

CENTRE FOR THE STUDY OF RESILIENCE NEWSLETTER

Faculty of Education, University of Pretoria



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DOCTORAL AND EARLY CAREER RESEARCH NETWORK

AN OPPORTUNITY TO NETWORK AND COLLABORATE

The Centre for the Study of Resilience hosted an inaugural event for a newly established 'Doctoral and Early Career Resilience Networking' on Friday 1 July 2022. The network aims to strengthen collaboration between researchers in an early career phase, and provide peer support to one another. Scholars in the network have resilience as focus and represent an array of disciplines, such as Psychology, Educational Psychology, and Engineering. The gatherings enable advice, discussions and collaboration amongst peers. The Centre for the Study of Resilience institutionalised hybrid gatherings on a regular monthly basis. Some of the follow-up gathering topics included *Climate Vulnerability and Resilience Processes among Children Living and Working on the streets in Harare Zimbabwe*, by Dr Samson Mhizha, University of Zimbabwe and *The Conceptualization of Teacher Resilience and Narrative Transformations of a Teacher* by PhD student Alba Vallés Sisamón from the University of Lleida, Spain.



Back: Estee van Niekerk (Educational Psychology)
Middle (from left): Saitile Khoza (Educational Psychology), Liz-Marie Basson (Educational Psychology), Shannon Wakefield (Educational Psychology)
Front (from left): Sfiso Sabelo (Educational Psychology), Monique Oosthuizen (Education), Kanye Rampa (Social Sciences), Netsai Gwata (Educational Psychology)



Back right: Alba Vallés Sisamón (Educational Psychology)
Upper screen: Tiara Carter (Psychology), Lower screen: Oluwaseyi Somefun (Psychology)
Middle: Princess Mabota-Rapholo (Psychology), Evelyne Naggayi (Educational Psychology), Kanye Rampa (Social Sciences), Saitile Khoza (Educational Psychology), Middle back: Liz-Marie Basson (Educational Psychology)

A CSR COLLABORATION WITH A UNIVERSITY-WIDE PARTNERSHIP ON SUSTAINABLE LIVELIHOOD PLANS

PROJECT ACCEPTED BY THE GOLD MINE, DRD GOLD LIMITED

The Durban Roodepoort Deep Limited (DRD) Gold Mine has accepted the proposal for the Sustainable Livelihood Plans project contracting for the next 5 years. The project aims to involve the mining community and enable learners of the community to become “school ready” and learn through play. The school readiness programme hopes to establish a community-based initiative focusing on awareness within the community to help learners learn through play and exploration. The project’s leading expert, Educational Psychologist, Theresa van den Berg emphasises the importance of learning through play by explaining, “Children learn through play. Play supports social and emotional skills. When children play, they develop critical thinking skills, they learn to deal with failure and frustration, but also with success and cooperation.”



***Theresa van den Berg,
Educational Psychologist***

Theresa van den Berg is a qualified Educational Psychologist. In her private practice she cultivated a special interest in understanding how children’s development influences learning and emotional well-being, and how early experiences can help a child to make a successful and smooth transition to school. She developed a specialised school readiness screening assessment where one can observe and reflect on each child’s strengths, needs and progress in the perceptual, motor, emotional and cognitive domain. With this in mind, she contributed towards the DRD Gold project school readiness programme, where she also emphasises on the importance of play and storytelling as well as the appropriate support to assist children with the developmental skills required for optimal learning.

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Children learn through play. Play supports social and emotional skills. When children play, they develop critical thinking skills, they learn to deal with failure and frustration, but also with success and cooperation
“

VISITING PROFESSOR FROM UNIVERSITY OF DUNDEE SHARES RESEARCH FINDINGS

PROFESSOR LORRAINE VAN BLERK HOSTED BY PROFESSOR LINDA THERON FROM THE CENTRE FOR THE STUDY OF RESILIENCE



She is a Professor of Human Geography at the University of Dundee, Scotland UK and also holds an Honorary Professorship at the Children's Institute at the University of Cape Town, South Africa. Professor van Blerk has conducted research with young people exploring their geographies for over 20 years. She is currently leading projects with young people living on the streets, refugees and rural youth living in situations of extreme poverty. She has expertise in participatory and co-produced research with and for young people. In 2021, she was awarded the title Fellow of the Academy of Social Sciences in recognition of her outstanding work on global social justice.

