

Amy Poh Ai Ling
Huong Kai Hee
Fitriah Azizan *Editors*

Proceedings of the Malaysia-Japan Visionaries Conference 2024

Integration and Innovation across
Diverse Disciplines



Springer

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Foreword

MJVC International Proceeding 2026 Publication: ‘Proceedings of the Malaysia-Japan Visionaries Conference 2024—Integration and Innovation Across Diverse Disciplines’

It gives me great pleasure to contribute this foreword to the Proceedings of the Malaysia-Japan Visionaries Conference (MJVC) 2024, a publication that reflects the growing depth and breadth of a bilateral partnership rooted in shared values, mutual respect, and a common pursuit of progress.

MJVC 2024 brought together some of the most forward-thinking minds from both Malaysia and Japan, spanning diverse disciplines and sectors. The conference served not just as a platform for intellectual exchange, but as a bridge connecting innovation with implementation—where ideas meet action, and research informs real-world solutions. From green technologies and artificial intelligence to sustainable urbanism, biotechnology, and digital futures, the themes explored speak to our shared ambition to build societies that are future-ready, resilient, and inclusive.

What makes this volume particularly significant is the calibre and diversity of contributions. With 76 selected papers out of 92 submissions, the proceedings reflect the thoughtful, evidence-based work of scholars, policymakers, and practitioners alike. Many of the topics—ranging from cross-border innovation ecosystems to demographic transitions—align closely with the evolving strategic priorities of both countries.

Malaysia and Japan have long enjoyed a special relationship, and this collaboration in research and development continues to grow in strength and scope. Whether in renewable energy, smart manufacturing, or the life sciences, our joint efforts are translating into meaningful innovations with far-reaching impact—enhancing industries, informing public policy, and generating knowledge that transcends borders.

The role of industry-academia collaboration is also worth highlighting. The 2024 conference demonstrated how governments, universities, research institutes, and private sector players from both nations are building new, agile models of cooperation that drives entrepreneurship, advance Industry 4.0, and nurture the talent we need to meet future challenges head-on.

TalentCorp is proud to support this ecosystem through initiatives such as Malaysia at Heart, or MyHeart. Through the MyHeart Mobility Grant, we enabled 16 Malaysian researchers to present their work on an international stage, reflecting our commitment to empowering home-grown talent and fostering brain circulation. This aligns with our broader mission to future-proof Malaysia's workforce by promoting cross-border collaboration, knowledge exchange, and global exposure.

We see MJVC 2024 as a much-needed strategic platform that contributes to Malaysia's long-term competitiveness and human capital development. By strengthening linkages between our institutions, we are investing in a future where innovation and cooperation are the bedrock of national and regional progress.

To all readers, I encourage you to explore this volume not just as a record of what has been discussed, but as a springboard for what is yet to come. Let it be a source of inspiration for continued inquiry, deeper collaboration, and bolder solutions.

Congratulations to the organisers, contributors, and partners of MJVC 2024. May the knowledge shared here continue to spark positive changes in the years ahead.

Group Chief Executive Officer, Talent
Corporation Malaysia Berhad (TalentCorp),
Petaling Jaya, Selangor, Malaysia
29 March 2025

Thomas Mathew

Foreword

It is both an honour and a privilege to extend my heartfelt congratulations on the successful conclusion of the Malaysia-Japan Visionaries Conference (MJVC) 2024, held from 14 to 16 September 2024 at the University of Tokyo, Hongo Campus. This academic conference marks another significant milestone in the flourishing relationship between Malaysia and Japan, which has evolved since the inception of the Look East Policy (LEP) in 1981. Through the LEP, Malaysia has greatly benefited from Japan's education system, resulting in the transfer of vital skills, work culture, and knowledge. The MJVC embodies this legacy of mutual respect and cooperation.

The MJVC 2024, organized by the Malaysia-Japan Academic Association (MJAA) and co-hosted by the Department of Technology Management for Innovation at the University of Tokyo, exemplifies the essence of this enhanced cooperation. With over 525 participants and 110 presenters, the conference served as a vibrant platform to discuss a wide range of academic fields, including social sciences, business, law, medicine, science, technology, and engineering.

