

THRIVE

Resilience Evidence from Africa

Newsletter: Centre for the Study of Resilience, University of Pretoria

December 2024 | Issue 2 | <https://www.up.ac.za/centre-of-the-study-of-resilience>



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Resilience Evidence from Africa

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Centre for the Study of Resilience**

 Centre for the Study of Resilience

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Global views on the resilience of school-attending youth with experiences of marginalisation

Prof. Tassos Matsopoulos,

Director of School Psychology Laboratory, University of Crete.

Hosted by Prof. Linda Theron, Prof. Anastassios (Tassos) Matsopoulos, University of Crete visited the Centre for the Study of Resilience and Department of Educational Psychology, University of Pretoria, in August 2024 as part of the Erasmus Mundus Joint Masters Programme. Professor Matsopoulos is the Director of the Erasmus Mundus Joint Masters Programme 'Resilience in Educational Contexts'. The visit builds on collaboration between these research leaders with a focus on a School Psychology International special issue on resilience and marginalised youth.

Professor Matsopoulos met with colleagues of the Centre for the Study of Resilience, the Department of Educational Psychology, as well as the Department of Early Childhood Education to discuss educational and research projects, as well as observe the context of training of educational psychology students at the University of Pretoria – including school-based visits where MED (Educational Psychology)-students participate in offering a resilience programme to adolescent girls. Professor Matsopoulos also delivered two lectures to postgraduate students.

In the next stage of the Erasmus Mundus grant, Prof. Ruth Mampane and Prof. Funke Omidire, both from the Department of Educational Psychology, University of Pretoria, will visit the School Psychology Laboratory, University of Crete.



*From left: Ms Joyce Jakavula (Project Coordinator for R-NEET at the University of Pretoria and Research Assistant at the Centre for the Study of Resilience, University of Pretoria); Dr Nombuso Gama (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); Prof. Linda Theron (Professor at the Centre for the Study of Resilience and Full Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria); Mrs Mariza Matsopoulos; Prof. Ruth Mampane (Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria); Prof. Margaret Omidire (Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria); Prof. Anastassios (Tassos) Matsopoulos (Director of the Erasmus Mundus Joint Masters Programme "Resilience in Educational Contexts", University of Crete); Prof. Liesel Ebersöhn (Director of the Centre for the Study of Resilience and Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria).

Resilience to COVID-19 challenges: Lessons for school psychologists serving school-attending youth with experiences of marginalisation



Parents' perceptions and evaluation of the implementation of a resilience curriculum in Greek schools



Grandmothers flock to provide social support: a sociocultural pathway to resilience in high adversity spaces

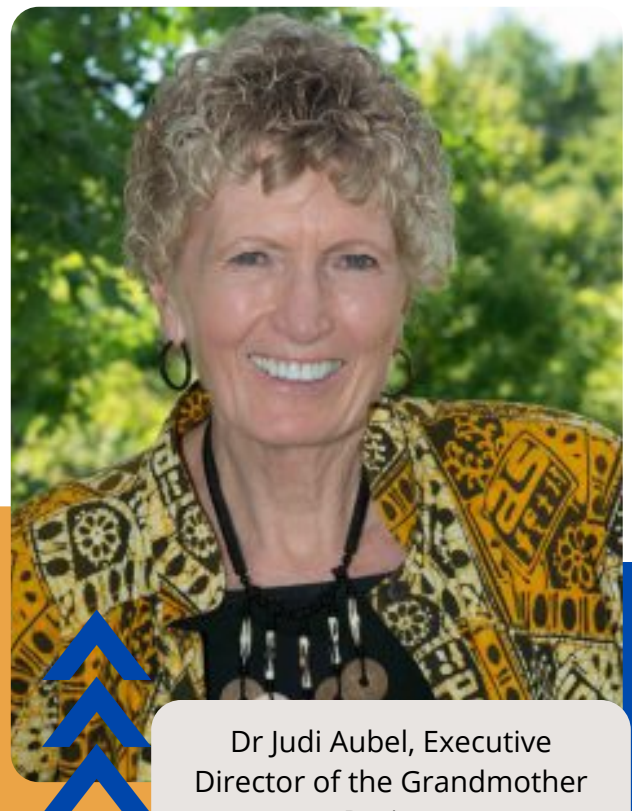
Dr Judi Aubel, a public health anthropologist and co-founder of The Grandmother Project, shared insights on evidence of how positive change is enabled when socio-cultural resources are mobilised in high-adversity spaces. The Change Through Culture movement of the worldwide Grandmother Project operationalises evidence synonymous with the Relationship-Resourced Resilience theory (Ebersöhn, 2019).

