazel, M., Ranasinha, S., Fitzgerald, G., ... & Gibson-Helm, M. (2020). Systematic review and meta-analysis: the prevalence of mental illness in child and adolescent refugees and asylum seekers. *Journal of the American Academy of Child & Adolescent Psychiatry, 59*(6), 705-714.
- Blakemore, S. J. (2019). Adolescence and mental health. *The lancet, 393*(10185), 2030-2031.
- Carvajal L, Harris Requejo J, Ahs JW, Idele P, Adewuya A, Cappa C, Guthold R, Kapungu C, Kieling C, Patel V, Patton G, Scott JG, Servili C, Wasserman D and Kohrt BA (2021) Increasing data and understanding of adolescent mental health worldwide: UNICEF's measurement of mental health among adolescents at the population level initiative. *Journal of Adolescent Health.*
- Catani, C., Kohiladevy, M., Ruf, M., Schauer, E., Elbert, T., & Neuner, F. (2009). Treating children traumatized by war and Tsunami: a comparison between exposure therapy and meditation-relaxation in North-East Sri Lanka. *BMC psychiatry, 9*, 1-11.
- Ceri, V., Özlü-Erkilic, Z., Özer, Ü., Yalcin, M., Popow, C., & Akkaya-Kalayci, T. (2016). Psychiatric symptoms and disorders among Yazidi children and adolescents immediately after forced migration following ISIS attacks. *Neuropsychiatrie, 30*(3), 145.
- Charara, R., Forouzanfar, M., Naghavi, M., Moradi-Lakeh, M., Afshin, A., Vos, T., ... & Mokdad, A. H. (2017). The burden of mental disorders in the eastern Mediterranean region, 1990-2013. *PLoS one, 12*(1), e0169575.

Charlson, F., van Ommeren, M., Flaxman, A., Cornett, J., Whiteford, H., & Saxena, S. (2019). New WHO prevalence estimates of mental disorders in conflict settings: a systematic review and meta-analysis. *The Lancet*, 394(10194), 240-248.

Choi, Y., Kim, J., & Kim, S. (2015). Career development and school success in adolescents: The role of career interventions. *The Career Development Quarterly*, 63(2), 171-186.

Clark H, Coll-Seck AM, Banerjee A, Peterson S, Dalglish SL, Ameratunga S, Balabanova D, Bhan MK, Bhutta ZA, Borrazzo J, Claeson M, Doherty T, El-Jardali F, George AS, Gichaga A, Gram L, Hipgrave DB, Kwamie A, Meng Q, Mercer R, Narain S, Nsungwa-Sabiiti J, Olumide AO, Osrin D, Powell-Jackson T, Rasanathan K, Rasul I, Reid P, Requejo J, Rohde SS, Rollins N, Romedenne M, Sachdev HS, Saleh R, Shawar YR, Shiffman J, Simon J, Sly PD, Stenberg K, Tomlinson M, Ved RR and Costello A (2020). A future for the world's children? A WHO-UNICEF-Lancet Commission. *Lancet* 395(10224), 605–658.

Cleverley, K., Rowland, E., Bennett, K., Jeffs, L., & Gore, D. (2020). Identifying core components and indicators of successful transitions from child to adult mental health services: a scoping review. *European child & adolescent psychiatry*, 29, 107-121.

Corbière, M., Negrini, A., & Dewa, C. S. (2013). Mental health problems and mental disorders: Linked determinants to work participation and work functioning. *Handbook of work disability: Prevention and management*, 267-288.

Cortesi, S., Gasser, U., Adzaho, G., Baikie, B., Baljeu, J., Battles, M., ... & Wang, G. (2015). Digitally connected: Global perspectives on youth and digital media.

Dahlqvist_Jönsson, P., Schön, U. K., Rosenberg, D., Sandlund, M., & Svedberg, P. (2015). Service users' experiences of participation in decision making in mental health services. *Journal of psychiatric and mental health nursing*, 22(9), 688-697.