This publication, *Proceedings of the MJVC 2024—Integration and Innovation across Diverse Disciplines*, encapsulates the invaluable insights and groundbreaking research shared during the event. With 76 out of 92 papers accepted following a rigorous peer-review process, this volume will serve as an important resource for future academic collaborations, research initiatives, and policy discussions. The six key themes explored in this proceedings—Technology and Innovation, Environmental Science and Sustainability, Education and Social Development, Health, Medicine, and Biotechnology, Business and Economy, and Engineering, Material Science, and Industrial Applications—reflect transformative areas shaping the future of both Malaysia and Japan, as well as the global landscape. Initiatives such as Malaysia's Digital Free Trade Zone (DFTZ) and Japan's Society 5.0 emphasize technological advancements and cross-border collaboration in AI, big data, and IoT. It is hoped that this publication will serve as a stepping stone for ongoing initiatives such as these, furthering the pursuit of collaborative innovation.

Both nations share a commitment to environmental sustainability, with Malaysia's Low Carbon Economy Blueprint and Japan's goal of Net Zero Emissions by 2050.

In health and biotechnology, Malaysia's National Biotechnology Policy and Japan's Aging Society Solutions foster collaboration in medical research, while both countries explore new economic models through Malaysia's Shared Prosperity Vision 2030. The focus on education and social development highlights the need for inclusive growth, with both nations enhancing access to quality education, while policies like Malaysia's Industry4WRD and Japan's leadership in robotics and advanced materials drive innovation in manufacturing and infrastructure. Through continued collaboration, both countries can address global challenges and create sustainable progress in these vital sectors.

I would like to take this opportunity to express my sincere gratitude to all contributors, reviewers, and partners. Special thanks also to the organizing committee, whose dedication and hard work ensured the success of both the conference and this publication.

I have every confidence that the MJVC will continue to serve as a crucial platform for academic exchange, driving innovation and strengthening the strong ties between Malaysia and Japan. I look forward to its continued success in fostering intellectual and cultural ties for many years to come.

Ambassador of Malaysia to Japan, Embassy
of Malaysia, Tokyo, Japan
21 March 2025

His Excellency Dato'
Shahril Effendi Abd. Ghany

Preface

The Malaysia-Japan Visionaries Conference (MJVC) 2024, held from September 14 to 16, 2024, at the University of Tokyo, Hongo Campus, represented a significant milestone in fostering academic collaboration between Malaysia and Japan. Organized by the Malaysia-Japan Academic Association (MJAA) and co-hosted by the Department of Technology Management for Innovation at the University of Tokyo, the conference gathered researchers, industry leaders, and policymakers to explore cross-disciplinary collaboration and innovative solutions to address pressing global challenges. This publication, Proceedings of the MJVC 2024, encapsulates the spirit of the event, showcasing groundbreaking research and visionary insights that emerged during the conference.

The conference theme, “Wisdom is the Application of Knowledge,” reflected its mission to inspire meaningful dialogue, innovation, and lasting partnerships. With 525 participants, 379 direct and 146 indirect attendees, and 110 presenters, the event sparked dynamic discussions across multiple fields. In addition to the academic presentations, the conference featured a variety of activities, such as a career fair in collaboration with the Malaysian Students’ Association Japan (MSAJ), workshops, an entrepreneurship guidance session by JAGAM JJB, keynote lectures, and a lively panel discussion. Moreover, the conference was enriched by the STEPAN-UNESCO AI roadmap presentation, the launch of the UTM-MJIIT Alumni Japan Chapter, a Malaysia Day celebration, an award ceremony, and cultural programs that highlighted both Malaysian and Japanese traditions. These activities contributed significantly to the overall success of the event, making it a truly multidisciplinary and multicultural gathering.