The Grandmother Project demonstrates a significant shift in community health strategies by focusing on a redefined role of grandmothers in non-Western societies. Traditionally seen as caregivers, these matriarchs are now recognised as vital agents of social change, influencing the health and well-being of women, children, and adolescents across generations. Dr Aubel asserts that the wisdom of grandmothers has often been marginalised in public health and development research, overshadowed by Western views that emphasise nuclear family structures.

By placing grandmothers at the forefront of social initiatives, the Grandmother Project aims to bridge the gap between traditional practices and modern development efforts. This groundbreaking project highlights the importance of these experienced women as custodians of cultural heritage and leaders of progressive transformation in their communities. Grandmother Project's holistic strategies, which include the involvement of grandmothers, have demonstrated that these women can be powerful advocates for change when engaged respectfully.

For instance, the Girls' Holistic Development Programme in Senegal effectively tackles issues such as child marriage, female genital mutilation, and girls' education by incorporating grandmothers in leadership training and intergenerational dialogue sessions. These initiatives have not only empowered grandmothers to adapt their practices but have also significantly shifted community norms.

Grandmothers offer invaluable intergenerational knowledge crucial for community health, from maternal care to adolescent development"
- Dr Judi Aubel

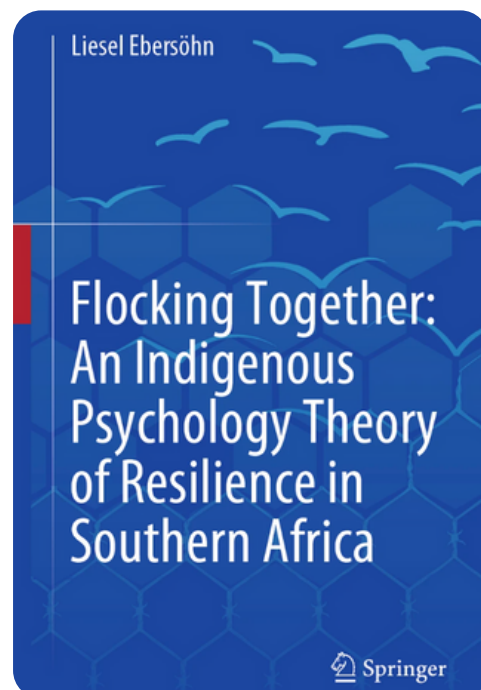


Dr Judi Aubel, Executive Director of the Grandmother Project

By placing grandmothers at the forefront of social initiatives, the Grandmother Project aims to bridge the gap between traditional practices and modern development efforts. This groundbreaking project highlights the importance of these experienced women as custodians of cultural heritage and leaders of progressive transformation in their communities. By placing grandmothers at the forefront of social initiatives, the Grandmother Project aims to bridge the gap between traditional practices and modern development efforts.

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The impact of these interventions has been profound. An evaluation of the Girls' Holistic Development programme by Georgetown University highlighted major improvements in school attendance, a reduction in child marriage rates, and a change in attitudes towards female genital mutilation. The involvement of grandmothers in these efforts showcases the potential of tradition when it is combined with new information and respectful engagement. The success of the Grandmother Project provides important lessons for global development. By understanding family dynamics in collectivist cultures and valuing the voices of elderly women, community-based interventions can become more effective and sustainable. Instead of imposing external solutions, the Grandmother Project advocates for an approach that treats communities as partners in development, utilising the cultural wisdom inherent within them.



**The Grandmother Project
website:**



<https://grandmotherproject.org/>

Postdoctoral Student mentoring: focusing on resilience given the education challenge of war and conflict

Dr Tahani Aldahdouh is a postdoctoral research fellow at Tampere University, Finland. For this postdoctoral study, she is collaborating with, amongst others, the Centre for the Study of Resilience on a study: 'Resilience Between Siege and Genocide: Gaza's University Teachers Speak'. Dr Aldahdouh's study was awarded a two-year fellowship from the Tampere Institute of Advanced Study (IAS) following a selection process involving 367 applicants. Dr Aldahdouh's project was chosen for its exploration of resilience among university teachers in Gaza following the genocide in 2023-2024.

