

CENTRE FOR THE STUDY OF RESILIENCE NEWSLETTER

Faculty of Education, University of Pretoria



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Make today matter

www.up.ac.za



Contents of this issue

- 2 - Humanities education and resilience
- 3 - B1 NRF-rating awarded to CSR researcher
- 4 - Resilience research stakeholder dissemination
- 6 - From knowledge consumers to knowledge producers
- 8 - Partnering with government for resilience
- 9-International doctoral visiting researcher
- 10 - Community research capacity development
- 12 -National research recognition for CSR affiliate
- 13 - Global South resilience research on a global platform
- 14 - International visiting researchers
- 17 - Writing week: Interdisciplinary deliberation
- 18 - Partnering for scalable national impact
- 19 - Global partnerships for resilience
- 19 - Institutional resilience partnerships
- 20 - New Centre for the Study of Resilience-affiliated publications
- 23 - Connect with the Centre for the Study of Resilience

HUMANITIES EDUCATION AND RESILIENCE

**DEPARTMENT OF HUMANITIES
INVITED TO AN INFORMAL
GATHERING AT THE CENTRE FOR THE
STUDY OF RESILIENCE TO DISCUSS
FUTURE COLLABORATION**

The Centre for the Study of Resilience hosted a brainstorming gathering with the Department of Humanities on 3 April 2023. Colleagues shared possible ideas on future collaborations and partnerships. The group also discussed an example of a resilience-focused education study: the 'Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa'.



***From left (back): Professor Liesel Ebersöhn
Director for the Centre for the Study of Resilience,
Dr Nthembu Mbewe, Lecturer; Ms Princess
Mabota-Rapholo, Senior Research Assistant at
the Centre for the study of Resilience; Dr Raita
Steyn, Senior Lecturer; Ms Zama Khumalo,
Humanities Departmental Administrator; Ms
Dinah Ngobeni, Humanities Departmental
Administrator; Professor Clinton David van der
Merwe, Associate Professor; Dr Gerhard Genis,
Senior Lecturer; Mr Leepile Motlhaolwa,
Lecturer; Professor Johan Wassermann, Head of
Humanities Department; Ms Marike de la Rey,
Senior Research Assistant at the Centre for the
Study of Resilience.***

***Middle: Ms Kanye Rampa, Senior Research
Assistant at the Centre for the Study of
Resilience.***

***Front: Ms Monique Oosthuizen, Senior Research
Assistant at the Centre for the study of Resilience.***



***Above: Examples of learner-
generated books and mobile
libraries***

***Below: Informative video
showcasing the basic structure
and process followed to enable
the making of the learner-
generated books.***



B1 NRF-RATING AWARDED TO CSR RESEARCHER

CONGRATULATIONS PROFESSOR LINDA THERON

Professor Linda Theron, an affiliate of the Centre for the Study of Resilience, has been awarded a B1 rating from the National Research Foundation (NRF). According to the NRF, a B1 rating means: “All reviewers are firmly convinced that the applicant enjoys considerable international recognition for the high quality and impact of his/her recent research outputs, with some of them indicating that he/she is a leading international scholar in the field.” Prof Theron’s B1 rating, like all NRF ratings, is valid for 6 years (i.e., until 2027).

To obtain this B1 rating, Professor Theron’s recent research outputs (i.e., 2014-2021), and her critical appraisal of these outputs, were independently evaluated by several local and international peers. The 2014-2021 outputs all related to her enduring research interest in child and youth resilience, with a special interest in how situational and cultural context shape the multisystemic factors that matter for the resilience of African young people. These outputs build on her earlier resilience-focused work for which she was also rated: in 2011, she was awarded a C2 or established researcher rating for her 2004-2010 outputs; in 2016, she was awarded a B3 rating for her 2008-2015 outputs.

Asked what this rating meant for her personally and professionally, Professor Theron emphasized its affirmational value, not just for her but also for the early career scholars and students who collaborate in her funded studies. She reflected, “The resilience research field is vast and has traditionally privileged Western or minority world studies of resilience.

This B1 rating means that the international resilience community has heeded the voice, so to speak, which our work has given to the insights of African young people. It affirms the value of research that disrupts hegemonic accounts of positive adaptation.” She was candid that applying for rating is time-consuming and that inviting peer scrutiny can be stressful, but that it also offered valuable opportunity for critical reflection on one’s past and future research journey: “Waiting for the outcome is quite nerve-wracking, but the experience of being awarded a rating that is better than the rating I held previously is inspiring. It prompts ongoing research that is of even higher quality and that will transform thinking on how society can create and sustain resilience in contextually relevant ways. Onwards!”



Professor Linda Theron

”

This B1 rating means that the international resilience community has heeded the voice, so to speak, which our work has given to the insights of African young people.

“

-Professor Linda Theron

RESILIENCE RESEARCH STAKEHOLDER DISSEMINATION

CENTRE FOR THE STUDY OF RESILIENCE SHARES FINDINGS OF A PROJECT

The Centre for the Study of Resilience in partnership with the Department of Basic Education presented findings of the ‘Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa’ project during separate stakeholder dissemination events:

1. Policymakers nationally;
2. International, regional and local researchers; and
3. At provincial level in the Education sector.

Provincial level: Principals and officials

The first of the trio of dissemination events included national and provincial sector education (North-West Department of Education) officials and principals of schools in the subdistrict Mahikeng. The event consisted of a brief overview of the Enabling Schools Toolkits led by lead investigators Professor Qing Gu, University College London, Director at the Centre for Educational Leadership and Professor Liesel Ebersöhn, Director at the Centre for the Study of Resilience, University of Pretoria, together with a panel discussion facilitated by Professor Mahlapahlapana Themane, University of Limpopo, including the ten participating school principals of the project. The programme continued with the planned implementation of further intervention making use of current Community Reading Champions of the project and concluded with a discussion on ‘Why leadership matters’.



From left - University of Pretoria, Department of Basic Education and University College London officials: Professor Liesel Ebersöhn, Director: Centre for the Study of Resilience, University of Pretoria; Dr Phumzile Langa, Director: Rural Education, Department of Basic Education; Professor Qing Gu, University College London; Professor Tawana Kupe, Vice-Chancellor and Principal, University of Pretoria; Professor Chika Sehoole, Dean Faculty of Education, University of Pretoria.