Dariotis, J. K., Cluxton-Keller, F., Mirabal-Beltran, R., Gould, L. F., Greenberg, M. T., & Mendelson, T. (2016). "The program affects Me'Cause it gives away stress": Urban students' qualitative perspectives on stress and a school-based mindful yoga intervention. *Explore*, 12(6), 443-450.

Deblinger, E., Pollio, E., & Dorsey, S. (2016). Applying trauma-focused cognitive-behavioral therapy in group format. *Child maltreatment*, 21(1), 59-73.

Del Giudice, M. (2015). Attachment in middle childhood: An evolutionary-developmental perspective. *New Directions for Child and Adolescent Development*, 2015(148), 15-30.

Dimitry, L. (2012). A systematic review on the mental health of children and adolescents in areas of armed conflict in the Middle East. *Child: care, health and development*, 38(2), 153-161.

Dimoff, J. K., Kelloway, E. K., & Burnstein, M. D. (2016). Mental health awareness training (MHAT): The development and evaluation of an intervention for workplace leaders. *International Journal of Stress Management*, 23(2), 167.

Eckstain, D., Kuppens, S., Ugueto, A., Ng, M. Y., Vaughn-Coaxum, R., Corteselli, K., & Weisz, J. R. (2020). Meta-analysis: 13-year follow-up of psychotherapy effects on youth depression. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(1), 45-63.

Epping-Jordan, J. E., Harris, R., Brown, F. L., Carswell, K., Foley, C., García-Moreno, C., ... & van Ommeren, M. (2016). Self-Help Plus (SH+): A new WHO stress management package. *World Psychiatry*, 15(3), 295. Eiraldi, R., Wolk, C. B., Locke, J., & Beidas, R. (2015). Clearing hurdles: The challenges of implementation of mental health evidence-based practices in under-resourced schools. *Advances in school mental health promotion*, 8(3), 124-140.

Ensor, T., & Duran-Moreno, A. (2002). Corruption as a challenge to effective regulation in the health sector. *Regulating entrepreneurial behaviour in European health care systems*, 57(7), 106-124.

Erskine, H. E., Baxter, A. J., Patton, G., Moffitt, T. E., Patel, V., Whiteford, H. A., & Scott, J. G. (2017). The global coverage of prevalence data for mental disorders in children and adolescents. *Epidemiology and psychiatric sciences*, 26(4), 395-402.

Farooq, A., Martin, A., Janssen, X., Wilson, M. G., Gibson, A. M., Hughes, A., & Reilly, J. J. (2020). Longitudinal changes in moderate-to-vigorous-intensity physical activity in children and adolescents: A systematic review and meta-analysis. *Obesity Reviews*, 21(1), e12953.

Francisco, R., Pedro, M., Delvecchio, E., Espada, J. P., Morales, A., Mazzeschi, C., & Orgilés, M. (2020). Psychological symptoms and behavioral changes in children and adolescents during the early phase of COVID-19 quarantine in three European countries. *Frontiers in Psychiatry*, 1329.

Frank, J. L., Kohler, K., Peal, A., & Bose, B. (2017). Effectiveness of a school-based yoga program on adolescent mental health and school performance: Findings from a randomized controlled trial. *Mindfulness*, 8, 544-553.

Fravel, D. R., Spurr, H. W., & Harvey, J. (1977). Biocontrol of tobacco brown-spot disease by *Bacillus cereus* subsp. *mycoides* in a controlled environment. *Phytopathology*, 67(7), 930-932.

Fulgini, A. J., & Tsai, K. M. (2015). Developmental flexibility in the age of globalization: Autonomy and identity development among immigrant adolescents. *Annual review of psychology*, 66, 411-431.

Giacaman, R., Rabaia, Y., Nguyen-Gillham, V., Batniji, R., Punamäki, R. L., & Summerfield, D. (2011). Mental health, social distress and political oppression: The case of the occupied Palestinian territory. *Global public health*, 6(5), 547-559.

Gold, K. J., Andrew, L. B., Goldman, E. B., & Schwenk, T. L. (2016). "I would never want to have a mental health diagnosis on my record": a survey of female physicians on mental health diagnosis, treatment, and reporting. *General hospital psychiatry*, 43, 51-57.