Professor Lorraine van Blerk and Centre for the Study of Resilience Senior Research Assistant, Monique Oosthuizen

The team members from the Economic and Social Research Council (ESRC) attended a research symposium with Professor Lorraine van Blerk, an experienced participatory researcher and advocate for young people on the streets of Africa on “Temporal fluidities of street life: situating crisis temporalities and on-going capabilities in the lives of young people growing up on the streets of African cities”. Professor Lorraine shared examples of street life from some of the participants she worked with, explaining how they created their own livelihoods and the challenges faced by doing so. The project took place over the course of three years in three cities namely, Accra, Ghana; Bukavu, DR of Congo; Harare, Zimbabwe. The narratives of over 500 street children and youth aged 14-20 were used together with a core group of more than 200 street children and youth.

INTERNATIONAL STUDENT VISIT

**UNIVERSITY OF LLEIDA VISITING RESEARCHER:
ALBA VALLÉS SISAMÓN**

Alba is a PhD student at the University of Lleida, Spain. Her research focus explores ways to promote teacher resilience using a narrative approach. This research includes a dyadic intervention with a teacher to promote resilience. The aim of the intervention is to assist the teacher in transforming the narratives used to relate with the challenging situations faced.



Alba was drawn to the Centre for the Study of Resilience (CSR) through a paper published in 2014 by Professor Liesel Ebersöhn. Through reading the paper, she learned that Prof. Ebersöhn works on resilience in school settings, particularly focusing on how collective work allows for resilience. After doing some research, she found that Prof. Ebersöhn is the director of a centre at the University of Pretoria, dedicated to resilience. She found that the approaches used to study and promote teacher resilience was different than the methods used by herself and hoped to “enrich my understanding of teacher resilience, to learn about new ways of doing research in relation to this topic and to expand the research network”.

During her stay at the Centre for the Study of Resilience (CSR), she assisted the Economic and Social Research Council (ESRC) team in the final phases of the Enabling Schools project with data collection and analysis in the office and in the field in Mahikeng, North-West province.



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“I had the amazing opportunity of being on a field trip with the team in the North-West province where I could observe the implementation of the intervention, the commitment of the teachers, leadership and community reading champions, and the positive impact that this research is having in the community”.
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Ms Alba Vallés Sisamón



THE GERMAN ACADEMIC EXCHANGE SERVICE (DAAD) LECTURE

INTERNATIONAL RESEARCH AND RESILIENCE IN TIMES OF CRISIS

Professor Liesel Ebersöhn awarded a nine week research visit at the University of Hamburg. During her visit, Prof. Ebersöhn gave an invited lecture on 'International research and resilience in times of crisis' on 13 July 2022. The lecture focused on a call to researchers to consider evidence of innovations that enable collective wellbeing. She presented the paper from the worldview of 'African perspectives and considerations' on how researchers can flock to share social resources such as evidence, opportunities and networks to benefit many.

CRC COLLEAGUE: EASA EMERGING RESEARCHER AWARD 2022

CONGRATULATIONS DR EUGENE MACHIMANA

The Centre for the Study of Resilience’s (CSR) colleague, Dr Eugene Machimana, has been nominated for the Exceptional Achievement Service Award (EASA) Emerging Researcher Award 2022.

The medal is awarded to a member of EASA with “extraordinary achievements in the field of educational research as stipulated by the criteria”. The recipient should have published accredited articles (national and/or international) related to the field of educational research. The recipient also must have successfully completed a funded research project which contributed to the relevance of education in improving any aspect of educational value in South Africa. The award will be presented to Dr Machimana at the Century City Hotel, Cape Town on 8-11 January 2023.



Dr Eugene Machimana

POSTDOCTORAL REGIONAL VISITOR

**FUTURE AFRICA RESEARCH
LEADER FELLOWSHIP (FAR-LEAF)
CARNEGIE FELLOW – DR SAMSON
MHIZHA**

Dr Samson Mhizha visited the Centre for the Study of Resilience on 5 October 2022 to present his work at the Emergent Researcher Resilience Lab held at the centre. The aim of the Emergent Researcher Resilience Lab is to bring together Doctoral and Early Career Researchers in the Field of Resilience to share knowledge and expertise. Dr Mhizha is a developmental psychologist, lecturer and current chairperson of the Department of Applied Psychology at the University of Zimbabwe and a Post-Doctoral research fellow with the Future Africa Research Leader Fellowship (FAR-LeaF) Programme at the University of Pretoria. He visited the centre from Harare and presented his current post-doctoral research on “Building Resilience on a Family Reunification Model” among Street Children in Harare. The presentation focussed on Climate Vulnerability and Resilience Processes among Children Living and Working on the Streets in Harare Zimbabwe.