Researcher-level dissemination

A second, hybrid dissemination session at Future Africa, University of Pretoria campus provided an opportunity for researchers to share initial findings of ‘Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa’ project. Participants included 139 global and regional researchers from 26 countries representing 73 affiliations. The session included a panel discussion to conceptually frame the study, an introduction to methodological decisions, as well as interdisciplinary research findings presented by co-researchers. Each session allowed time for questions and answers online and in person.

From left - Master's Educational Psychology Students: Takelani Ravele; Professor Qing Gu; Professor Liesel Ebersöhn; Brander Matshazi; Phamela Shimange.



Display of some of the learner co-generated books, the ‘Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa’ project.



National level: Education Policy Makers

The last dissemination session commenced with a welcoming by Professor Tawana Kupe, Vice-Chancellor and Principal, University of Pretoria; Professor Chika Sehoole, Dean Faculty of Education, University of Pretoria and, Dr Phumzile Langa, Director: Rural Education Directorate, Department of Basic Education. Provincial stakeholder groups included the Department of Basic Education, principals of participating schools, members from the Interprovincial Rural Education Committee (IPREC), non-profit organisations such as 'Spieel Arts Therapies Collective' the 'Regional Psychosocial Support Initiatives (REPSSI)', and the Department of Early Childhood Education, University of Pretoria. The principal dialogue session was especially well-received. The multi-province discussion on policy and practice implications for rural education focused on ways in which the Enabling Schools project could be scaled up.



ESRC-project team

Back row, from left: Ms Monique Oosthuizen, Senior Research Assistant, Centre for the Study of Resilience; Professor Martin Mills, University College London & Queensland University of Technology; Ms Ms Princess Mabota-Rapholo, Senior Research Assistant, Centre for the Study of Resilience; Professor Patrick Callaghan, London South Bank University; De Rupert Higam, University College London.

Middle row, from left: Professor Liesel Ebersöhn, Director: Centre for the Study of Resilience, University of Pretoria; Professor Qing Gu, University College London; Professor Lynn ang, University College London; Professor Jolene Skordis, University College London.

Front row, from left: Ms Kante Rampa, Senior Research Assistant, Centre for the Study of Resilience; Dr Huiming ding, University College London; Ms Liz-Marie Bason, Senior Research Assistant, Centre for the Study of Resilience.



From left - National and provincial education officials and researchers: Professor Qing Gu, University College London; Professor Liesel Ebersöhn, Director: Centre for the Study of Resilience, University of Pretoria; Dr Phumzile Langa, Director: Rural Education Directorate, Department of Basic Education; Dr Charity Mojale, Director: Institutional Development Services (North-West Provincial Education Department); Dr Jennifer Mosepele, Deputy Chief Education Specialist: Farm and Rural Education (North-West Provincial Education Department); Ms Sameeng Senna, Deputy Chief Education Specialist, Teacher Development, North West Education Department; Professor Mahlapahlapana Themane, University of Limpopo.

FROM KNOWLEDGE CONSUMERS TO KNOWLEDGE PRODUCERS

LAUNCHING MINI-LIBRARIES OF LEARNER CO-GENERATED BOOKS IN RURAL SCHOOLS

In February 2022, research partners joined hands with 10 primary schools to launch mini-libraries. The mini-libraries constitute 6120 printed books. The printed books are based on 306 learner-generated story books co-created with 1951 Foundation Phase learners, Foundation Phase Teachers, Community Reading Champions and Fieldworkers. The books were created as part of The Enabling Schools Toolkit: Reading Cycles for the Foundation Phase of Primary Schools. All topics are aligned with the Curriculum Assessment Policy Statements (CAPS) Life Skills Curriculum and are subdivided into topics including citizenship, education, family and community, health, nature, and wellbeing.

The learner-generated storybooks together with the Enabling Schools Toolkit Manual consisting of three parts can be found online by visiting the Centre for the Study of Resilience's website at www.up.ac.za/centre-of-the-study-of-resilience.



Parents, learners and members of the community viewing some of the learner-generated books during the launch of the mini-library at St Mary's Primary School.



Learners reading aloud during the mini-library launch at Slurry Primary School.



A learner reading one of the learner-generated books at the mini library launch of Koi-Koi Primary School.



Two brothers showing their mother their names as authors in the books at CJ Podile Primary School.



Ms Liz-Marie Basson, Senior Research Assistant: Centre for the Study of Resilience, University of Pretoria handing over learner-generated books to Principal Ellen Leping from Mokaila Intermediate School.



Learners, parents and teachers gathering for the mini-library launch at Taolelo Primary School.



A learner from Masephe Primary school reading aloud at their mini-library launch.



PARTNERING WITH GOVERNMENT FOR RESILIENCE

DOCTOR PHUMZILE LANGA, IN PARTNERSHIP WITH THE CENTRE FOR THE STUDY OF RESILIENCE ON THE PROJECT 'SCHOOLS AS ENABLING SPACES TO IMPROVE LEARNING AND HEALTH-RELATED QUALITY OF LIFE FOR PRIMARY SCHOOL CHILDREN IN RURAL COMMUNITIES IN SOUTH AFRICA'



***Dr Phumzile Langa,
Rural Education
Directorate,
Department of Basic
Education***

Doctor Phumzile Langa, Director: Rural Education Directorate, Department of Basic Education, is an academic achiever with 28 years of work experience in the education sector in South Africa and the United Kingdom. Her qualifications include a Master of Education in Curriculum Studies and a PhD in Rural Education. She is currently a Director for Rural Education at the National Department of Basic Education. Her work focuses on developing, managing and supporting programmes and projects aimed at improving the quality of education in rural schools and enhancing livelihoods for rural communities. She holds a strong view of research and evidence-based approaches to improving rural school performance. Her major research contributions in the basic education sector include: using a research and consultative based approach in developing a National Framework for Rural Education; and conducting research and developing a Research Report on the Rural Education Assistants Project (REAP). She believes in collaboration within and across the sector. She has established and chairs several sectoral, inter-provincial and inter-departmental committees; established partnerships with various national and international higher education institutions including the University of Pretoria, Nanjing University in China and University College London, United Kingdom. She has been a Board member of Pearson Marang Education Trust and is currently a member of the Advisory Committee of the Centre for the Study of Resilience at the Faculty of Education, University of Pretoria.