Dr Aldahdouh's research stands to gain considerably from the collaboration with Prof. Liesel Ebersöhn, Centre for the Study of Resilience (University of Pretoria), Prof. Caroline Mansfield (Edith Cowan University), Dr Ghassan Elkahlout, and Dr Sansom Milton (Centre for Conflict and Humanitarian Studies, Qatar), and Dr Jeremy Oldfield (Manchester Metropolitan University).

Dr Aldahdouh's research seeks to understand how university teachers in Gaza navigate extreme adversity and unique challenges. The study uses a social-ecological perspective to explore the interaction of protective and risk factors at the individual, institutional, and societal levels.



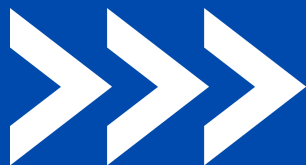
Key elements of Dr Aldahdouh's research include narrative interviews with Gaza's university teachers, focus groups with higher education administrators, and documentary analysis of recovery policies. The expected outcomes are not just a list of possibilities but a clear vision of the project's results.

They include identifying crucial resilience factors and modelling their interactions in post-genocide contexts, which will provide a comprehensive understanding of the resilience dynamics in such contexts. Planned outputs of Dr Aldahdouh's work include two open-access articles and presentations at international conferences, contributing significantly to the field of resilience studies.

Both South Africa and Palestine (Gaza) have experienced profound historical and ongoing adversities that shape their socio-economic landscapes. South Africa's post-apartheid transformation and the persistent inequalities offer critical lessons on resilience amid systemic challenges. Similarly, Gaza's protracted conflict and socio-political constraints demand an understanding of how communities, including university teachers, can adapt and thrive despite extreme adversities.

Moreover, the Centre for the Study of Resilience's work is pivotal in challenging the predominance of Eurocentric and Western resilience models. By focusing on the socio-ecological processes unique to the Global South, the Centre for the Study of Resilience generates knowledge that is more attuned to the realities of regions like Gaza. Further, the Centre for the Study of Resilience emphasises integrating Indigenous Knowledge Systems and local socio-cultural practices into resilience studies. Gaza, with its cultural heritage and tight-knit community structures, can benefit from this approach. Centre for the Study of Resilience's methodologies could help uncover how Gaza's unique socio-cultural dynamics contribute to the resilience of its university teachers. This will provide a richer and more nuanced interpretation, which is central to Dr Aldahdouh's research.

Dr Tahani Aldahdouh,
Postdoctoral Research
Fellow, Tampere
University, Finland



"Understanding and enhancing university teachers' resilience is crucial for mitigating brain drain and ensuring continued advancement of academic progress in affected regions."

- Dr Tahani Aldahdouh

Postdoctoral Fellows collaborating to generate knowledge on resilience

University of Pretoria Postdoctoral Fellows hosted at the Faculty of Education (Dr Marisa Leask, Dr Nombuso Gama and Dr Wietske Boon) established a forum to combat academic isolation and enable peer support to navigate the complexities of. The Postdoctoral Forum provides collaborators with valuable opportunities to connect, share ideas, and support each other with participation in a roundtable discussion at the Faculty of Education Research Lekgotla, themed “Advancing Human-centred Education in Complexity”, as a first, collaborative event.

The theme of the conference, ‘Advancing Human-Centred Education in Complexity’, couldn’t have been more fitting for the inaugural gathering of this group. As Postdoctoral Fellows from different Faculty of Education departments and research centres, they were able to collaborate and present their diverse research interests. According to Dr Leask, the group was united by a common thread: resilience. Dr Wietske Boon’s exploration of Early Childhood Teacher Educators emphasised the role of resilience in upholding values-driven education, helping educators navigate challenges while aligning with the Sustainable Development Goals (SDGs).

Dr Nombuso Gama’s research on resilience embedded in street temporalities offered insights into how individuals in real-world environments adapt and persevere, demonstrating resilience in action. Similarly, Dr Shuaib Muhammed highlighted the importance of resilience in mental health, advocating for emotional and psychological support in Sub-Saharan schools to foster overall well-being. The research by Dr Jessica Versfeld demonstrated how expressive arts can cultivate resilience by strengthening social connectedness among teachers. Lastly, Dr Leask’s research on the enablers and constraints of school-based interventions showed how resilience fosters self-efficacy and agency in teachers, influencing both their perceptions of the intervention and their willingness to implement it.