“I believe that young people’s health and wellbeing is threatened by a myriad of challenges including climate change and related phenomena. Vulnerability to climate change in Sub-Saharan Africa is on the increase. Even so, little attention has been paid to the climate vulnerability and resilience processes among children living and working on the streets. Globally, a disquieting and escalating number of children live and work on the streets. These children present public health and human rights concerns as they are socially excluded from key support systems especially education, parental guidance, and kinship support. The Sustainable Development Goals prioritise ending hunger and universal access to quality education as the panaceas for poverty”.

The questions his study seeks to answer speak to the nature of climate vulnerability for children living and working on the streets, and the resilience processes they employ to deal with those vulnerabilities. The study is informed by the notion of flocking as salient Afrocentric collective resilience response to adversity. “Flocking denotes deliberate social support to mobilize available social resources present in existing relationships as a pathway to promote positive collective outcomes”.

Key aims in his research is resilience enablers, family reunification, mainstreaming of indigenous knowledge systems, and educational functioning and outcomes for children working and being homeless. His research achievements at present include publications in peer review journals, edited books, and workshop presentations.

On his visit to the Centre, he said, “The chance to present my work here was a very important honour for me. It was amazing to get this opportunity to get exposure, comments on my work, constructive criticism, advice, and input. It was a chance to learn from scholars in the field, and for networking. Getting to know and to present my work with scholars who are experienced in my area was a great experience, also to get feedback from them.”

One of the chief aims of his FAR-LeaF Fellowship is to create collaboration with other fellows and colleagues in his profession. He notes that visiting the Emergent Resilience Researcher Lab was an opportunity to network with people in a similar field which is important to him.



Flocking denotes deliberate social support to mobilize available social resources present in existing relationships as a pathway to promote positive collective outcomes

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Dr S. Mhiza, University of Zimbabwe

RESEARCH CAPACITY COLLABORATION

INTRODUCING PRINCIPALS FROM THE 'SCHOOLS AS ENABLING SPACES TO IMPROVE LEARNING AND HEALTH- RELATED QUALITY OF LIFE FOR PRIMARY SCHOOL CHILDREN IN RURAL COMMUNITIES IN SOUTH AFRICA' AN ESRC-FUNDED STUDY

Rre Elias Modibedi

It's my pleasure to tell you a little bit about myself. My name is Elias Modibedi, a school principal at Masephe Primary School. I started teaching in the year 1991 at Rapulana Primary school . In 1999 I was promoted as the Departmental Head. I moved from that institution to Madiba Secondary after being promoted to be the Deputy Principal in that school in 2007. I was the deputy principal there until 2011 until I was promoted as a Principal at Rabodiba middle school which was later closed after rationalization in 2011. I was then transferred to Masephe Primary in 2013 am the proud principal there to date. I studied UDE,BA.ED, HON.ED , M.Ed. and Dip.in Computer literacy

I really enjoyed being a participant in the reading program. I learnt a lot about how learners behave during reading . I realized how learners enjoy reading for pleasure more especially when they have support from teachers\reading champions. This project assisted us to learn good practices through interactions with other colleagues and principals at the Centralized training weeks.It is in this project that I learnt how to support a reading project as a Principal. Thanks to the project, leaners in our school are now confident to read.



Rre Mojalefa Jack Maekwa

Mr.Mojalefa Jack Maekwa is the former principal of Tshedimoso Primary school in Mooipan village and the present principal of Taolelo Primary school situated at Madibe a Makgabana village in the jurisdiction district of Ngaka Modiri Molema.

He obtained his diploma in Education at Taung College of Education and furthered his studies with the Northwest University where he obtained an Advanced Certificate in Education Management and Advanced Diploma in Special needs.

Mr.Maekwa is a dynamic principal who have been taking part in the program spearheaded by the University of Pretoria and University College London aimed at reading for enjoyment.

“The aim is to instill reading love in our learners”.