The proceedings of MJVC 2024 reflect research across six key themes:

1. Technology and Innovation
2. Environmental Science and Sustainability
3. Education and Social Development
4. Health, Medicine, and Biotechnology
5. Business and Economy
6. Engineering, Material Science, and Industrial Applications

These themes are designed to align with emerging fields of knowledge, promoting collaboration and paving the way for groundbreaking discoveries in technology, sustainability, health, and beyond. The conference's strategic focus on these areas is poised to strengthen bilateral ties between Malaysia and Japan, fostering mutual growth and encouraging interdisciplinary efforts that will drive progress in these vital sectors.

A total of 92 full paper submissions were received for the conference, out of which 76 were accepted, resulting in an acceptance rate of 84.8%. Each submission underwent a rigorous peer-review process to ensure the highest quality of academic contributions. The comprehensive evaluation achieved a 100% decision rate, demonstrating the commitment to excellence that underscored the entire process. This volume of proceedings is part of the MJVC's ongoing initiative to develop a comprehensive body of work under the book project titled "Proceedings of the Malaysia-Japan Visionaries Conference 2024—Integration and Innovation across Diverse Disciplines." The title aptly reflects the overarching goal of envisioning the future of research collaboration and knowledge dissemination between the two nations. We trust that the insights shared in this publication will continue to inspire future collaborations, research initiatives, and policy discussions long after the conference.

We extend our deepest gratitude to all contributors, reviewers, and partners who made this publication possible, particularly Springer Nature, our esteemed publisher, whose support was crucial in bringing this project to fruition. We would also like to express our sincere thanks to the organizing committee, whose tireless efforts ensured the conference and the publication's success. We hope this volume serves as a valuable reference for researchers, policymakers, and practitioners, sparking new ideas and continuing the dialogue that began at MJVC 2024 for years to come.

Tokyo, Japan
Yokohama, Japan
Kawasaki, Japan
31 March 2025

Amy Poh Ai Ling
Huong Kai-Hee
Fitriah Azizan

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Keynote Speakers

Professor Kenji Tanaka, Resilience Engineering Research Center/Department of Technology Management for Innovation, Graduate School of Engineering, The University of Tokyo

Keynote Title: Engineering Social Systems: Innovations, Challenges, and Future Directions (Engineering Forefront)

Professor Ts. Dr. Ali Selamat, Acting Dean, Malaysia-Japan International Institute of Technology (MJIIT), Deputy Vice-Chancellor (Student Affairs & Alumni), Universiti Teknologi Malaysia (UTM)

Keynote Title: Advancing Collaboration and Exchange of Knowledge Between Malaysia and Japan for AI-Driven Innovation

Professor Masahiko Horie, Advisor at Japan Committee of International Union for Conservation of Nature (IUCN-J), Former Special Advisor to the President of Meiji University Visiting Researcher at Meiji University Institute of Global Affairs (MIGA), Formal Ambassador of Japan to Malaysia ex-Ambassador for Global Environmental Affairs

Keynote Title: Charting Progress: Current Twin Crisis of our Planet and Challenges of Sustainable Development Goals (SDGs)

Panel Discussion

Topic: *Innovations Shaping the Future: Bridging Cultures and Industries*

This panel discussion aims to explore how innovative trends, technologies, and practices can be leveraged through industry-academia partnerships, cultural exchange programs, and interdisciplinary research to enhance collaboration between Japan and Malaysia. Esteemed academics and industry experts shared their insights, followed by a Q&A session to encourage interaction from all participants.

