

THRIVE

Resilience Evidence from Africa

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

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Resilience Evidence from Africa

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Resilience focus in completed postgraduate studies

At the University of Pretoria Autumn Graduation Ceremony (April 2023), several Doctoral and Masters in Education candidates were awarded post-graduate degrees. Of these candidates, many generated knowledge relevant to understanding resilience in challenged contexts. These studies provide evidence on resilience-enabling pathways that enhance positive child and youth, as well as quality education outcomes. Resilience-enabling pathways that promote quality education, include health promotion, teacher resilience and wellbeing, parental engagement and social-cultural pathways.

Table 1 - Postgraduate studies on child and youth resilience in Africa.

	Title	Student	Study field
Child and Youth	A resilience lens on the mental health of adolescents in selected low-middle-income Sub-Saharan African Countries.	Monica Paula Dos Santos Bandeira	PhD: Ed Psych
	The resilience of emerging adults in a stressed industrialised environment in Eswatini.	Nombuso Nobantu Gama	PhD: Ed Psych
	Exploring teaching, learning, assessment and practices of the acupuncture programme to improve children's health.	Zijing Hu	PhD: Ed
	Assisting high school students with career decision-making difficulties through career construction counselling.	Grace Makunja Magere	PhD: Learning Support, Guidance and Counselling)

Table 2 - Postgraduate studies on resilience enabling pathways to quality education in a challenged South African context.

	Title	Student	Study field	
Quality Education	Socio-cultural pathways	Teacher and learner perceptions of indigenous folktales as resource for the English Home Language classroom.	Lantana Chipofya	MEd
		The role of traditional storytelling in the teaching and learning of isiNdebele in Grade 3.	Mabidwana William Jiyana	MEd
	Teacher resilience and wellbeing	Challenges, rewards and coping strategies associated with teachers' wellbeing in the 21st century.	Maria Getruida Botha	PhD: Ed
		Exploring teachers' well-being through a professional learning community.	Madira Matjeni	MEd
		Exploring teacher experiences of subjective well-being during a pandemic.	Jamie Spies	MEd
	Parental engagement	Management of parental engagement amongst lower-income families in a Gauteng primary school.	Tanya Lee Greenhalgh	PhD: Ed Mng, Law + Policy
		A comparative study of teacher-parent relationships in Foundation Phase quintile one and five schools.	Mologadi Lucia Maisela	MEd
		Exploring learning support amongst parents and teachers of Grade 1 learners in a low-income school.	Ashika Singh	MEd: Learning Support, Guidance and Counselling
	Health Promotion	Development and implementation of a school-based health promotion intervention in a resource-constrained community.	Christina Johanna Botha	PhD: Ed Psych

Tables 1 and 2 indicate resilience themes inherent to students who graduated in April 2023, Faculty of Education, University of Pretoria.

Partnership with the Regional Psychosocial Support Initiative (REPSSI)

7th Regional Psychosocial Support (PSS) Forum

The Centre for the Study of Resilience had the privilege to partner with the Regional Psychosocial Support Initiative (REPSSI) for their 7th Regional Psychosocial Support (PSS) Forum held in Johannesburg on 3-5 October 2023. This year's theme was: "Mental Health in Context".

The REPSSI CEO, Patrick Onyango Mangen thanked the CSR for its participation and highlighted that the Forum greatly benefitted from the CSR's technical review of abstracts and its input concerning the planning process. He adds that the evaluation feedback was overwhelmingly positive and that he is excited for a continued partnership "as we all seek to improve the lives of girls, boys and youth in the region."

The CSR team look forward to collaborating with REPSSI for the next Regional PSS Forum in Zambia, 2025.



"The Regional Psychosocial Support Initiatives (REPSSI) is a renowned pan African organisation that has been providing holistic psychosocial care and support to girls, boys and the youth in East and Southern Africa."