*From left: Dr Marisa Leask (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); Dr Nombuso Gama (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); and Dr Wietske Boon (Postdoctoral Fellow at the Faculty of Education, University of Pretoria).

From* left: Dr Nombuso Gama (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); and Dr Wietske Boon (Postdoctoral Fellow at the Faculty of Education, University of Pretoria).



*From left: Dr Marisa Leask (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); Dr Nombuso Gama (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); and Dr Wietske Boon (Postdoctoral Fellow at the Faculty of Education, University of Pretoria).



*From left: Dr Shuaib Muhammed (Postdoctoral Fellow at the Faculty of Education, University of Pretoria); and Dr Marisa Leask (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria).



*From left: Dr Marisa Leask (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); Dr Nombuso Gama (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); and Dr Wietske Boon (Postdoctoral Fellow at the Faculty of Education, University of Pretoria).

BRICS Exchange for education research capacity development

Reverend Rue Holpey, Research and Centre Administrator at the Centre for the Study of Resilience, received a Kazan Federal University grant to attend the 2024 Summer University programme at this Tatarstan-based university in Russia. Rue engaged in an immersive academic and cultural experience designed for international researchers and lecturers in teacher education delegates with 400 participants from more than 40 countries delegates. One of the unique aspects of the programme was its interdisciplinary approach, allowing delegates to choose from a wide range of courses tailored to their academic interests and career goals. The course offerings included subjects such as Russian language and literature, artificial intelligence, economics, international relations, and environmental science. Each course was taught by esteemed faculty members from Kazan Federal University, one of Russia's oldest and most respected universities, known for its strong emphasis on research and innovation. Rev. Hopley attended the course on international relations as it was one of only two courses presented in English. The classes consisted of a variety of interesting subjects and concluded with the presentation of group projects on possible future BRICS+ collaborations. The group in which Rue participated focused on clean and renewable energy and was awarded first prize.



Rev. Rue Hopley receiving the 2024 Kazan University Summer University Programme participation certificate

Beyond the classroom, the Summer University emphasised experiential learning through a series of cultural immersion activities. Delegates had the chance to visit the Kazan Kremlin, a UNESCO World Heritage site, as well as other significant historical landmarks in the region. We also participated in workshops and seminars focused on Russian traditions, cuisine, and arts, giving Rue a well-rounded understanding of the country's cultural landscape.

A notable feature of the programme was its focus on fostering intercultural communication and collaboration. Participants engaged in group projects and discussions that encouraged us to share our perspectives and learn from each other's experiences. This not only enhanced our academic knowledge but also helped Rue develop essential soft skills such as teamwork, leadership, and cross-cultural communication.



Rev. Rue Hopley participating in a group discussion

Moreover, the Summer University offered several extracurricular activities, including sports events, language exchange programmes, and social gatherings, which provided delegates with ample opportunities to build lasting friendships and professional networks. The programme also included a closing ceremony where participants received certificates of completion, recognising our academic achievements and participation in the cultural activities.

Strengthening pre-service teacher capacity as a resilience-enabling pathway for education in the BRICS space