Moderator:

Professor Sze Yun Set, Project Professor at the Research Center for Advanced Science and Technology (RCAST), The University of Tokyo

Panelist:

Professor Emeritus Omar Farouk, Hiroshima City University

Professor Sugimoto Ichiro, Soka University

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Engagement session by MSAJ—Speaker: Dato’ HJ Zulkifli Bin Abdul Malek

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Sharing session by UNESCO STEPAN—Speaker: Associate Professor Dr. Aini Suzana

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Technology and Innovation

Systematic Literature Review of Using Narrative Interventions to Support Character Development in Children with Trauma



Nurin Wahida Amalin Aslizam and Athirah Azhar

Abstract This systematic literature review (SLR) aims to explore the potential of narratives as a mechanism to support character development in children, particularly those affected by trauma. This research is organized around three objectives: the role of storytellers or narrators; the effects of storytelling on traumatized children; and barriers to implementing storytelling. The methodology involves a detailed protocol for literature selection, including criteria for inclusion and exclusion, ensuring a focused and relevant review. By employing the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology, this study will systematically search and analyze literature from SCOPUS and Web of Science (WoS) to address pivotal questions regarding the important questions of narrative interventions. Key expected outcomes include identifying the effect of narratives and understanding the role of storytellers in therapeutic and educational settings to support the character development of traumatized children. By integrating findings from multiple disciplines and contexts, this review hopes to contribute to a nuanced understanding of how narrative interventions can be applied to their development. The conclusion from this SLR shows that narrative intervention is an important and effective tool for enhancing character development in traumatized children, offering practical insights for educators and therapists on how narratives can foster resilience and emotional growth in children.

Keywords Systematic literature review · Storytelling · Children with trauma · Character development · Narrators

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1 Introduction

Children who experience trauma during their formative years often experience lasting emotional, psychological, and social challenges. Trauma can arise from a variety of sources, including abuse, neglect, domestic violence, or the loss of a loved one, all of which can significantly hinder a child's development. Over time, unresolved trauma can lead to difficulties such as anxiety, depression, and impaired social functioning. To support the recovery and growth of children affected by trauma, narrative interventions, especially storytelling, have emerged as powerful therapeutic tools. Through storytelling, children are given a safe and structured platform to express their emotions, process their experiences, and rebuild their identity. This systematic literature review examines the use of narrative interventions in fostering character development among traumatized children, exploring how storytelling promotes emotional resilience, empowerment, and healing.

1.1 *Childhood Trauma*

Childhood trauma refers to emotional and psychological injuries sustained by children from significant adverse experiences before the age of eighteen. These experiences can range from abuse and neglect to witnessing domestic violence or the sudden loss of a parent. According to [1], this includes various incidents such as severe accidents and parental problems such as drug abuse. A [2] shows that most young children regularly face physical or psychological violence at home, and many adults report having been sexually abused as children.

The effects of childhood trauma are profound, affecting not only a child's emotional stability but also their long-term mental and physical health. Such experiences can lead to mental health issues such as depression, anxiety, and PTSD and increase the risk of chronic physical illnesses, including heart disease and diabetes [3]. Trauma also hinders emotional and social development, complicating relationships and overall functioning. Survivors often struggle with low self-esteem, depression, and anxiety, sometimes engaging in unhealthy behaviors such as substance abuse to cope with their pain [4].

1.2 *Narrative Interventions*

Narrative interventions, such as storytelling and narrative therapy, are effective methods for promoting language development and emotional health, especially in children who have experienced trauma. This technique uses the universal appeal of storytelling to help children process their experiences safely and engagingly. Research such as [5] confirmed the effectiveness of narrative-based psychotherapy

in treating mood disorders and trauma, highlighting how this therapy helps individuals reframe their life stories, which improves emotional well-being and improves interpersonal relationships.

Storytelling helps in emotional and social development and improves language skills and socio-emotional learning, as [6] outlined. Through narrative interventions, children are encouraged to express complex emotions and personal stories, which foster a sense of control and empowerment. This approach is particularly beneficial in trauma care, helping survivors rebuild their identities and process their experiences, thereby promoting resilience and healthier emotional and psychological development.

2 Research Methodology

This study used the PRISMA methodology, a framework that improves the quality of systematic reviews and meta-analyses by ensuring transparency and rigor. PRISMA includes a 27-item checklist and a four-phase flow diagram to guide systematic identification, selection, eligibility, and inclusion of evidence, improving the rigor and reproducibility of the review [7]. The review covers studies from 2020 to 2024, using the Web of Science and Scopus databases for their extensive coverage.