Taolelo is a big school with a learner enrollment of 698, 21 educators including the principal, 3 support staff members, 7 CRC's and 8 members of the community.



Rre Noah Jeremiah

My name is Noah Jeremiah and I am the Principal of Koi-Koi Primary School. I have a University Diploma in Education (Primary), Further Diploma in Educational Management, BED in Law and Policies and Certification in Financial Management. I served as a primary school teacher for Grades 4-7 as well as being the Departmental head for 12 years. Thereafter, I was promoted to Deputy Principal for 7 years before becoming the principal for the past 9 years. I have a passion for knowledge and community work and served in the Royal Netherlands Project for 5 years for Orphans and vulnerable learners. I also served with Engen and Woolworths for school gardens, I was the board member of a Youth Programme under the Health Department and served in SAPS security cluster as a community member. Currently, I am participating in the Reading Programme with the University of Pretoria University College London.

The reading project as an intervention has enhanced the vocabulary of learners, built their self confidence and self-esteem. Developed curiosity in learners to develop skills in book-handling and most importantly, developed a passion for reading. The Reading Project created employment to Five Unemployed Youth who feed about 50 learners.



Mme Malepanyane Senatle

My name is Malepanyane Senatle best known as Pinkie, the principal of Slurry Primary School. Slurry Primary is a small school located 23km from Mahikeng on the R49 Road. It serves the informal settlement of Matsatseng village where poverty, unemployment and illiteracy is a challenge.

Our school has 115 learners and five educators, only multi-grading is an option which makes teaching and learning very difficult. However, through the introduction of Community Reading Champions by the University of Pretoria our job has been made easy in terms of learners' listening, reading and writing skills. There is an increase in interest and attitude noted in our learners in the foundation phase. They have developed a love for books. Learners participate actively, freely and playfully. They have gained self-confidence to participate at the assembly reading every Friday.

We have seen the DAR (Drop All and Read) period being utilized effectively in the foundation phase. We look forward to see this project being extended to the intermediate phase. The extension will also help in poverty alleviation as it has employed our unemployed youth. Lastly, the other good news about this project is that it has brought schools together to share good practices when we meet for the Centralised Learning Dialogue sessions.



Rre Sydney Modise

My name is Sydney Modise. I live in Mahikeng - unit 14. I completed my Bed (honours) in education management from Pretoria University in 2005. I started teaching in 2005 and was promoted to the post of principal in January 2006 at GJ PODILE PRIMARY SCHOOL.

Our interactions with professor Themane and professor Qing Gu during the Centralized Learning Dialogues sessions for principals have assisted in acquiring new strategies in managing curriculum delivery activities. The enabling schools committee (ESC) meetings assisted everyone to have a common understanding in pursuing reading for enjoyment during the DAR sessions. It created collaboration amongst educators and Community Reading Champions (CRCs) during the reading sessions.

The project has benefitted our learners tremendously and with the assistance of a committed group of CRCs, they are enjoying reading. It is closing the reading gaps created mainly by the COVID-19 pandemic and has revived the culture of reading in our learners.

Rre Bontsi Fortune

I am Bontsi Fortune Rasephehi born 59 years ago in a village called Moruleng, Rustenburg District, Northwest Province of South Africa.

I am teacher by profession and Principal by promotion. Secondary Teachers Diploma, ACE Diploma, B.A and B Education are my qualifications. I started teaching in 1985 to 1989 as a secondary teacher and from 1990 to date, 2022 I serve as Principal of Lotlamoreng middle and primary school. My teaching experience stands at 37 years.

The Reading program is a blessing to my school since it is assisting in solving the problem of reading without comprehension. It instils in learners that thirst of seeking information in books at all cost. Learners of the foundation phase are excited and volunteer to visit Community Reading Champions during breaks and in the afternoon.

I am happy to see the social reading club being established in the past month. I hope and trust that the teachers will continue implementing the knowledge, skills and methods learnt in this programme, for future operation.



Mme Maite Rosina Rasekgokge

My name is Maite Rosina Rasekgokge, the Principal of Pudulogo Primary School at Brooksby village in the Kopano Cluster, Ngaka-Modiri-Molema. I was born and bred in the Limpopo Province at Ga-Mailula Village. I completed my Grade 12 certificate at Motse Maria High School as well as a Diploma in teaching from Setototwane College of Education. Lastly, I obtained a Computer Literacy Certificate from the University of Limpopo in 2001.