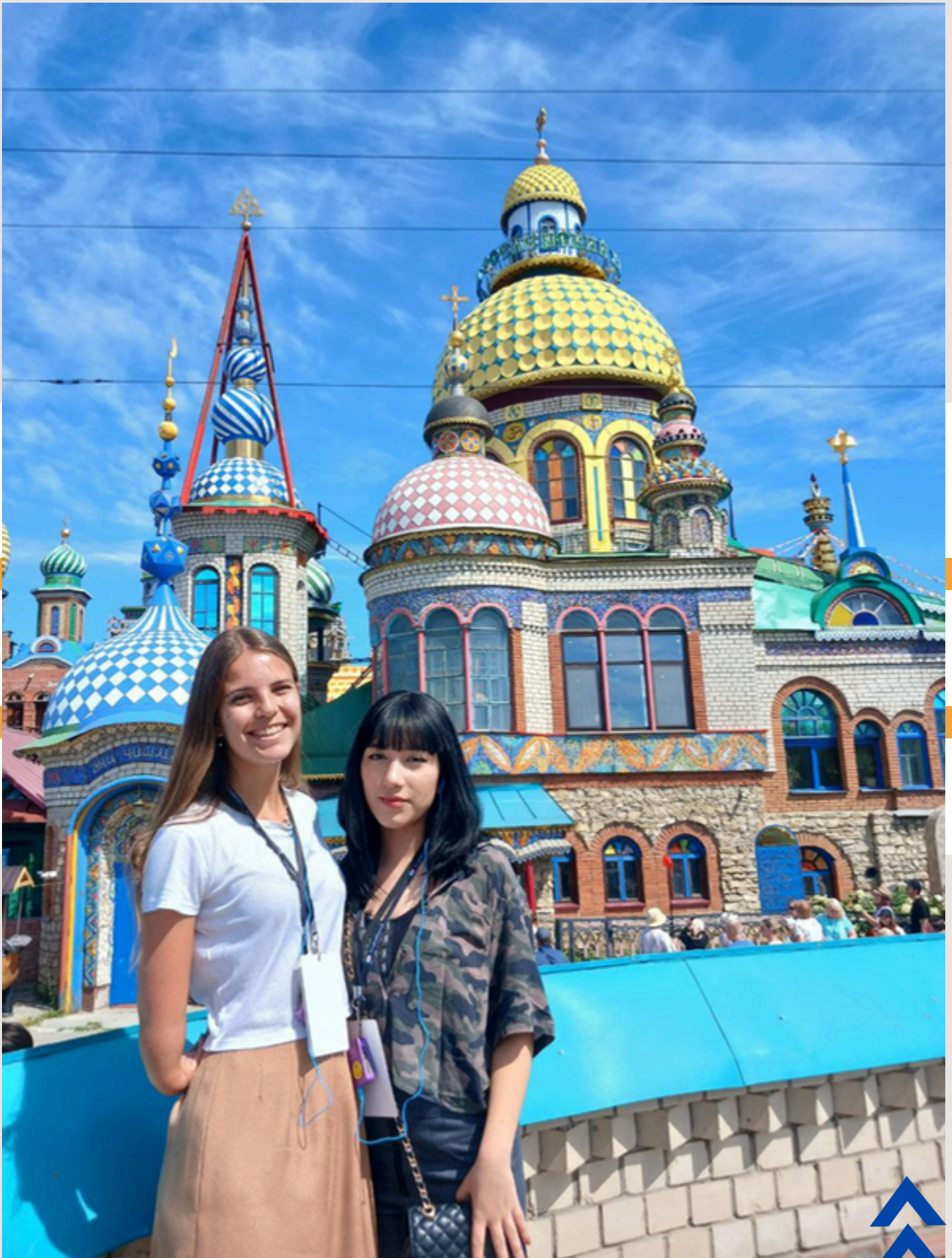
Uzaan Du Toit is a Centre for the Study of Resilience intern and pre-service education student was invited by the Kazan Federal University, an affiliate of the Centre for the Study of Resilience, to participate in the July 2024 Summer University programme at Kazan Federal University, Russia. Uzaan described Kazan Federal University as an institution rich with historical significance, where every building seemed to transport one back to the 16th century, yet with a modern and innovative atmosphere.

Uzaan networked with a range of delegates from across the globe, and especially from other BRICS nation-states, strengthening her appreciation for diversity and inclusion. The team-building exercises in the BRICS classes helped foster lasting friendships. These connections remained strong even after the program, with the group continuing to share stories of their lives via WhatsApp.



Ms Uzaan du Toit giving an invited speech as representative of English-speaking delegates at the closing ceremony of the July 2024 Summer University programme, Kazan Federal University representing English-speaking delegates.

Reflecting on her experience in Russia, Uzaan described it as “unforgettable.” She was grateful for the opportunity and cherished the lessons she learned during her stay. Initially, she chose the class on international relations because it was one of the two options taught in English. Uzaan had little prior knowledge of international relations and even less about the BRICS countries and their histories. However, the classes quickly captured her interest. This was partly because they were in a language she could easily understand and because the subject matter proved fascinating. The lecturers made the lessons engaging, encouraging participation in conversations and debates, which Uzaan eagerly joined. Her active engagement caught the attention of the lecturers, and she was awarded a certificate as one of only four students out of a class of 80 to receive the ‘Most Interactive Award.’ Uzaan also received certificates for ‘Winner of Track BRICS+: New Trends in International Relations’ for the best project on BRICS+ Cyber Security Organization, ‘Outstanding Achievement and High Level of Demonstrated Knowledge,’ and active participation in the Summer University project at Kazan (Volga Region) Federal University, held from July 8 to July 22, 2024. These awards also came with an incredible opportunity for her future.