Gough, K. V. (2016). Youth and jobs. *world*, 35(2), 91-102.

Hassan, S., Mir, A. A., & Khan, S. J. (2021). Digital entrepreneurship and emancipation: exploring the nexus in a conflict zone. *International Journal of Emerging Markets*.

Hussain, H., Dubicka, B., & Wilkinson, P. (2018). Recent developments in the treatment of major depressive disorder in children and adolescents. *BMJ Ment Health*, 21(3), 101-106.

Islam, Z., Rocha, I. C. N., Mohanan, P., Jain, S., Goyal, S., dos Santos Costa, A. C., ... & Essar, M. Y. (2021). Mental health impacts of humanitarian crisis on healthcare workers in Yemen. *Medicine, Conflict and Survival*, 37(2), 112-117.

Jensen, T. K., Fjermestad, K. W., Granly, L., & Wilhelmsen, N. H. (2015). Stressful life experiences and mental health problems among unaccompanied asylum-seeking children. *Clinical child psychology and psychiatry*, 20(1), 106-116.

Kaushik, A., Kostaki, E., & Kyriakopoulos, M. (2016). The stigma of mental illness in children and adolescents: A systematic review. *Psychiatry Research*, 243, 469-494.

Kaysen, D. L., van Stolk-Cooke, K., Kaminer, D., Greene, M. C., López-Castro, T., & Kane, J. C. (2022). Comorbid PTSD and Alcohol Use Disorder in Low-and Middle-Income Countries: A Narrative Review. *Cambridge Prisms: Global Mental Health*, 1-29.

Khalsa, S. B. S., Hickey-Schultz, L., Cohen, D., Steiner, N., & Cope, S. (2012). Evaluation of the mental health benefits of yoga in a secondary school: A preliminary randomized controlled trial. *The journal of behavioral health services & research*, 39, 80-90.

- Kieling, C., Baker-Henningham, H., Belfer, M., Conti, G., Ertem, I., Omigbodun, O., ... & Rahman, A. (2011). Child and adolescent mental health worldwide: evidence for action. *The Lancet*, 378(9801), 1515-1525.
- Kien, C., Sommer, I., Faustmann, A., Gibson, L., Schneider, M., Krczal, E., ... & Gartlehner, G. (2019). Prevalence of mental disorders in young refugees and asylum seekers in European Countries: a systematic review. *European child & adolescent psychiatry*, 28, 1295-1310.
- Kirik, A., Arslan, A., Çetinkaya, A., & Mehmet, G. Ü. L. (2015). A quantitative research on the level of social media addiction among young people in Turkey. *International Journal of Sport Culture and Science*, 3(3), 108-122.
- Kisely, S., Alichniewicz, K. K., Black, E. B., Siskind, D., Spurling, G., & Toombs, M. (2017). The prevalence of depression and anxiety disorders in indigenous people of the Americas: A systematic review and meta-analysis. *Journal of Psychiatric Research*, 84, 137-152.
- Koenen, K. C., Ratanatharathorn, A., Ng, L., McLaughlin, K. A., Bromet, E. J., Stein, D. J., ... & Kessler, R. (2017). Posttraumatic stress disorder in the world mental health surveys. *Psychological medicine*, 47(13), 2260-2274.
- Kumar, A. (2011). Mental health services in rural India: challenges and prospects. *Health*, 3(12), 757-76.
- Achim, M. V., Văidean, V. L., & Borlea, S. N. (2020). Corruption and health outcomes within an economic and cultural framework. *The European journal of health economics*, 21(2), 195-207.
- Laurenzi CA, Mamutse S, Marlow M, Mawoyo T, Stansert Katzen L, Carvajal-Velez L, Lai J, Luitel N, Servili C, Sinha M, Skeen S (2023). Critical life course interventions for children and adolescents to promote mental health. *Cambridge Prisms: Global Mental Health*, 10, e4, 1–9
- Li, M., D'Arcy, C., & Meng, X. (2016). Maltreatment in childhood substantially increases the risk of adult depression and anxiety in prospective cohort studies: systematic review, meta-analysis, and proportional attributable fractions. *Psychological medicine*, 46(4), 717-730.
- Liang, L., Ren, H., Cao, R., Hu, Y., Qin, Z., Li, C., & Mei, S. (2020). The effect of COVID-19 on youth mental health. *Psychiatric quarterly*, 91, 841-852.
- Lindsay, S., R. Hartman, L., & Fellin, M. (2016). A systematic review of mentorship programs to facilitate transition to post-secondary education and employment for youth and young adults with disabilities. *Disability and Rehabilitation*, 38(14), 1329-1349.