When asked about her partnership with the Centre for the Study of Resilience in relation to 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, she responded that "From the onset, our partnering with the project was based on its quest to improve and sustain young children's learning, health and well-being in rural schools. Our bias was mainly on improving reading skills amongst children aged 6 – 9. Reading with understanding amongst children in this age group has been highlighted by the Department of Basic Education as a key priority as it forms the foundations for future learning. The project embedded a reading-for-enjoyment culture as a way of inculcating a culture of reading. This was done in a manner that resonated with the real-life worlds and experiences of learners. Both the story books that were in the facilitation of reading sessions, and those that were subsequently produced by learners are in line with the life skills program and promote integration. The storybooks thus moved from the abstract (concepts) to the concrete and practical aspects of children's everyday life. The books were also culturally and contextually relevant. In this regard, the project has contributed to inculcating creativity among young children learners as it resulted in the writing of story books that were written by learners based on their real-world experiences. More importantly, the project has contributed to the emergence of future writers in indigenous languages, specifically in Setswana."

Her comments on future aspirations related to the project read "

The experiences and outputs from the project should be widely shared and showcased among the education community specifically and South Africa in general. In this regard, we hope to convene a seminar where the experiences will be shared and the outputs, specifically the story books written by learners in Setswana, will be displayed and showcased. It is also my hope that the Story Books that were written as outputs from the project will be included in the National Catalogue of available storybooks for young children in the language of Setswana. Furthermore, the project should be rolled out nationally so that a wider reading culture can be instilled among young children. This will also lead to the emergence of more context and culturally-relevant reading books.

INTERNATIONAL DOCTORAL VISITING RESEARCHER

THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY – TIARA CARTER

Miss Tiara Carter from The Chicago School of Professional Psychology, visited the Centre for the Study of Resilience from 17 November 2022 until 30 November 2022 to meet with Professor Liesel Ebersöhn and learn more about resilience in challenged contexts relating to her thesis on 'Storytelling as a means of resilience for Black South African women'.

Miss Carter was intrigued by Professor Ebersöhn's book, *Flocking Together: An Indigenous Psychology Theory of Resilience in Southern Africa*, as an indigenous resilience process and wanted to explore how her research could further support and expound upon the established literature. On her experience at the Centre for the Study of Resilience, Miss Carter expressed how the functionality and devotion of the research team and Professor Ebersöhn inspired her to apply these characteristics in her own research projects in the coming years. She exclaimed, "I will always be grateful to the CSR for modelling how commitment, curiosity, and efficacy can all exist and function well within a research environment".

When asked to reflect upon a fond memory of her visit to South Africa, she exclaimed that it is difficult to choose only one memory however.

"One of my fondest memories from my time in South Africa occurred during my visit to the Atteridgeville township, where I experienced such warm hospitality and phenomenal food delicacies, while also appreciating first-hand the impact that community has within the Black South African context."

”

I will always be grateful to the CSR for modelling how commitment, curiosity, and efficacy can all exist and function well within a research environment

“

-Ms Tiara Carter



Ms Tiara Carter, Chicago School of Professional Psychology



COMMUNITY RESEARCH CAPACITY DEVELOPMENT

INTRODUCING COMMUNITY READING CHAMPIONS 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

Community Reading Champions 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' project, have embarked on a journey to solidify sustainability. Through an intensive training programme, nine Community Reading Champions (CRC) have been equipped with skills and knowledge to train Foundation Phase teachers in 34 participating schools. The objective is to implement the Enabling Schools Toolkit: Reading Cycles manual, an innovative intervention designed to foster Joy for Reading among young learners.

The Enabling Schools Toolkit: Reading Cycles manual serves as a comprehensive resource, offering educators a structured approach to creating engaging reading experiences. By incorporating effective strategies and proven interventions, teachers can cultivate a passion for books and promote literacy development. The manual provides the necessary guidance to make reading an enjoyable and transformative experience, setting the stage for a lifelong love of learning.

The Community Reading Champions play a pivotal role in supporting and mentoring teachers within the participating schools. Their responsibilities encompass professional development sessions, classroom observations, and collaborative planning. By taking a holistic approach, the champions aim to establish a sustainable reading culture within the schools, empowering students with vital skills that extend far beyond the classroom

Ms Connie Tsaoka



First of all, I'm really proud and honoured to have been a part of the project. It was great working with teachers and learners because it has made me realise that, we have our own different perspectives as people, especially learners because I was able to see that a child can do absolutely everything when you pull them towards the right direction. Therefore, it's been great because I now know how to approach a learner(child) and which buttons to press for the learner to reach their full potential.

As for my partners, there were such wonderful and joyful moments every time we got together, and we worked together wonderfully. Our teamwork is one in a million, I just wish I had more time to spend with my partners.

All the experience and work that I've¹⁰ done within the project have made me fall in love with teaching, so I am pursuing teaching as a career because I want to see myself as a qualified teacher one day. I am very grateful to the University of Pretoria, and University College London to have given me the opportunity of being one of their employees. If there is ever another opportunity, I won't hesitate to grab it with both my hands.

Mr Tumelo Ntshanga

A highlight for me was watching teachers and learners, gradually developing a love for reading and seeing the excitement expressed on their faces. My experience of the collaboration within the project was quite pleasant. This was a well-thought-through project. Coordination among the school leaders and pioneers of the project was formal and those involved in the project such as the Community Reading Champions and the learners were kept informed and up to date on all information.

My career aspiration is to be a teacher. I am currently studying towards it and hoping to complete it in the next two years. This project has confirmed my ability to work with school learners as well as have good relationships with other colleagues.