I temporarily started teaching at Tlou-Kolobe Primary school in 2004-2005 respectively and then worked as a temporary teacher in 2006-2007 at Comprehensive High School. Currently, I am working at Pudulogo Primary School since 2011. It has been a hard and challenging experience to have relocated to another province but I have had to adapt to be able to survive in the remote area. The Province is predominantly Setswana speaking and I quickly had to learn the language to be able to relate and communicate with people around here. I was offered to teach Grade-R and had learnt the language within two weeks by reading books and communicating with children to get a good grasp of the language.

I was offered a permanent position at this very school in 2014 and was promoted to become Departmental Head in 2021. Subsequently, I applied for a Principal position in 2021 and was appointed. I am now the current Principal.

Our school is proud to be the only institution in Kopano Cluster taking part in the Reading Project.

The project has played an important role in empowering learners to read for pleasure and understanding what was read. Since the arrival of the Community Reading Champions, learning in general at the foundation phase has improved.

The program has increased the foundation teachers' knowledge in regards to teaching and learning and curriculum in general. The project reinforced team-building spirit among Foundation Phase learners as the workshops they attend bolster their experience and better understanding in extra-curricular activities. I believe that our education system and the curriculum across board requires projects like this one, to enable teachers and learners to gain experience and knowledge. The project promotes the idea of individual attention and is able to reach most learners in classroom environment.



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I believe that our education system and the curriculum across board requires projects like this one, to enable teachers and learners to gain experience and knowledge.

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- Mme Maite Rosina Rasekgokge

CONGRATULATIONS DR JESSICA VERSVELD

CENTRE FOR THE STUDY OF RESILIENCE COLLEAGUE GRADUATES

Congratulations from the Centre for the Study of Resilience to Dr Jessica Versveld for completing her doctoral degree under the supervision of Prof. Liesel Ebersöhn and her co-supervisors, Prof. Marien Graham and Prof. Surette van Staden. Dr Versveld wrote her thesis on “A social connectedness intervention as pathway to teacher resilience in primary schools in challenged spaces”.

<https://www.up.ac.za/media/shared/228/Isithebe/final-synergos-report-21-feb-2020.zp195143.pdf>

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I feel incredibly proud of my achievement and grateful to the wonderful people who walked this journey and made it possible

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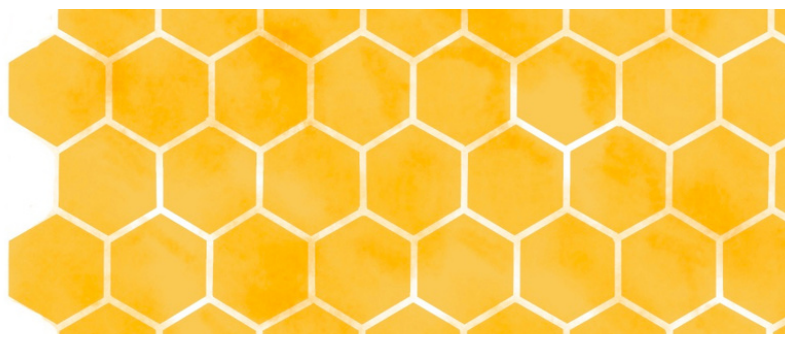
Dr Jessica Versveld with her supervisor, Professor Liesel Ebersöhn

VISITING STUDENTS: INDIANA STATE UNIVERSITY

INDIANA STATE UNIVERSITY STUDENTS VISITED THE CENTRE FOR THE STUDY OF RESILIENCE

Professor Liesel Ebersöhn joined discussions with a group of visiting students from Indiana State University welcomed on 16 May 2022. The group of students, led by Dr Mary Howard-Hamilton Coffman, a distinguished Research Professor and Chair at the Department of Educational Leadership, Indiana State University, was hosted by TuksRes with the responsibility of Student Support and Leadership Development.

During this informal visit, the students received a tour of the University of Pretoria, Groenkloof campus and the Centre for the study of Resilience was approached to ‘showcase’ the exciting work done at the Centre.