Ms Uzaan du Toit and Ms Victoria Padrin at the Tatarstan “Temple of all Religions”.



Doctoral Student International Dissemination of Research

Strong social connectedness strengthens teacher resilience in the Global South

Few teacher resilience studies exist in the Global South and South Africa. The Centre for the Study of Resilience co-sponsored former doctoral student Dr Jessica Versveld to present findings from her doctoral study at the 33rd International Congress of Psychology in Prague. Jessica presented a paper entitled 'Time to flock time together strengthens relationships and enhances trust to teach despite challenges.' Her study is nested in the Isithebe-intervention study, which leveraged the Afrocentric, Relationship-Resourced Resilience theory to investigate teacher resilience in an under-researched, Global South context.

Jessica shared qualitative Isithebe results which indicated that time spent together promoted a sense of belonging, safety, and trust amongst teachers to support one another by sharing ideas for informal professional development or caring for children, families, and friends who depend on such help to withstand ongoing challenges. Structured time to build relationships capitalises on dominant but marginalised Afrocentric belief systems favouring interdependent, collective resilience values, beliefs, and practices and encourages instructors to teach countering deficit notions of structurally disparate contexts.



Dr Jessica Versveld presenting at the 33rd International Congress of Psychology in Prague

Dr Jessica Versveld and Ms Maxine Manley, a doctoral student at the University of Pretoria (Department of Educational Psychology, Faculty of Education), at the 33rd International Congress of Psychology in Prague



Methodological thoughts by a postdoctoral fellow on studying resilience and education in an emerging economy space

Dr Marisa Leask is a Postdoctoral Research Fellow at the Centre for the Study of Resilience, University of Pretoria. A primary research focus of Marisa is that of methodological approaches to implement evidence-based research in practice – be it at a school or an organisation, intervention implementation calls for an understanding of what motivates people to change and the context. She believes in the tenet that the way in which certain factors are negotiated across the different levels of the bioecological model determines sustainability. By bridging the gap between research and practice, she hopes to support initiatives that address quality education. Quality education is not about achieving specific outcomes but addressing equity. Her research focuses on how education can be a powerful tool for addressing inequalities, promoting inclusion, and empowering marginalised communities. It means providing all students, regardless of their background, with the skills they need to succeed. Success for Marisa means that students can participate in the economy, thereby breaking the cycle of poverty.

Passionate about learning, Marisa went back to university when her children were completing high school to update her knowledge. Going back to university confirmed her interest in doing research. With the support of her family and the confidence of her supervisors in my abilities, Marisa not only redid her honours but completed a Masters and PhD. Marisa's academic journey has been interwoven with being part of the Centre for the Study of Resilience, and as of 1 July 2024, she started as a Postdoctoral student.

On a personal level, Marisa is proud to be a wife and a mother of two sons. With her Italian background, she developed a passion for food and enjoys cooking. Quality time for Marisa is sharing a delicious meal with her family.

Dr Marisa Leask
(Postdoctoral Fellow at
the Centre for the Study
of Resilience, University
of Pretoria)



Wellbeing as a pathway to resilience: The Wellbeing in Higher Education Network Summit, Querétaro, Mexico



The Centre for the study of Resilience co-sponsored (with The Wellbeing Project) the attendance of a doctoral student, Janine De Bruin, at the July 2024 Wellbeing in Higher Education Network Summit in Querétaro, Mexico. This summit, which focused on the importance of ecological belonging in higher education, brought together a diverse group of passionate individuals from around the world who are dedicated to promoting wellbeing in various spaces.

The summit was an intimate four-day gathering where participants engaged in thought-provoking discussions about how students can be supported in developing into not just capable workers but well-rounded, healthy individuals who are prepared for life. It was inspiring to see the commitment to nurturing students who have a sustainable outlook and who are driven to positively empower their communities.

One of the key themes of the summit was the concept of ecological belonging and its crucial role in holistic wellbeing. Ecological belonging emphasises the deep connection between individuals and their environment. When students feel a sense of belonging to the spaces they inhabit—whether physical, social, or academic—they are more likely to thrive. This connection fosters a holistic sense of wellbeing, allowing students to develop emotionally, mentally, and socially. It reminds us that education should not only prepare students for their careers but also equip them with the tools to live meaningful, fulfilling lives.