2.1 Planning Stage

In this stage of our systematic review, we identified the focus of our research and created a tailored search strategy for the Scopus and Web of Science databases, using specific descriptors to optimize search results. We selected these databases to access high-quality research across relevant fields, ensuring our review is comprehensive and relevant. Our investigation focuses on the following research questions:

RQ1: What roles do storytellers or narrators play in the effectiveness of narrative interventions?

RQ2: What are the effects of narrative interventions on children with trauma?

RQ3: What are the barriers and challenges in implementing storytelling or narrative interventions?

2.2 Search Stage

In the search stage of our systematic review, we carefully created a search strategy tailored to the selected databases, Scopus and Web of Science, ensuring that they aligned with our pre-defined criteria. We used specific keywords such as

“storytelling,” “trauma,” and “children,” among others, to comprehensively cover relevant research areas. The aim is to include studies published between 2020 and 2024, in English, and appearing in journals, excluding book series, book chapters, and conference proceedings. This careful approach helped capture a variety of studies related to the intersection of storytelling and childhood trauma, increasing the robustness and relevance of our review’s findings.

2.3 Documentation Stage

This systematic review was conducted using the PRISMA framework, which outlines a comprehensive process for conducting a systematic review. Adhering to this framework, the review carefully analyzed studies on narrative interventions aimed at supporting character development in traumatized children. For a detailed overview, refer to Fig. 1.

From our initial search, the process begins with the identification of studies from two major databases: Scopus and Web of Science. This initial stage lists the total number of articles identified from each database, with 54 articles from Scopus and 30 articles from Web of Science, culminating in a total of 84 articles identified. After the initial identification, the screening process narrows down the selection to 40 records deemed potentially relevant for further review. This stage also includes the exclusion of 44 records, but specific reasons for these exclusions are not detailed at this point in the diagram.

The flow diagram then notes that all 37 records were sought for detailed retrieval, indicating a thorough approach to gather comprehensive data for evaluation. It specifically highlights that no records were left unretrieved, reflecting the exhaustive nature of the search and retrieval process. Following retrieval, a further duplication check is conducted, which refines the list down to 14 records. This step reaffirms the rigorous nature of the review process, ensuring that only the most relevant and unique studies are carried forward for in-depth analysis. Detailed reasons for exclusion of certain articles post-retrieval are provided, including unavailable full text (5), irrelevance to the study focus (14), language limitations (1), duplication (2), and nature of the document being a review-type paper (1). This specificity helps clarify why certain articles did not meet the inclusion criteria, underscoring the selective nature of the review process. The diagram concludes with the final inclusion of 14 records that have passed all the previous stages of rigorous screening, duplication checks, and detailed retrieval. These articles form the basis of the systematic review, having been selected based on their direct relevance to the study’s objectives and their adherence to strict research criteria.

Despite possible limitations, including selection bias and language and publication restrictions challenges, we carefully evaluated how these issues might have impacted our results. We recommend future research approaches that address these challenges, aiming to improve the reliability and rigor of systematic reviews in this dynamic and complex field.