MASTER'S STUDENT SHINES AT UNIVERSITY OF PRETORIA RESEARCH DAY

MS SHANNON WAKEFIELD PRESENTED ON HER MASTER'S FINDINGS AT UP RESEARCH DAY

Shannon Wakefield is a Master's student under the supervision of Professor Theron focusing on 'Exploring adolescent resilience during COVID-19 in a township context' as the title of her dissertation. The aim of her study is to explore the resources of a sample of adolescents in Grades 8–10 living in Zamdela reported as resilience-enabling during 2020 COVID-19 lockdown. She conducted a secondary analysis of some of the qualitative data generated at Time 1 of the original Resilient Youth in Stressed Environments (RYSE-RuSA) study in 2020.

Ms Wakefield was invited to the Faculty of Education Research Day, University of Pretoria on 3 October 2022, the first event in a whole week of events celebrating the Faculty's 85th birthday. The focus of the morning was on collaborative research - transdisciplinary, interdisciplinary and community collaborations. She was invited to present on her Master's title, Exploring adolescent resilience during COVID-19 in a township context. Her presentation was an overview of her study aims, methods, and findings along with a motivation on why these findings are important and examples of the data collection process focusing on the multisystemic nature of resilience. Her findings could be used to help empower mental health workers (such as educational psychologists) with knowledge to help bolster resilience among adolescents living in townships.

This knowledge of the multisystemic nature of resilience could also impact the type of intervention provided since there is evidence to support the belief that multisystemic interventions have a greater and more sustainable impact on adolescent resilience.

As the focus of the research day was on collaboration, she also highlighted this in her presentation by drawing attention to the collaborative nature of a secondary analysis as well as how collaboration with others was used to ensure the trustworthiness of my study (peer examination and debriefing, among others).

In the immediate future, Ms Wakefield hopes to successfully complete her Educational Psychology internship programme and learn as much as possible. After that, *"I hope to be back at TUKS to complete my doctorate and then spend some time working as both an Educational Psychologist and in academia"*.



***Ms Shannon Wakefield (left) and
her supervisor, Professor Linda
Theron (right).***

STUDENT-TO-STUDENT RESEARCH CAPACITY COLLABORATION

TEACHER RESILIENCE

During her visit, the Spanish PhD student Alba Vallés Sisamón met with the Master student Matshidiso Mohapi. It was a fruitful conversation where they discussed how they understand teacher resilience and how they do research on this particular topic.

Matshidiso, who is currently exploring the emotions, self-efficacy, professionalism and other constructs related to teacher resilience in a large sample of in-service teachers, discussed her research with Alba who provided insight and advice on matters relating to her study. Alba found the idea of considering teachers who are working and attending professional development courses are examples of teacher resilience very interesting and believes that *“Matshidiso’s research will offer interesting results about different pathways to resilience”*.

Mathshidiso was attracted by the fact that Alba’s work includes an intervention to help teachers face their professional challenges. Alba explained that she works with the notion that teachers’ stories play an important role in teacher resilience and because of that the intervention was focused on their transformation.

The contrast between the two methodological designs led to an interesting discussion about the kind of contributions that qualitative and quantitative approaches can make and how they can complement each other. Matshidiso and Alba recognised the value of these kinds of meetings to improve the quality of research.

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Matshidiso’s research will offer interesting results about different pathways to resilience

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Ms Alba Vallés Sisamón



Ms Matshidiso Mohapi and Ms Alba Vallés Sisamón discussing teacher resilience

CROSS-NATIONAL CODING AND ANALYSIS WEEK

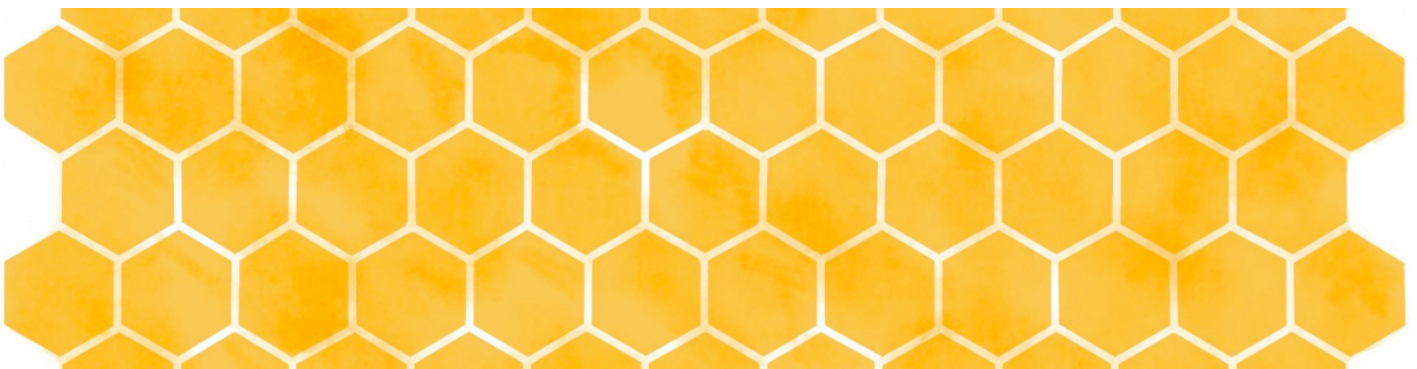
ESRC MEMBERS COLLABORATING ON FINDINGS OF STUDY