- Loades, M. E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., ... & Crawley, E. (2020). Rapid systematic review: the impact of social isolation and loneliness on the mental health of children and adolescents in the context of COVID-19. *Journal of the American Academy of Child & Adolescent Psychiatry*, 59(11), 1218-1239.
- Lobanov-Rostovsky, S., & Kiss, L. (2022). The mental health and well-being of internally displaced female Yazidis in the Kurdistan Region of Iraq: a realist review of psychosocial interventions and the impact of COVID-19. *Global Mental Health*, 1-13.
- Magnus, A. M., & Advincula, P. (2021). Those who go without: An ethnographic analysis of the lived experiences of rural mental health and healthcare infrastructure. *Journal of rural studies*, 83, 37-49.
- Mahamid, F., Veronese, G., & Bdier, D. (2022). War-related quality of life is associated with depressive symptoms and hopelessness among Palestinians: sense of belonging and resilience as mediating variables. *Cambridge Prisms: Global Mental Health*, 9, 483-490.
- Majumder, P., O'Reilly, M., Karim, K., & Vostanis, P. (2015). 'This doctor, I not trust him, I'm not safe': The perceptions of mental health and services by unaccompanied refugee adolescents. *International journal of social psychiatry*, 61(2), 129-136.
- Malla, A., Margoob, M., Iyer, S., Joobar, R., Lal, S., Thara, R., ... & Mansouri, B. I. (2019). A model of mental health care involving trained lay health workers for treatment of major mental disorders among youth in a conflict-ridden, low-middle income environment: Part I Adaptation and implementation. *The Canadian Journal of Psychiatry*, 64(9), 621-629.
- Margoob, M. A., Khan, A. Y., Mushtaq, H., & Shaukat, T. (2006). PTSD symptoms among children and adolescents as a result of mass trauma in south Asian region: Experience from Kashmir. *JK-Practitioner*, 13(Suppl 1), S45-48.
- Marie, M., Hannigan, B., & Jones, A. (2016). Mental health needs and services in the West Bank, Palestine. *International journal of mental health systems*, 10(1), 1-8.
- Marope, P. T. M., Chakroun, B., & Holmes, K. P. (2015). *Unleashing the potential: Transforming technical and vocational education and training*. UNESCO Publishing.
- Martinez, W., Galván, J., Saavedra, N., & Berenzon, S. (2017). Barriers to integrating mental health services in community-based primary care settings in Mexico City: a qualitative analysis. *Psychiatric services*, 68(5), 497-502.