Ms Madigo Karabo Dinoko

A highlight of the project for me was that I was able to go to different schools and experience the dynamics in each. In the beginning, it was a bit challenging for me because I did not know what to expect from the teachers since I will be working with them full-time. I went to the first school with my fieldworker and after I was done with orientation for the day I was happy and motivated to do more. In all schools I was welcomed warmly by teachers including the principals and doing what I was supposed to do was much easier. I have experienced that all learners in different schools are unique and have different needs and abilities. From this project, I have learned a lot. This project pulled me from my deep hiding place and put me in the spotlight to shine. I am happy and motivated, have more self-confidence and gathered valuable knowledge and skills.

I am proud of myself because this project showed me that I am capable of anything. I have learned how to do research and how to work well with children during our training sessions. As for the future, I am already pursuing my dream job by enrolling for a Diploma in Early Learning. So far, my first year is going well.

My future aspiration is to open a crèche in my village in the coming years, my business plan is already set up for success.

Ms Brilliant Ruele

A highlight for me during this project was standing in front of the teachers and doing presentations for them, I never thought I would have the courage as I am a very shy person. The warm welcoming of the educators of all the schools I visited warmed my heart.

The project gave me a chance to learn a lot of things such as methods of creating an environment for kids to enjoy their reading and to notice skills that I didn't know that I have like teamwork, learning how to work with a diverse group of people and, being punctual and diligent in my work. The project allowed me to experience love from different people.

Thinking about my future career aspirations, I noticed that I have a love for children and also love working with children, therefore, I am currently busy with the registration process to enrol at the North-West University to further my studies in primary education, I studied (ECD) Early Childhood Development so I want to further my studies and become a professional primary teacher.

**Ms Lama Precious Mosime**

Some highlights I experienced during the project were standing in front of and presenting to teachers who were receiving my presentations well, receiving compliments from principals and teachers about my work ethic, seeing excited learners when they complete activities and, being part of a society of impact regarding the lives of children.

I have learnt a lot from all those who were involved in the project. I learnt how to listen and how to be a learner more than anything. I got the opportunity to experience learning from respectable leaders from the University of Pretoria and University College London. I was in the field working with Principals, teachers and learners. I had colleagues, that inspired teamwork, we did a lot together like sharing and building relationships.

Ever since my honours degree in Advanced Corporate Communication, I gained so much love for research and getting involved in the project reminded me and also had me realise that I belong in the academic field. I, therefore, am currently applying for my master's degree and will be starting the engine again next year. While on that, I have also decided to study B.Ed and that is because I noticed how I enjoy being in the classroom and just interacting with children. I would love to make a change and help develop the young ones as much as I can. I see myself as a 'Dr Mosime' in the coming years and am fiercely working toward the title.

NATIONAL RESEARCH RECOGNITION FOR CSR AFFILIATE

DR EUGENE MACHIMANA RECEIVES THE EDUCATION ASSOCIATION OF SOUTH AFRICA (EASA) 2022 AWARD

Dr Machimana has worked in the higher education sector for over a decade. He held various positions such as a Community Engagement Coordinator, Education Consultant and currently a lecturer. His research interests focus on community engagement, global citizenship, cognitive and social justice and HIV/AIDS. From 2013 to 2016 he was part of a larger study called Flourishing Learning Youth (FLY). He was the co-researcher in the FLY study which was funded by the National Research Foundation (NRF) [Grant number: 82620 CEC12091412827]. The community-university partnership provided a platform for Dr Machimana to be mentored by established researchers who were involved in the intervention. Through his dedication and commitment to research, in 2015 Dr Machimana was awarded the University of Pretoria (UP) Postgraduate Study Abroad Programme. The study abroad programme presented him with an opportunity to visit the University of Alberta, in Canada, to further his research in global citizenship.

His PhD thesis is linked to this award. The thesis titled Retrospective experiences of a rural school partnership: informing global citizenship as a higher education agenda <http://hdl.handle.net/2263/60954> won a first prize award at the UP, Faculty of Education (2017 the Best PhD Abstract Award: Completed research).

His exceptional support and service to the university and the community is commendable. As an Education Consultant and Community Engagement Chairperson, he has facilitated over 200 community projects which were funded by the University of Pretoria. The projects have made a difference in the community and also produced numerous academic and non-academic papers. The non-academic papers serve as a platform for the university to relate with community partners as equals. He has a way of facilitating inclusive programmes with diverse partners such as universities, community, non-profit organisations, public and private sectors. He strongly believes in the recognition of the voice of non-researcher partners in higher education research.



***Dr Eugene Machimana with
Professor Liesel Ebersöhn***



GLOBAL SOUTH RESILIENCE RESEARCH ON A GLOBAL PLATFORM

TRANSFORMATIVE COLLABORATION: THE WORLD EDUCATION SUMMIT 2023

Professor Liesel Ebersöhn represented the Centre for the Study of Resilience, University of Pretoria at the prestigious World Education Summit: Learning 3.0 Empowering and Enabling Education held at the Residence and Conference Centre in Toronto from 20-23 March 2023. The esteemed gathering brought together the world's leading academics, school leaders, and women in leadership to engage in profound discussions and exchange invaluable insights on key educational issues. Together with Professor Qing Gu, Director: Centre for the Study of Educational Leadership, Professor Ebersöhn delivered a compelling presentation on the 'Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa' project. Their collaborative efforts shed light on the critical role of educational institutions in transforming rural communities, bridging the gaps in learning opportunities, and nurturing the holistic development of students.

During their engaging session, Professor Ebersöhn and Professor Gu addressed the immense challenges faced by rural schools in South Africa and emphasized the importance of providing safe and supportive environments that enable optimal learning and positive health outcomes. Through their research and practical experiences, they highlighted innovative strategies and successful interventions that have proven to enhance educational quality and promote overall well-being in underserved areas.

The profound connections forged and the insightful knowledge garnered at the summit serve as catalysts for further collaboration and innovation in addressing pressing educational challenges worldwide.



INTERNATIONAL VISITING RESEARCHERS

AN INTERDISCIPLINARY COLLABORATIVE PARTNERSHIP

The Centre for the Study of Resilience was thrilled to welcome partners from the United Kingdom for a research visit in March 2023. 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” benefited from knowledge and skills derived from an interdisciplinary field of experts.