Members of the Economic and Social Research Council (ESRC) came together for a collaborative week of discussing findings, coding and analyzing from 24 to 28 October 2022 for the “Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities in South Africa” project.

The week was spent reviewing preliminary findings of data collected in 10 schools in Mahikeng, North-West Province. Research Assistants presented and discussed data collected from principals, teachers and Community Reading Champions. The depth and breadth of the data was discussed and reviewed at length using an inductive and deductive process.



***Back row (from left):
MARIKE de la Rey, Kanye Rampa, Princess Mabota-Rapholo, Prof. Peet du Toit,
Liz-Marie Basson
Middle row: Prof. Qing Gu
Front row (from left): Prof. Liesel Ebersöhn, Monique Oosthuizen, Prof. Marien Graham, Dr Huiming Ding***



END OF PROJECT CELEBRATION

FAREWELL FUNCTION TO MARK THE END OF A PROJECT

A bitter-sweet function was arranged by the Centre for the Study of Resilience, in collaboration with University College London and the Department of Basic Education at the PPC Slurry Rec club in Mahikeng, North West province on 11 November 2022. The Economic and Social Research Council (ESRC) funded project, “Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities in South Africa” is drawing to an end and celebrated the relationships and milestones achieved with stakeholders from the project by sharing a meal together.

The programme followed included gratitude from and toward the Department of Basic Education’s (DBE) Dr Jeniffer Mosepele, North West Provincial Office for Farm and Rural Schools, Dr Phumzile Langa, Department of Basic Education Director for Rural Education, Dr Charity Mojafi, Provincial Director for Institutional Development Services and, Mr D Ntlabathi, District Director for Ngaka Modiri Molema – North West Province. Professor Mahlapahlapana Themane and Professor Liesel Ebersöhn also portrayed gratitude toward the DBE, the principals of the 10 participating schools, teachers from the schools, Community Reading Champions and fieldworkers.



From the left: Dr Jeniffer Mosepele, North West Provincial Office (Farm and Rural Schools); Mr Karabo Tladi, DBE (Rural Education); Dr Charity Mojafi, Provincial Director (Institutional Development Services); Dr Phumzile Langa, DBE Director (Rural Education); Mr D Ntlabathi, District Director; Prof. Liesel Ebersöhn, UP Director (Center for study of resilience)

JOURNAL ARTICLES

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Ebersöhn, L., Graham, M., & Versveld, J. (2022). Social connectedness as resilience-enabling pathways for teachers in a challenged context. *Teachers and Teaching: Theory in Practice*.

Ebersöhn, L. (2022). We are in this together: Foreword to School-Based Family Counselling for Crisis and Disaster. In E. Hernandez & S. Deb (Eds.), *School-Based Family Counseling for Crisis and Disaster: Global Perspectives?* Routledge.

Ebersöhn, L., Omidire, F. & Murphy, P.K. (2022). Academic flocking and global distress: Equitable south-north research partnering to promote quality education in diverse contexts and cultures. *Zeitschrift für Erziehungswissenschaft*. <https://doi.org/10.1007/s11618-022-01084-1>

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Haffeejee, S., Theron, L., Hassan, S., & Vostanis, P. (2022). Juxtaposing disadvantaged children's insights on psychosocial help seeking with those of service providers: Lessons from South Africa and Pakistan. *Child & Youth Services*, 1-25. <https://www.tandfonline.com/doi/full/10.1080/0145935X.2022.2101445>

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