Janine de Bruin (Research assistant at the Centre for the Study of Resilience) and Initiator at TaraSri Foundation

This summit also underscored the importance of staying connected with our cultural heritage, something particularly relevant for us in South Africa. We must remember the rituals, traditions, and practices that have kept our communities healthy for generations. These cultural ties are more than just customs—they are vital to our wellbeing. By reconnecting with the earth, staying in tune with our bodies, and living in the present moment, we can cultivate a sense of belonging that is essential for holistic wellbeing. Our cultural heritage is a source of strength and resilience that we should cherish and integrate into our daily lives.

Janine mentions that the summit was not only an opportunity to engage in enriching conversations but also a chance to experience the vibrant culture of Querétaro. "The organisers ensured that our time was filled with culturally rich experiences and wonderful food, making the event all the more memorable. I am deeply grateful to the organisers, especially Alejandra Garza and Silvana Cisneros from the Wellbeing Project, as well as the Centre for the Study of Resilience for providing me with this incredible opportunity. It was truly a privilege to be part of such an important and impactful gathering".

As we continue our work in promoting wellbeing, let us carry forward the lessons learned from this summit and apply them in our efforts to create environments where students — and indeed all individuals, can flourish.



Participant at this years Wellbeing in Higher Education Network Summit in Querétaro, Mexico.

Querétaro city centre in Mexico



A tribute to a young researcher at the Centre for the Study of Resilience

Sfiso Sabelo Masina

It is with heavy hearts that we remember a young academic whose life was tragically and senselessly cut short, leaving behind a legacy of promise and potential. Though Sfiso's time with us was too brief, it was marked by remarkable intelligence, boundless ambition, and a genuine kindness that touched all who knew him.

Sfiso's journey was one of resilience and determination. He uplifted himself from humble beginnings, using his passion for knowledge as a means to create a brighter future for himself and those around him. His academic pursuits were not just a path to personal success but a way to uplift his community and contribute to the betterment of South Africa. His work was a testament to his belief in the power of education to transform lives and societies.

In his academic endeavours, Sfiso's brilliance set him apart. His unwavering dedication to his field inspired peers and mentors alike. He consistently strived for excellence, driven not only by his own aspirations but by a deep commitment to making a positive impact on others. His exceptional contributions to the Masidlale Study focused on improving the lives of children in distress through play, will resonate in the field of educational psychology and beyond for years to come.



Beyond his academic achievements, Sfiso was a beacon of compassion and care. He was the friend who would always lend a listening ear, the colleague who offered support without hesitation, and the student who sought to make the world a better place through his work. His ambitions were never just for personal gain; they were rooted in a desire to contribute positively to society.

Sfiso preparing shisanyama for the Masidlale Research group during a 2021 Gqeberha research visit



The loss of such a vibrant and promising life is profoundly felt by all who had the privilege of knowing him. His potential was immense, and his future was bright. While we mourn his passing, we also celebrate the indelible mark he left on our hearts and minds.

I would like to share a heartwarming encounter from Prof. Kobus Maree, who had the privilege of witnessing Sfiso's innate compassion firsthand. Several months ago, Prof. Maree encountered a panicked dove near his door. Despite his efforts to help, the bird remained terrified and kept crashing into the shutter glass. Then, to his relief, Sfiso appeared. With a few gestures, he understood the situation, closed the glass door, and gently caught the bird. Holding it in his big, comforting hands, Sfiso released it into the open air. Professor Maree praised him for his natural compassion, remarking that Sfiso was born to be a psychologist.

Though Sfiso is no longer with us, his spirit lives on in the memories we hold dear and in the lasting impact of his work. We honour his legacy by continuing to pursue our own passions with the same vigour and care that he exemplified.

Rest in peace, dear friend. Your journey was far too short, but your light will continue to shine in the lives of those you touched with your bright, big smile and your beautiful big heart.



Masidlale Study research visit,
Gqeberha 2021

*From left: Mr Sfiso Masina; Dr
Mokgaetji Somo; Rev. Rue
Hopley; and Prof. Liesel
Ebersöhn.