- Milligan, L. (2016). Insider-outsider-inbetween? Researcher positioning, participative methods and cross-cultural educational research. *Compare: a journal of comparative and international education*, 46(2), 235-250.
- Naslund, J. A., Aschbrenner, K. A., Araya, R., Marsch, L. A., Unützer, J., Patel, V., & Bartels, S. J. (2017). Digital technology for treating and preventing mental disorders in low-income and middle-income countries: a narrative review of the literature. *The Lancet Psychiatry*, 4(6), 486-500.
- Neufeld, L. M., Andrade, E. B., Suleiman, A. B., Barker, M., Beal, T., Blum, L. S., ... & Zou, Z. (2022). Food choice in transition: adolescent autonomy, agency, and the food environment. *The lancet*, 399(10320), 185-197.
- Ng, L. C., Stevenson, A., Kalapurakkal, S. S., Hanlon, C., Seedat, S., Harerimana, B., ... & Koenen, K. C. (2020). National and regional prevalence of posttraumatic stress disorder in sub-Saharan Africa: a systematic review and meta-analysis. *PLoS medicine*, 17(5), e1003090.
- Osokina, O., Silwal, S., Bohdanova, T., Hodes, M., Sourander, A., & Skokauskas, N. (2022). Impact of the Russian invasion on mental health of adolescents in Ukraine. *Journal of the American Academy of Child & Adolescent Psychiatry*.
- Patel, V., Flisher, A. J., Nikapota, A., & Malhotra, S. (2008). Promoting child and adolescent mental health in low and middle income countries. *Journal of child psychology and psychiatry*, 49(3), 313-334.
- Patton, G. C., Coffey, C., Cappa, C., Currie, D., Riley, L., Gore, F., ... & Ferguson, J. (2012). Health of the world's adolescents: a synthesis of internationally comparable data. *The Lancet*, 379(9826), 1665-1675.
- Pickles, A., Le Couteur, A., Leadbitter, K., Salomone, E., Cole-Fletcher, R., Tobin, H., ... & Green, J. (2016). Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomised controlled trial. *The Lancet*, 388(10059), 2501-2509.
- Pinchoff, J., Friesen, E. L., Kangwana, B., Mbushi, F., Muluve, E., Ngo, T. D., & Austrian, K. (2021). How has COVID-19-related income loss and household stress affected adolescent mental health in Kenya?. *Journal of adolescent health*, 69(5), 713-720.
- Racine, N., McArthur, B. A., Cooke, J. E., Eirich, R., Zhu, J., & Madigan, S. (2021). Global prevalence of depressive and anxiety symptoms in children and adolescents during COVID-19: a meta-analysis. *JAMA pediatrics*, 175(11), 1142-1150.

- Ricciardelli, R., Carleton, R. N., Mooney, T., & Cramm, H. (2020). "Playing the system": Structural factors potentiating mental health stigma, challenging awareness, and creating barriers to care for Canadian public safety personnel. *Health, 24*(3), 259-278.
- Richer, L., Billingham, L., Linsdell, M. A., Russell, K., Vandermeer, B., Crumley, E. T., ... & Hartling, L. (2016). Drugs for the acute treatment of migraine in children and adolescents. *Cochrane Database of Systematic Reviews, (4)*.
- Rones, M., Hoagwood, K., Rones, M., & Hoagwood, K. (2000). School-based mental health services: a research review. *Clinical Child & Family Psychology Review, 3*(4).
- Ryan, P. (2001). The school-to-work transition: a cross-national perspective. *Journal of economic literature, 39*(1), 34-92.
- Rydzak, J., Karanja, M., & Opiyo, N. (2020). Internet Shutdowns in Africa| Dissent Does Not Die in Darkness: Network Shutdowns and Collective Action in African Countries. *International Journal of Communication, 14*, 24.
- Scherer, N., Hameed, S., Acarturk, C., Deniz, G., Sheikhani, A., Volkan, S., ... & Polack, S. (2020). Prevalence of common mental disorders among Syrian refugee children and adolescents in Sultanbeyli district, Istanbul: results of a population-based survey. *Epidemiology and psychiatric sciences, 29*, e192.
- Schleider, J. L., Dobias, M. L., Sung, J. Y., & Mullarkey, M. C. (2020). Future directions in single-session youth mental health interventions. *Journal of Clinical Child & Adolescent Psychology, 49*(2), 264-278.
- Scully, C., McLaughlin, J., & Fitzgerald, A. (2020). The relationship between adverse childhood experiences, family functioning, and mental health problems among children and adolescents: A systematic review. *Journal of family therapy, 42*(2), 291-316.
- Shechtman, Z. (2017). *Group counseling and psychotherapy with children and adolescents: Theory, research, and practice*. Routledge.
- Shera, W., & Ramon, S. (2013). Challenges in the implementation of recovery-oriented mental health policies and services: Analysis of developments in England and Canada. *International Journal of Mental Health, 42*(2-3), 17-42.
- Shorey, S., Ng, E. D., & Wong, C. H. (2022). Global prevalence of depression and elevated depressive symptoms among adolescents: A systematic review and meta-analysis. *British Journal of Clinical Psychology, 61*(2), 287-305.