CSR affiliate awarded the NSTF-South32 Management Award

Congratulations to Professor Paxie Wanangwa Chirwa

The highly coveted National Science and Technology Forum - South 32 Awards (NSTF-South32), also popularly referred to as South Africa's "Science Oscars" was held in Cape Town on 13 July 2023. The NSTF-South32 Awards are the largest, most comprehensive, and sought-after national awards of their kind in the country. The Awards' 2022/2023 Theme was: Ocean science for sustainable development.

The CSR would like to congratulate Professor Paxie Wanangwa Chirwa, the South African Forestry Company Limited (SAFCOL) Forest Chair and Director of the Forest Science postgraduate programme in the Faculty of Natural and Agricultural Sciences at the University of Pretoria (UP), for receiving the NSTF-South32 Management Award for his contribution, centred on people, to future forestry development in South Africa, and for training future foresters with the aim of helping them recognise the importance of communities in proximity to the forest resource in sustainable forest management and use.

About his research and the work for which he was celebrated at the NSFT-South 32 Awards earlier this year, Prof Chirwa commented:

"Forests play an important role in climate-change management, particularly at the rural community level. At the same time, forests are essential resources for human welfare and an important part of the landscape. Thus, forests are valuable resources for poor and vulnerable populations in developing countries. However, the observed and predicted impact of climate change is projected to have an extensive range of consequences, many of which represent major threats to forest-dependent communities. Some of our work, therefore, looks at how forest-dependent communities vulnerable to climate change have used the forest resource as a means of adaptation. The detailed understanding of forest-based rural communities' vulnerability to climate change enables us to also know the means of resilience adapted against climate change. Resilience in this case is through the use of the forest for both CC change adaptation and mitigation using forest and/or farm tree-based interventions."

To echo the words of The University of Pretoria, the CSR proudly celebrates the remarkable achievements of this exceptional individual, who contributes to making today matter and creating a better tomorrow.



Professor Paxie Wanangwa Chirwa, NSTF-South32 Management Awardee

Science Communication initiatives through the Masidlale project

Partnerships aimed at studying the impact of intentional play to enable holistic positive developmental outcomes of children in distress

In 2021, the Centre for the Study of Resilience entered into a partnership with the Terre des Hommes Foundation (TDH), Oosterland Child and Youth Care Center (OCYCC), and MTR Smit Children's Haven (MTRSCH). The partnership studied the impact of intentional play on the holistic well-being of children by comparing the developmental outcomes of 9-12-year-old children living in two places of residential care in Gqeberha, South Africa.

Due to the COVID-19 pandemic, restrictions meant that the CSR research team was unable to meet partners in person. All communication, measurement training and interviews were done virtually. In September 2023, Professor Liesel Ebersöhn was able to, for the first time during the partnership, visit the Masidlale Study partners in Gqeberha in person. OCYCC shared innovative ways in which they create intentional play opportunities for children in their care, showing play materials crafted from recycled materials, as well as indoor- and outdoor play areas.

During the visit, Professor Ebersöhn consulted the partners from both OCYCC and MTRSCH on science communication products developed to transfer Masidlale Study findings in concise and easily accessible ways for use by practitioners and policymakers.



From the left: Ms Annemie Olivier (social worker, Oosterland Child and Youth Care Center); Ms René Wagner (Education coordinator, Oosterland Child and Youth Care Center); Ms Richmal van Eeden (social worker, MTR Smit Children's Haven); Ms Maliska Gravett (social worker, MTR Smit Children's Haven); Ms Tanya Eales (Director: MTR Smit Children's Haven); Ms Chantelle Jonker, (Director: Oosterland Child and Youth Care Center); Ms Liesel Thompson (social worker, MTR Smit Children's Haven); Professor Liesel Ebersöhn (University of Pretoria).

Unlocking Workplace Well-being: The Transformative Power of Arts-Based Activities

Dr Jessica Versfeld's Insightful Talk Reveals How Art Fosters Trust, Builds Community, and Enhances Employee Resilience

On 9 June 2023, Dr Jessica Versfeld presented the University of Pretoria Employee wellness lunchtime talk. She wrote the following as an introduction to the talk: "...we will explore the benefits of intentional engagement in arts-based activities among colleagues. Drawing on research from the Centre for the Study of Resilience, we will present compelling evidence that demonstrates how spending time together in such activities can have a positive impact on trust, foster a sense of belonging, promote safety, and encourage mutual support."