New Centre for the Study of Resilience-affiliated publications

Journal articles

- Ebersöhn, L., Murphy, P.K., & Basson, L. (2024). The TAPESTRe framework: equalising an uneven global knowledge base to inform relevant, responsible and responsive evidence-based education policy and practice. *Revista de Políticas Educacionais*, V. 18, December 2024, p. 1-21. (Accepted)
- Ebersöhn, L. (2024). Flocking to transform lives in inequality: including evidence-based indigenous knowledge in inclusive education agendas. *Revista Brasileira De Educação Especial*. <https://doi.org/10.1590/1980-54702024V30E0108>
- Abou Jaoude, G. J., Leiva-Granados, R., Mcgranahan, R., Callaghan, P., Haghparast-Bidgoli, H., Basson, L., Ebersöhn, L., Gu, Q., & Skordis, J. (2024). Universal Primary School Interventions to Improve Child Social-Emotional and Mental Health Outcomes: A Systematic Review of Economic Evaluations. *School Mental Health*, 1-23. <https://doi.org/10.1007/s12310-024-09642-0>
- Jonker, C., Graham M. A., & Ebersöhn, L. (2024). Measuring dimensions of Teacher resilience in Africa: self-efficacy and teacher efficacy. *South African Journal of Education*. 44(3), <https://doi.org/10.15700/saje.v44n3a2481>
- Akinduyo, T. E., & Theron, L.C. (2024). Factors contributing to the resilience of African widows: A scoping review. *OMEGA – Journal of Death and Dying*. DOI: 10.1177/00302228241252857
- Fouche, A., Cockcroft, K., & Theron, L. (2024). The COVID-19 resilience journey of vulnerable young South Africans. *Current Psychology*. <https://doi.org/10.1007/s12144-024-06018-0>
- Ncube, B., Theron, L., & Haffeejee, S. (2024). Resilience to structural violence: an exploration of the multisystemic resources that enable youth hope. *South African Journal of Psychology*, <https://doi.org/10.1177/00812463241266337>
- Theron, L.C., Levine, D. T., & Haffeejee, S. (2024). NEET and resilient: The lived experiences of a sample of South African emerging adults. *International Journal of Psychology*. <http://doi.org/10.1002/ijop.13219>
- Goodman, M., Theron, L., McPherson, H., Seidel, S., Raimer-Goodman, L., Munene, K., & Gatwiri, C. (2024). Multisystemic factors predicting street migration of children in Kenya: A multilevel longitudinal study of families and villages. *Child Abuse & Neglect*, 154, 106897. <https://doi.org/10.1016/j.chiabu.2024.106897>
- Haffeejee, S., Theron, L., & Moretti, M. (2024). Critical reflections on the usefulness of eConnect to a sample of child and youth care workers in South Africa. *Residential Treatment for Children & Youth*, 1–22. <https://doi.org/10.1080/0886571X.2024.2338761>
- Wright, C. Y., Millar, D. A., Kapwata, T., Rodgers, G., Batini, C., & Theron, L. (2024). Social-ecological-resilience enablers among youth residing in the air polluted Highveld Priority Area of South Africa. *International Journal of Adolescence and Youth*, 29(1), <https://doi.org/10.1080/02673843.2024.2322569>
- Levine, D. T., Theron, L., Haffeejee, S., & Ungar, M. (2024). Resilience to depression among emerging adults in South Africa: Insights from digital diaries. *Emerging Adulthood*, 0(0). <https://doi.org/10.1177/21676968241273319>

New Centre for the Study of Resilience-affiliated publications

Chapters in books

Ebersöhn, L., & Edwards, M. (2024). Far-flung does not mean far-fetched: Promoting teacher resilience through professional development in higher education engagement with in-service teachers in remote schools. In J. Madalińska-Michalak, & M. A. Flores (Eds.), *Teacher and school resilience in an era of uncertainty*. Palgrave Macmillan/Springer. (Accepted)

Centre for the Study of Resilience monthly Much and Mingle get together



*From left: Ms Joyce Jakavula (Research Assistant at the Centre for the Study of Resilience, University of Pretoria); Dr Nombuso Gama (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); Mrs Jamie Spies (Research Assistant at the Centre for the Study of Resilience, University of Pretoria); and Rev. Rue Hopley (Research Assistant at the Centre for the Study of Resilience, University of Pretoria).



*From left: Dr Marisa Leask (Postdoctoral Fellow at the Centre for the Study of Resilience, University of Pretoria); and Mrs Janine de Bruin (Research assistant at the Centre for the Study of Resilience).



*From left: Prof. Liesel Ebersöhn (Director of the Centre for the Study of Resilience and Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria); and Prof. Linda Theron (Professor at the Centre for the Study of Resilience and Full Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria).



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