Steadman, H. J., Morrissey, J. P., & Parker, T. W. (2016). When political will is not enough: Jails, communities, and persons with mental health disorders. *The Prison Journal*, 96(1), 10-26.

Stelk, W., & Slaton, E. (2010). The Role of Infrastructure in the Transformation of Child–Adolescent Mental Health Systems. *Administration and Policy in Mental Health and Mental Health Services Research*, 37, 100-110.

Stephens, I. (2019). Case report: The use of medical yoga for adolescent mental health. *Complementary therapies in medicine*, 43, 60-65.

Svanemyr, J., Amin, A., Robles, O. J., & Greene, M. E. (2015). Creating an enabling environment for adolescent sexual and reproductive health: a framework and promising approaches. *Journal of adolescent health*, 56(1), S7-S14.

Syed, S. (2017). Introducing gender equity to adolescent school children: A mixed methods' study. *Journal of family medicine and primary care*, 6(2), 254.

Tannes, C. K., Herting, M. M., Goddings, A. L., Meuwese, R., Blakemore, S. J., Dahl, R. E., ... & Mills, K. L. (2017). Development of the cerebral cortex across adolescence: a multisample study of inter-related longitudinal changes in cortical volume, surface area, and thickness. *Journal of Neuroscience*, 37(12), 3402-3412.

Thornicroft, G., Alem, A., Dos Santos, R. A., Barley, E., Drake, R. E., Gregorio, G., ... & Wondimagegn, D. (2010). WPA guidance on steps, obstacles and mistakes to avoid in the implementation of community mental health care. *World Psychiatry*, 9(2), 67.

Valdebenito, S., Ttofi, M., & Eisner, M. (2015). Prevalence rates of drug use among school bullies and victims: A systematic review and meta-analysis of cross-sectional studies. *Aggression and Violent Behavior*, 23, 137-146.

Vervecken, D., Gygas, P. M., Gabriel, U., Guillod, M., & Hannover, B. (2015). Warm-hearted businessmen, competitive housewives? Effects of gender-fair language on adolescents' perceptions of occupations. *Frontiers in psychology*, 6, 1437.

Vian, T. (2008). Review of corruption in the health sector: theory, methods and interventions. *Health policy and planning*, 23(2), 83-94.

Wallerstein, N., Duran, B., Oetzel, J. G., & Minkler, M. (Eds.). (2017). *Community-based participatory research for health: Advancing social and health equity*. John Wiley & Sons.

Wells, K., Miranda, J., Bruce, M. L., Alegria, M., & Wallerstein, N. (2004). Bridging community intervention and mental health services research. *American Journal of Psychiatry*, *161*(6), 955-963.

Wilson, D. B., Brennan, I., & Olaghere, A. (2018). Police-initiated diversion for youth to prevent future delinquent behavior: A systematic review. *Campbell Systematic Reviews*, *14*(1), 1-88.

World Health Organization. (2019). Civil society organizations to promote human rights in mental health and related areas: WHO QualityRights guidance module.

World Health Organization. (2021). Helping adolescents thrive toolkit: strategies to promote and protect adolescent mental health and reduce self-harm and other risk behaviours.

Young, J. F., Benas, J. S., Schueler, C. M., Gallop, R., Gillham, J. E., & Mufson, L. (2016). A randomized depression prevention trial comparing interpersonal psychotherapy—Adolescent skills training to group counseling in schools. *Prevention Science*, *17*, 314-324.

Zeller, M., Yuval, K., Nitzan-Assayag, Y., & Bernstein, A. (2015). Self-compassion in recovery following potentially traumatic stress: Longitudinal study of at-risk youth. *Journal of abnormal child psychology*, *43*, 645-653.

Zoogman, S., Goldberg, S. B., Hoyt, W. T., & Miller, L. (2015). Mindfulness interventions with youth: A meta-analysis. *Mindfulness*, *6*, 290-302.

Zubairi, N. S., & Baqal, O. J. (2021). Kashmir: Public health and human rights crises. *Health Hum Rights*, *6*.