**METHODS**

**OBJECTIVES**

This study aims to identify “best practice” and “good practice” interventions at the population- and community-levels along the continuum of care in low-and-middle-income countries (LMICs).

**METHODS**

A narrative review approach was used given the need to cover a wide range of study designs and issues.

At the community level, through expert consensus, the ACE (Assessing Cost-Effectiveness in Prevention Project) grading system was used to differentiate “best practice” interventions with sufficient evidence from “good practice” interventions with limited but promising evidence.
**“BEST PRACTICE” AND “GOOD PRACTICE” INTERVENTIONS**

<table>
<thead>
<tr>
<th>Delivery platform</th>
<th>Promotion and primary prevention</th>
<th>Identification and case detection</th>
<th>Treatment, care and rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POPULATION WIDE</strong></td>
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<tr>
<td>Legislation and regulation</td>
<td>★ Laws and regulations to reduce demand for alcohol use</td>
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<td></td>
<td>★ Laws to restrict access to means of self-harm/suicide</td>
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<td>Child protection laws</td>
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<td></td>
<td>Improved control of neurocysticercosis</td>
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<td>Information/ awareness</td>
<td>Mass public awareness campaigns</td>
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<td><strong>COMMUNITY</strong></td>
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<td>Workplace</td>
<td>Integrating mental health promotion strategies such as stress reduction and awareness of alcohol and drug misuse into occupational health and safety policies</td>
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<tr>
<td>Schools</td>
<td>★ Universal SEL programs</td>
<td>Information and awareness</td>
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<td></td>
<td>Targeted programs for vulnerable children</td>
<td>Identification and case detection in schools of children with MNS disorders</td>
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<td>Neighbourhood/ community groups</td>
<td>★ Parenting programs during infancy</td>
<td>Training of gatekeepers, including community health workers, police, and social workers in identification of MNS disorders, including self-harm</td>
<td>Training non-specialist community members at a neighbourhood level to assist with community based support and rehabilitation of people with mental disorders</td>
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<td>Early child enrichment/preschool educational programs</td>
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<td>Parenting programs for children ages 2–14 years</td>
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<td></td>
<td>Gender equity and/or economic empowerment programs for vulnerable groups</td>
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MNS mental, neurological, and substance; SEL socio-emotional learning

**CONCLUSIONS**

- Interventions have an important role to play in promoting mental health, preventing the onset, and protecting those with MNS disorders.
- Providing evidence of potential opportunities and synergies for the strengthening of mental health and human capital development across multiple sectors in LMICs is highlighted.
- Harnessing these opportunities, requires awareness of mental health as a public health and social development priority and political will to engage in collaborative arrangements across different sectors.

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