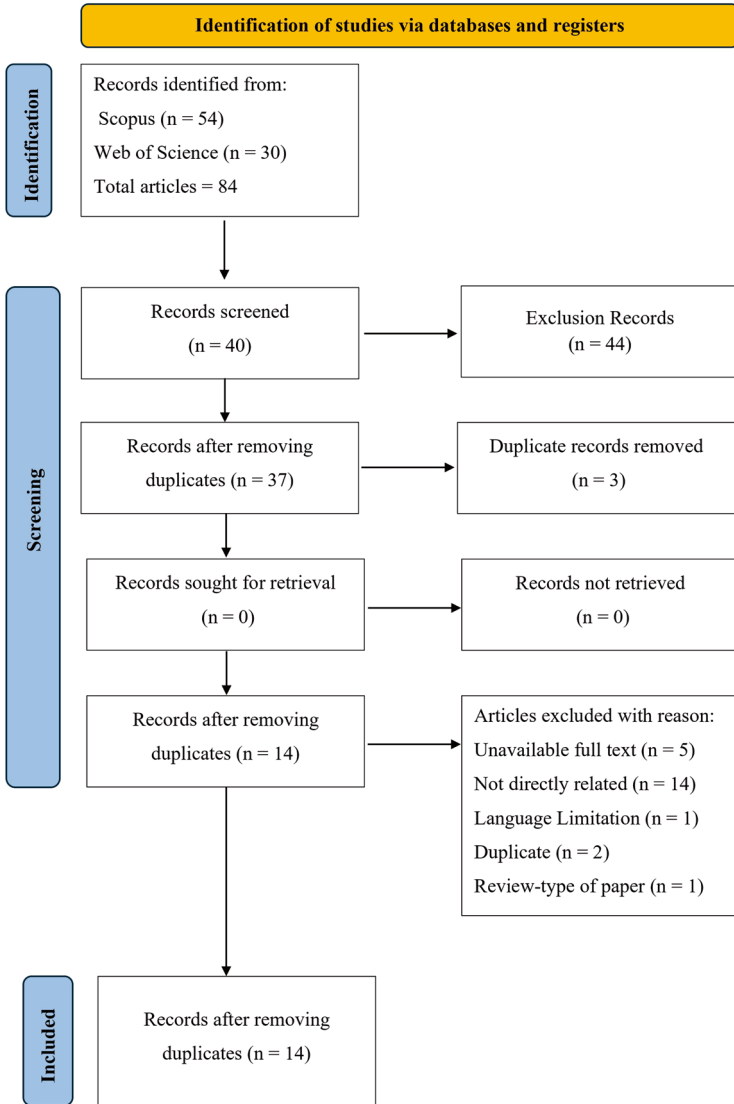


Fig. 1 Data progresses through various stages of systematic review

2.4 Data Extraction and Synthesis

This phase of the systematic review involved the careful extraction and compilation of data from each study that met our inclusion criteria. Extracted data included details about study methodology, participant demographics, types of narrative interventions used, and outcomes related to character development in traumatized

children. This standardized approach ensures uniformity and accuracy in capturing relevant data across different studies.

Afterwards, we synthesized the extracted data to identify patterns, themes, and contradictions. This synthesis aims to gain a comprehensive view of how narrative interventions contribute to character development in traumatized children. Findings are summarized and presented in a structured format to provide clear evidence of the effectiveness of narrative interventions in this context. This process not only highlights the therapeutic potential of storytelling and narrative therapy but also points to gaps and challenges in current practice, as outlined in the subsequent review section.

3 Results

3.1 Roles of Storytellers or Narrators Play in Narrative Interventions

In the academic field of narrative interventions, the topic of “Role of the Storytellers or Narrators” has emerged prominently as a key area of interest, discussed in 6 of the 14 reviewed papers. Of these, four studies were specifically selected for their exploration of this important research question.

In narrative interventions, storytellers play an important role, especially when they are therapists, educators, community leaders, or social workers who assist individuals in recounting and processing their experiences. For example, in Narrative Exposure Therapy (NET), the therapist serves as the primary storyteller [8]. show how therapists in NET help unaccompanied asylum-seeking minors navigate and integrate their traumatic memories, transforming them into a coherent narrative that significantly reduces PTSD symptoms. This form of therapeutic storytelling allows these minors to reconstruct their traumatic history in a supportive environment, highlighting the important role of the therapist in guiding the narrative process. Likewise, [9] explored how educators use storytelling to teach coping mechanisms to children facing chronic stress or trauma. These educators help children understand their experiences and develop resilience through narratives that provide emotional and psychological support, laying the foundation for emotional strength and resilience.