Professor Martin Mills



Professor Martin Mills is a Research Professor in the School of Teacher Education and Leadership at the Queensland University of Technology, Australia. He is also an Emeritus Professor of Education at University College London, where he was the Director of the Centre for Teachers and Teaching Research. He is a former president of the Australian Association for Research in Education (AARE) and a Fellow of the Academy of Social Sciences in Australia. His work has principally focussed on social justice issues in education.

These areas have included: teachers' work, curriculum and pedagogical practice, alternative education, and gender and education. In addition to this, he is also the editor-in-chief of *Teachers and Teaching: Theory and Practice*. When asked about his experience in South Africa, he noted that it was a “pleasure to visit The Centre for the Study of Resilience and to see the beautiful campuses of the University of Pretoria. Meeting colleagues for the first time in person (as opposed to on Zoom) was terrific, and I thoroughly enjoyed the hospitality and intellectual engagement this visit provided.”

According to Professor Mills, one of the highlights of his visit was “the colour and vibrancy the principals in our project on Enabling Schools brought to the Research Dissemination event at the university. Also, as a former high school history teacher, who used to cover South Africa’s road to democracy, it was an incredibly rich experience to see places and streets named after people we covered in those units and to visit Freedom Park. Thank you again to the colleagues at The Centre for the Study of Resilience for being so welcoming.”

Professor Lynn Ang



Professor Lynn Ang is Professor of Early Childhood and Primary Education, and Pro-Director and Vice-Dean of Research at the Institute of Education (IOE), University College London’s Faculty of Education and Society.

Professor Ang’s expertise includes the interdisciplinary fields of early childhood and international development, children’s development and early learning in formal and informal contexts such as preschool and home-based settings. Her research focuses on the early years’ curriculum, international early years policy, and issues of diversity and inequality. She has led and co-led many major research grants including the first systematic review of early childhood development and peacebuilding policies across 14 conflict-affected countries (2015-2016) funded by the United Nations and United Nations Children’s Fund (UNICEF). Professor Lynn is a Fellow of the Academy of Social Sciences (FACSS) which represents a distinguished global group of social scientists and a Principal Fellow of the Higher Education Academy (PFHEA), in recognition of her sustained contributions and impact on education and academic practice in Higher Education in the UK and internationally.

She remarked on her visit to South Africa saying “I had the privilege of travelling to South Africa in March 2023 to work with the amazing team at the University of Pretoria.

We spent some precious time together working on the data analysis, and meeting with principals and key stakeholders on the project ‘Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities in South Africa’. I was so touched by the warm and generous welcome of everyone. I was particularly impressed by the close collaboration between the project team and teachers in their work together to deliver a successful project. It is a brilliant example of how participatory research with children and teachers underpinned by mutual respect and our shared values on the importance of education can make a tangible difference in improving learning. I am so pleased to be a part of this wonderful journey and will continue working with the team on the project’s dissemination and our next adventure!”

”
I was so touched by the warm and generous welcome of everyone. I was particularly impressed by the close collaboration between the project team and teachers in their work together to deliver a successful project

“
-Professor Lynn Ang

Professor Jolene Skordis



Professor Jolene Skordis is the Director of University College London’s Centre for Global Health Economics, Deputy Director of the Institute for Global Health and Vice Chair of the European Global Health Research Institutes Network. She is an Economist, specialising in Health and Development and a regular advisor to the World Health Organisation (WHO) and World Bank. She works primarily within randomised trials of complex public health interventions, with research programmes spanning fiscal space for sustainable and scalable health service delivery, anti-poverty programmes, gender empowerment, and social networks to support behaviour change and the promotion of health equity. Her work has directly influenced government policy in a range of countries.

On her experience of South Africa, she noted that “I recently had the opportunity to visit the University of Pretoria’s beautiful campus, to share experiences from our joint ESRC study on ‘Schools as Enabling Spaces to Improve Learning and Health-Related Quality of Life for Primary School Children in Rural Communities’. During the project, participating children developed and wrote stories, and their published books were shared at the University of Pretoria meeting.

Those stories have come home with me to be shared with my own children, while the sight of school leaders dancing and ululating about the study’s impact will stay with me always. This is collaborative research at its very best.”

Professor Patrick Callaghan



Professor Patrick Callaghan is Associate Pro Vice-Chancellor for Research and Professor of Mental Health Science at London South Bank University. He specialises in psychosocial interventions for mental health and wellbeing.

He chaired the National Institute for Health and Care Research (NIHR) Funding panel for Clinical Academic Career Awards for nurses, midwives, and allied health professionals between 2015-2017 and was the Research Executive Member of the United Kingdom Council of Deans for Health 2015-2018.

He was Associate Director at the NIHR Clinical Research Network (Mental Health) 2012-2016, Visiting Professor at Trinity College Dublin, Ireland 2006-2012, and Visiting Scholar at Kwazulu-Natal University, South Africa in 2005. Professor Callaghan is a Professorial Fellow of the Institute of Mental Health, Nottingham and former non-executive director of the Mental Health Act Commission in England. In 2018 he was appointed a United Kingdom National Teaching Fellow.

Professor Callaghan reflected on his visit to South Africa saying “I spent ten days at the University of Pretoria in March 2023, as part of my contribution to the Enabling Schools Project. I got to meet, in person, for the first time, our collaborators, the wonderful team from the Centre for the Study of Resilience, and the Department of Physiology University of Pretoria, school principals, reading champions and others who contributed to the project’s success. I was humbled, impressed, encouraged, and empowered by the work of this outstanding project team, and feel proud to have been part of it. I also managed some time for a bit of sightseeing around alluring Pretoria. This was my third visit to South Africa, and during this trip, I came to realise how much I love this beautiful country and its people.”

Doctor Rupert Higam



Doctor Rupert Higam is an Associate Professor in Educational Leadership at the Institute of Education (IOE), University College London’s Faculty of Education and Society. He is Programme Leader for the Applied Educational Leadership MA, leading the Values, Vision and Moral Purpose module. Doctor Higam is a co-investigator on a major project promoting whole-child education in rural South African primary schools.

