



# The Zimbabwean Rural School Contextual Approach to Mental Health Support: A Critical Synthesis

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## Abstract

This Commentary explores the implementation of school-based mental health support services for students in Zimbabwean rural schools within Tanzania's context. No empirical results are provided; a critical synthesis of published studies is employed, focusing on qualitative data from various African contexts. Rural school settings play a crucial role in supporting students' mental health but are often inadequately equipped to provide these services effectively. The Commentary recommends the development of culturally sensitive, contextually appropriate mental health support models for rural schools, incorporating elements from existing research and local cultural practices.

**Keywords:** Zimbabwe, Tanzania, Rural, Contextual, Cultural, Psychoeducation, Intervention

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