In the field of cultural integration and community unity, community leaders and social workers take on the role of storytellers, bridging cultural gaps and fostering mutual understanding [10]. highlight how community leaders use storytelling as a tool to promote empathy and strengthen social bonds in diverse communities. By creating narratives that resonate across cultural lines, these storytellers help individuals from diverse backgrounds connect and integrate into their communities. Similarly, [11] examines how cultural mediators use storytelling to support refugees and immigrants in maintaining their cultural identity while navigating the

challenges of integrating into a new environment. These narrative strategies are important for enhancing social cohesion and emotional adjustment in diverse populations. These roles are important in helping traumatized children, as they provide a means for these children to process their experiences, rebuild their identity, and find emotional stability in a supportive community environment.

3.2 Effects of Narrative Interventions on Children with Trauma

In the field of trauma-focused interventions for children, “Effects of Narrative Interventions on Children with Trauma” has become a prominent topic in academic discourse, highlighted by its examination in 13 out of the 14 papers reviewed. To thoroughly explore this critical research question, six key studies have been identified, offering valuable insights into how narrative interventions aid in the recovery process for traumatized children.

Narrative interventions, including storytelling and narrative therapy, have been recognized as effective approaches in dealing with trauma symptoms in children, offering ways to reconstruct and process traumatic experiences. For example, [12] has shown that narrative exposure therapy (NET), a narrative-based therapy, is highly effective in helping war-affected children recontextualize fragmented traumatic memories, thereby reducing the vividness of these memories and reducing PTSD symptoms [13]. expand on this by highlighting how arts-based interventions, which include elements of storytelling, help children express their feelings and process trauma in a safe environment, especially in crises. The use of puppets in storytelling allows children to express their emotions and fears, facilitating the therapeutic process and giving them a sense of control and agency.

Further emphasizing the importance of culturally tailored interventions, [14] describe the Life Story Intervention (LSI), which adapts narrative therapy to the specific cultural and environmental context of rural children affected by parental substance abuse. These interventions help children process their traumatic experiences by co-constructing a personal narrative in a familiar setting, fostering a sense of mastery over their trauma [15]. supports the effectiveness of such an approach by showing how a structured storytelling intervention reduces trauma symptoms in children recovering from natural disasters.

Additionally, [16] found Storytelling/Story-Acting, a group-based narrative intervention, increased attachment security and reduced trauma symptoms by providing a collaborative environment for processing traumatic memories. Finally, [17] stated that integrating narrative therapy with cognitive behavioral elements further improves therapeutic outcomes, especially for children facing complex trauma. Together, these findings underscore the important role those narrative interventions, including storytelling and narrative therapy, play in promoting psychological healing and resilience in traumatized children.

3.3 Barriers and Challenges in Implementing Storytelling or Narrative Interventions

In the domain of trauma-focused interventions for children, the topic of “Barriers and Challenges in Implementing Narrative Interventions” has been prominently featured in scholarly research, with 6 of the 14 papers reviewed discussing it extensively and 3 studies directly exploring this research question.

Implementing narrative and storytelling interventions for children experiencing trauma involves navigating several significant barriers and challenges, as discussed in a recent academic contribution. For example, [18] highlights the complexities involved in addressing both trauma and the developmental impact on children’s identity and self-concept in therapeutic settings. This dual focus complicates the application of narrative therapy, as therapists must carefully integrate interventions that support both trauma processing and normative developmental needs. A real example of this challenge is seen in refugee children who have been displaced by conflict; therapists often face difficulties in building trust and overcoming language barriers, which can hinder the storytelling process and the ability to create coherent narratives for healing [19]. Similarly, [19] highlights the role of nurses in facilitating the storytelling process, noting the delicate balance needed to encourage children and families to share traumatic experiences without exacerbating the trauma. Both papers suggest that the main challenge lies in therapeutic engagement that is sensitive and robust enough to address the multifaceted nature of trauma and development.

Logistical challenges also pose significant barriers, as noted by [20], who discusses the difficulty of integrating flexible, patient-centered narrative methods within the more rigid framework typical of clinical settings. This challenge is reflected in the work of [19], which emphasizes the need to train and support nurses to manage the emotional and practical demands of engaging with trauma narratives. A useful example is the lack of resources and trained staff in low-income settings, where therapists are often overburdened and lack the time needed to implement patient-centered approaches [20] effectively. Both papers demonstrate the need for systemic changes in healthcare settings to accommodate more adaptive and responsive therapeutic approaches.