Previously, he helped design the influential Small Enterprise Development Agency (SEDA) coding scheme for educationally productive dialogue, co-founded the Cambridge Educational Dialogue Research group (CEDiR), and co-convened an international centenary conference in 2016 for Dewey’s Democracy and Education.

His thoughts on his visit to South Africa were “Above all, I was made so welcome: warmth, generosity and positivity from colleagues at the University of Pretoria, and from the school principals and regional leaders who were seriously excited about the future of this initiative. The data from children and young people was so rich, and often so moving! It was a privilege to have time to work in depth with interdisciplinary colleagues to further our understanding.”

”

It was a privilege to have time to work in depth with interdisciplinary colleagues to further our understanding

“

-Dr Rupert Higam



WRITING WEEK: INTERDISCIPLINARY DELIBERATION

CONSIDERING DATA

Members of 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 team came together for a collaborative week to consider findings from 6 to 10 March 2023.

The week was spent reviewing data collected with researchers, principals, teachers, Community Reading Champions, and fieldworkers and discussing learner-generated books through interdisciplinary lenses such as Early Childhood and Primary Education, Educational Psychology, Education and Leadership, Health and Development and, Mental Health Sciences. Future plans to disseminate the data were made.



Back row, from left: Ms Liz-Marie Basson; Professor Patrick Callahan; Ms Princess Mabota-Rapholo; Professor Martin Mills; Professor Lynn Ang.

Front row, from left: Professor Qing Gu; Ms Kanye Rampa; Ms Marike de la Rey; Professor Liesel Ebersöhn; Dr Rupert Higam; Dr Huiming Ding.

PARTNERING FOR SCALABLE NATIONAL IMPACT

COLLABORATING WITH THE DEPARTMENT OF BASIC EDUCATION, INTERPROVINCIAL RURAL EDUCATION COMMITTEE

In February 2023, Professor Liesel Ebersöhn, Director: Centre for the Study of Resilience, University of Pretoria and Professor Qing Gu, Director: Centre for Educational Leadership, University College London together with the Interprovincial Rural Education Committee (IPREC) met with representatives from all provinces of South Africa at the Department of Basic Education to discuss the findings on the groundbreaking initiative of 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. As a result of their fruitful dialogue, Professors Ebersöhn and Gu have been invited to the provinces of Mpumalanga, Limpopo and Western Cape to further engage in discussions on scaling up the Enabling Schools project.

The Enabling Schools initiative, spearheaded by Professors Ebersöhn and Gu, has been making significant strides in addressing educational challenges faced by rural communities. Through a comprehensive research program, the project has identified key factors that contribute to enhancing the learning environment and overall well-being of students in these underserved regions. The project's findings have garnered attention and appreciation from educational stakeholders across South Africa.

The collaboration between Professors Ebersöhn, Gu, and IPREC holds immense promise for advancing educational opportunities in rural areas. By bringing together research-based insights and practical expertise, this partnership aims to develop sustainable models that can be replicated across the country. The Enabling Schools initiative, with its focus on promoting holistic development and community engagement, has the potential to create lasting change in the lives of rural students, ensuring that they receive quality education and thrive in their academic journey.



From left: Western Cape Education Department - Ms Almarek du Toit, Chief Education Specialist, Curriculum Development, General Education and Training; Ms Karen Dudley, Director: Curriculum Development, General Education Specialist; Dr Phumzile Langa; Professor Liesel Ebersöhn; Professor Qing Gu

GLOBAL PARTNERSHIPS FOR RESILIENCE

**WERA@EASA2023: “GLOBAL WINDS OF
EDUCATION CHANGE THAT MATTER FOR
REGIONAL WISDOM AND KNOWLEDGE”**



*From left: Professor Liesel Ebersöhn,
Professor Motlalepule Mampane,
Professor Ingrid Gogolin, Professor Liu
Woon Chia, Professor Geovana
Mendonça Lunardi Mendes*

Professor Liesel Ebersöhn, President-Elect: World Education Research Association (WERA), attended the WERA Symposia (WERA@EASA2023) with the theme “Global winds of education change that matter for regional wisdom and knowledge” from 8-11 January 2023 at the Century City Hotel & Conference Centre, Cape Town. The focus of the symposia is to form a national association which strives to promote contact between education researchers from all sectors of South African society and establish a union to address and discuss educational matters.

Representing at the symposia were among others, Professor Liesel Ebersöhn who served as a discussant and Professor Motlalepule Mampane, Head of the Department of Educational Psychology, University of Pretoria who served as chairperson; Professor Ingrid Gogolin, Universität Hamburg, Germany; Associate Professor Liu Woon Chia, National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore; Professor Geovana Mendonça Lunardi Mendes, Universidade do Estado de Santa Catarina (UDESC), Brazil. Together, the group of transdisciplinary specialists discussed and oversaw the theme of “Global winds of education change that matter for regional wisdom and knowledge”.

Additionally, Professor Ebersöhn together with Ms Liz-Marie Basson, Senior Research Assistant: Centre for the Study of Resilience, University of Pretoria; Doctor Karen Murphy, Department Head: Educational Psychology, Counseling, and Special Education, College of Education, Pennsylvania State University, and; Professor Qing Gu, Director: Centre for Educational Leadership, University College London discussed the “Quality and Sustainability of resilience-enabling complex school-based interventions in rural primary schools in the global South: a qualitative evidence synthesis”.

INSTITUTIONAL RESILIENCE PARTNERSHIPS

A GATHERING OF APPRECIATION



Top picture from left: Ms Marike de la Rey, Centre for the Study of Resilience Intern; Ms Tammy Modikoe, Faculty of Education, Faculty Accountant; Ms Mpumi Mafafo, Faculty of Education, Departmental Administrator; Ms Liz-Marie Basson, Economic and Social Research Council (ESRC) project administrator; Ms Ilse van Aswegen, Senior Procurement Officer; Ms Lucille Weyer, Facilities Manager; Ms Inari Basson & Ms Narina Basson, Event Behella; Ms Mandy Maropa, Faculty of Education, Senior Human Resources Officer; Mr Abram Tjale, Information Technology (IT) contractor

As an expression of gratitude for the cooperation and hard work of the all University of Pretoria logistical stakeholders assisting in the steady management of the Centre for the Study of Resilience, a ‘thank you’ breakfast was arranged at De Kraal – Pierneef Restaurant on 26 January 2023. Stakeholders included members from finance, transport, human resources and information technology (IT).

NEW CENTRE FOR THE STUDY OF RESILIENCE-AFFILIATED PUBLICATIONS

JOURNAL ARTICLES

Aluko FR, Omidire MF, Mampane MR (2022). Reconceptualising Education in Sub-Saharan Africa: Realising Equity and Social Justice. *African Perspectives of Research in Teaching and Learning*, 6 (2), pp. 79 - 95.

Appiah R, Wilson-Fadiji A, Wissing M, Schutte L (2022). The Inspired Life Program: Development of a multicomponent positive psychology intervention for rural adults in Ghana. *Journal of Community Psychology*, 50 pp. 302 - 328. DOI: 10.1002/jcop.22566.

Cameranesi M, Theron LC, Holtge J, Jefferies P, Ungar M (2022). Understanding the Mechanisms through Which Family Risk Affects Adolescent Mental Health: A Model of Multisystemic Resilience in Context. *Children-Basel*, 9 (4), pp. 1 - 23. DOI: 10.3390/children9040546.

Ebersöhn L, Omidire MF, Murphy P (2022). Academic flocking and global distress: Equitable south-north research partnering to promote quality education in diverse contexts and cultures. *Zeitschrift Fur Erziehungswissenschaft*, 25 (3), pp. 745 - 764. DOI: 10.1007/s11618-022-01084-1.

Haffeejee S, Theron LC (2022). Visual methods in resilience research: reflections on its utility. *Qualitative Research In Psychology*, 19 (1), pp. 20 - 43. DOI:10.1080/14780887.2018.1545063.

Holtge J, Theron LC, Ungar M (2022). A multisystemic perspective on the temporal interplay between adolescent depression and resilience-supporting individual and social resources. *Journal of Affective Disorders*, 297 (2022), pp. 225 - 232. DOI: 10.1016/j.jad.2021.10.030.

Levine D, Theron LC (2022). Digital storytelling with South African youth: a critical reflection. *Qualitative Research Journal*, 22 (4), pp. 528 - 547. DOI 10.1108/QRJ-03-2022-0037.

Millar DA, Kapwata T, Kunene Z, Mogotsi M, Wernecke B, Garland R, Mathee A, Theron LC, Levine D, Wright CY (2022). Respiratory health among adolescents living in the Highveld Air Pollution Priority Area in South Africa. *BMC Public Health*, 22 (2136), pp. 1 -11. <https://doi.org/10.1186/s12889-022-14497-8>.

Ndou-Chikwena NN, Omidire MF (2022). Systemic support for learners with developmental language disorders in Zimbabwe and South Africa. *South African Journal of Communication Disorders*, 69 pp. 1 - 13. DOI: 10.4102/sajcd.v69i1.850.

Ocansey S, Sefotho MM (2022). An Exploratory Qualitative Study on the Perceived Barriers to Accessing Ghanaian University Counselling Services. *Journal of Student Affairs in Africa*, 10 (1), pp. 157 - 173. DOI: 10.24085/jsaa.v10i1.3788.

Theron LC, Abreu-Villaça Y, Augusto-Oliveira M, Brennan C, Crespo-LopezM, de Paula Arrifano G, Glazer L, Gwata N, Lin L, Stieger LD (2022). A systematic review of the mental health risks and resilience among pollution-exposed adolescents. *Journal of Psychiatric Research*, 146 pp. 55-66. DOI: 10.1016/j.jpsychires.2021.12.012.

Theron LC, Levine D, Ungar M (2022). The inhibitors and enablers of emerging adult COVID-19 mitigation compliance in a township context. *South African Journal of Science*, 118(5/6), pp. 1 - 8. <https://doi.org/10.17159/sajs.2022/13173>.

Theron LC, Murphy K, Ungar M (2022). Multisystemic Resilience: Learning from Youth in Stressed Environments. *Youth & Society*, 54 (6), pp. 1000 - 1022. <https://doi.org/10.1177/0044118X211017335>.

Theron LC, Rothmann S, Holtge J, Ungar M (2022). Differential Adaptation to Adversity: A Latent Profile Analysis of Youth Engagement With Resilience-Enabling Cultural Resources and Mental Health Outcomes in a Stressed Canadian and South African Community. *Journal of Cross-Cultural Psychology*, 53 (3-4), pp. 403 -425. <https://doi.org/10.1177/002202212210773>.

Theron LC, Rothmann S, Makhnach A, Ungar M (2022). Adolescent Mental Health Resilience and Combinations of Caregiver Monitoring and Warmth: A Person-centred Perspective. *Journal of Child And Family Studies*, 31 (10), pp. 2860 - 2870. <https://doi.org/10.1007/s10826-022-02287-0>.

JOURNAL ARTICLES CONTINUED

Theron LC, Ungar M, Holtge J (2022). Pathways of resilience: Predicting school engagement trajectories for South African adolescents living in a stressed environment. *Contemporary Educational Psychology*, 69 (102062), pp. 1 - 12. <https://doi.org/10.1016/j.cedpsych.2022.102062>.

Versveld, J., Graham, M. A., & Ebersöhn, L. (Early view). Time to flock: Time together strengthens relationships and enhances trust to teach despite challenges. *Teachers and Teaching: Theory and Practice*. <https://doi.org/10.1080/13540602.2022.2145279>.

Wright C, Wernecke B, Kapwata T, Kunene Z, Mathee A, Vande Hey J, Theron LC (2022). Perceptions of thermal comfort and coping mechanisms related to indoor and outdoor temperatures among participants living in rural villages in Limpopo province, South Africa. *South African Journal of Psychology*, 52(4), pp.449 - 459. DOI:10.1177/00812463221129363.