This discussion explains the need for a comprehensive strategy that includes training clinicians in culturally sensitive care, adapting therapeutic models for flexibility, and ensuring that healthcare providers are emotionally and professionally supported. These multiple approaches are essential to overcoming the challenges inherent in implementing effective narrative-based interventions for traumatized children.

4 Interpretation of Results

A systematic review of narrative interventions in treating childhood trauma emphasizes the profound role of storytellers and storylisteners across a variety of therapeutic and community settings. Therapists, educators, community leaders, and social workers use narrative techniques to facilitate emotional processing and resilience building among traumatized children. In Narrative Exposure Therapy (NET), therapists are important because they guide children through expressing and reorganizing traumatic memories into a coherent story, significantly reducing PTSD symptoms and improving psychological recovery [8]. Educators also use narratives to instill coping mechanisms in children, promoting emotional strength [9], while community leaders use storytelling to bridge cultural gaps and foster community unity, increasing social cohesion and support for children in diverse environments [10, 11].

The therapeutic effectiveness of narrative interventions is further demonstrated in various studies. Techniques such as NET, art-based storytelling, and puppetry are very effective in allowing children to express and manage their emotions safely, empowering them to overcome trauma [12, 13]. Culturally adapted therapies such as Life Story Intervention (LSI) emphasize the importance of adapting the narrative approach to fit the child's specific cultural context and environment, thereby increasing the effectiveness of the intervention [14, 15].

However, implementing narrative interventions in traditional clinical settings presents significant challenges. Addressing both trauma and developmental needs requires sensitive and robust therapeutic engagement. Therapists must carefully integrate narrative techniques that support trauma processing while facilitating normative developmental progress, a complex balance that is often difficult to achieve in practice [18, 19]. Logistical difficulties also arise in incorporating a flexible, patient-centered narrative method into the rigid framework typical of the clinical environment, which requires systemic changes in healthcare practices to enable a more adaptive and responsive therapeutic approach [20].

In summary, although narrative interventions hold significant promise for treating traumatized children, their successful implementation requires overcoming multiple clinical and logistical challenges. Future efforts should focus on training therapists in narrative techniques, adapting clinical settings to support these interventions, and ensuring therapeutic models are culturally and contextually appropriate. This comprehensive approach is essential to maximizing the therapeutic potential of narrative interventions in the complex field of trauma rehabilitation.

5 Limitations

This systematic literature review has several limitations that affect its scope and generalizability. Potential selection bias arises from specific inclusion and exclusion criteria, possibly excluding studies that are relevant but not in English or not

published in journals. Reliance on SCOPUS and Web of Science alone can eliminate significant gray literature. The absence of comparative analyses with other therapeutic interventions limits understanding of the relative effectiveness of narrative interventions. Variability in study methodology and demographics challenges the universality of conclusions, suggesting findings are context-specific. Despite these limitations, the review provides valuable insights, highlighting the need for continued research to refine therapeutic strategies for traumatized children.

6 Conclusion and Future Work

A systematic literature review highlights how narrative interventions, such as storytelling and narrative therapy, help traumatized children build character. This method allows children to share and process their experiences in a way that supports their healing, with the help of therapists, educators, and community leaders who tailor their approach to fit each child's needs. However, using this strategy in a typical clinical setting is challenging, especially when trying to address both trauma and child growth in a tight healthcare system.

Future research should investigate comparing narrative interventions with other therapies to better understand their effectiveness, include more participants from different backgrounds, and examine the long-term effects of these therapies. There is also a need to make narrative methods easier to use in clinical settings and explore new technologies, such as digital storytelling, to make therapy more engaging for children. Addressing these areas can improve how these interventions work and make them more useful in helping children recover from trauma.

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