BOOK CHAPTERS

Appiah R, Wissing M, Wilson-Fadji A, Schutte L (2022). *Factorial Validity of the Twi Version of the Mental Health Continuum-Short Form and Prevalence of Mental Health in a Rural Ghanaian Sample*. Edition:16 In L. Schutte & T. Guse & M. Wissing (eds.), *Embracing Well-Being in Diverse African Contexts: Research Perspectives*, Switzerland: Springer Nature. (pp. 73-97). DOI: 10.1007/978-3-030-85924-4_4.

Ebersöhn L, Omidire MF, Mampane MR (2022). *Collective Distress Calls for Collective Wellbeing Measures: The Case of social support as a Resilience-enabling Afrocentric Indigenous Pathway*. Edition: 1st In H. Weaver (ed.), *The Routledge International Handbook of Indigenous Resilience*, Oxton, Abingdon: Routledge. (pp.195-207). 978-0-367-49972-3.

Ebersöhn, L., (2023). Foreword. *Handbook of Research on Perspectives in Foreign Language Assessment*. In Köksal, D., Kavaklı, N., & Arslan, S., IGI Global.

Ebersöhn, L., Omidire, F., & Maapola, S. (2023). *Youth perspectives on academic service learning: courage to fly into our dreams*. In V. Scherman & L. Liebenberg (Eds.), *African Schools as Enabling Spaces: A Framework for Building Communities of Care*. Routledge. DOI: 10.4324/9781003051398.

Khumalo I, De Klerk W, Wilson-Fadji A (2022). *Nature and Role of Student Hope and Meaning in Goal Setting: Implications for Higher Education in South Africa*. Edition:16 In L. Schutte & T. Guse & M. Wissing (eds.), *Embracing Well-Being in Diverse African Contexts: Research Perspectives*, Switzerland: Springer Nature. (pp. 247-273). DOI: 10.1007/978-3-030-85924-4_11.

Machimana EG, Ebersöhn L, Sefotho M (2022). *Benefits of community engagement practice in the context of higher education and rural school partnership: Multi-perspective voices*. Edition: 1st In V. E & E. I & D. H (eds.), *Community Engagement Research in South Africa: Methods, Theories, Histories and Rural School Partnership: Multi-perspective voices*, South Africa, Pretoria: Van Schaik Publishers. (pp. 241-259). 978-0-627-03793-1.

Nkoana, L. N., & Ebersöhn, L. (2023). *A meta-summary review of enabling school-based interventions in highly challenged schools in a postcolonial, global south space*. In V. Scherman & L. Liebenberg (Eds.), *African Schools as Enabling Spaces: A Framework for Building Communities of Care*. Routledge. DOI:10.4324/9781003051398.

Omidire, F., Ebersöhn, L., & Ramollo, D. (2023). *Youth perspective on structural barriers*. In V. Scherman & L. Liebenberg (Eds.), *African Schools as Enabling Spaces: A Framework for Building Communities of Care*. Routledge. DOI:10.4324/9781003051398.

Schutte L, Wissing M, Wilson-Fadji A, Mbowe S, Shoko P, Schutte W (2022). *Exploration of Harmony as a Quality of Happiness: Findings from South Africa and Ghana*. Edition: 16 In L. Schutte & T. Guse & M. Wissing (eds.), *Embracing Well-Being in Diverse African Contexts: Research Perspectives*, Switzerland: Springer Nature. (pp. 319-343). DOI:10.1007/978-3-030-85924-4_14.

Theron LC, Ungar M (2022). *Resilience in the Context of Chronic, Complex Stressors: An Emerging Adult's Account*. Edition:16 In L. Schutte & T. Guse & M. Wissing (eds.), *Embracing Well-Being in Diverse African Contexts: Research Perspectives*, Switzerland: Springer Nature. (pp. 151-169). DOI:10.1007/978-3-030-85924-4_7

Wilson-Fadji A, Khumalo I, Zulu N (2022). *Well-Being in Africa: Towards an Africa(n) Centred Positive Psychology*. Edition: 16 In L. Schutte & T. Guse & M. Wissing(eds.), *Embracing Well-Being in Diverse African Contexts: Research Perspectives*, Switzerland: Springer Nature. (pp. 31-49). DOI: https://doi.org/10.1007/978-3-030-85924-4_2.

Wilson-Fadji A, Wissing M (2022). *Positive Psychology in Sub-Saharan Africa*. Edition: 1st In E. Chang & C. Downey & H. Yang & I. Zettler & M. Muyan-Yilik (eds.), *The International Handbook of Positive Psychology: A Global Perspective on the Science of Positive Human Existence*, Switzerland: Springer Nature. (pp. 307-354). DOI:https://doi.org/10.1007/978-3-030-57354-6_11.

CONFERENCE PRESENTATIONS

Basson, L., Ebersöhn, L., Murphy, P.K., & Gu, Q. (2023, January). The quality and sustainability of resilience-enabling complex school-based interventions in rural primary schools in the Global South: A Qualitative Evidence Synthesis. *Annual Conference of the Education Association of South Africa (EASA)* 8 – 11 January 2023.

Gu, Q., Ebersöhn, L. (2023). Schools as Enabling Spaces to Improve Learning and Health Outcomes in Rural South Africa. *World Education Summit. Learning 3.0 Empowering and Enabling Education*, Residence and Conference Centre, Toronto, 20-23 March 2023.



CONNECT WITH THE CENTRE FOR THE STUDY OF RESILIENCE

WE'D LOVE TO HEAR FROM YOU!

Director: Professor Liesel Ebersöhn

Tel: +27 12 4202337

Fax: +27 12 4205511

Email: liesel.ebersohn@up.ac.za

CSR Secretariat:

Ms. Liz-Marié Basson, & Ms. Monique Oosthuizen

Email: csr@up.ac.za

Website:

<http://www.up.ac.za/centre-of-the-study-of-resilience>

Social media:

Facebook: Centre for the Study of Resilience

Instagram: @CSR_UP

Address:

The Centre for the Study of Resilience (CSR)

Student Centre (Building 10), 3rd floor

Faculty of Education

University of Pretoria

Groenkloof Campus

C/o George Storrar/Leyds Street Pretoria