Commenting on her talk, Versfeld indicated: "This presentation explored the importance of social connectedness and its benefits in the workplace. The presentation advocated for nurturing social connectedness among university staff by establishing routines for relationship building outside of formal work settings. Drawing from Indigenous Knowledge Systems, the presentation highlighted the significance of relationships and communal capital in achieving well-being. It encouraged expanding the repertoire for providing and receiving social support in the workplace, as resilience is fostered when vulnerable individuals and their communities work together to access resources despite adversity and risk."



Dr Jessica Versfeld,
University of Pretoria

The presentation also underscores that socially connected individuals have meaningful interactions with peers, family, and communities. It showcases the Isithebe study, which investigated the effectiveness of a school-level social connectedness intervention to promote teacher resilience. The intervention involved monthly arts and crafts gatherings, providing a platform for building trust and facilitating emotional and professional support among teachers. The findings revealed a significant increase in trust among teachers and the establishment of trusting school communities.

Additionally, the presentation highlights the benefits of art therapy, emphasising self-expression over external judgment. Artistic expression is considered accessible to everyone, regardless of artistic abilities. Art therapy is shown to promote resilience and healthy expression of emotions while providing a safe space for emotional experiences and fostering a positive self-image. The draw and share activity that was done during the session included the following: Get a piece of paper and some markers or coloured pencils, think of a recent experience or a favourite memory you would like to share with the group, draw a picture that represents your chosen experience or memory on their piece of paper. Use any colours and shapes you like. Explain the story or significance behind their drawings."

The talk was an enlightening session that delved into the positive impact of arts-based activities on employee well-being and team dynamics, and it was well received by all employees present.

Versfeld, J., Graham, M. A., & Ebersöhn, L. (2022). Time to flock: Time together strengthens relationships and enhances trust to teach despite challenges. *Teachers and Teaching*, 29(1), 70-104. <https://doi.org/10.1080/13540602.2022.2145279>.

International Research and Resilience in Times of Crises

Edith Cowan University's Faculty of Education Research Seminar

Professor Caroline Mansfield, Dean at the Faculty of Education, Edith Cowan University, has been a long-standing collaborator in the “Teacher Resilience Lab” at the Centre for the Study of Resilience and also serves on the CSR Advisory Board. She invited Professor Liesel Ebersöhn to present a Research Seminar on 7 July 2023 in Perth, Australia. The theme of the presentation was: International Research and Resilience in Times of Crises.

The presentation was shaped by key research inquiries and fundamental concepts, including: the rationale behind adopting a resilience perspective in education, exploring flocking as an Afrocentric resilience pathway, illustrating instances of flocking in the midst of a global crisis, and examining transformative responses to global challenges.



Professor Liesel Ebersöhn with Professor Caroline Mansfield, Dean Faculty of Education, Edith Cowan University at the Edith Cowan University's Research Seminar on 7 July 2023.

Collaboration to scale-up a study

University of Limpopo partners for sustainability

The Enabling Schools Study will be scaled-up in the Limpopo Province. Professor Mahlapahlapana Themane, SARChI Chair, University of Limpopo, will be the principal investigator in this phase with co-researchers Professor Liesel Ebersöhn (CSR, University of Pretoria), and Professor Qing Gu, (Centre for Educational Leadership, University College London).

These partners met with Professor Jesika Singh, Deputy Vice-Chancellor: Research, Innovation and Partnerships at the University of Limpopo to solidify the agreement during a place-based visit to the University of Limpopo in October 2023.

The partners also consulted with key officials of the Department of Basic Education and the Department of Education, Limpopo, to consult on a Memorandum of Understanding and protocols for this research partnership to scale-up the Enabling Schools Study in Limpopo schools.



From left: Professor Liesel Ebersöhn, (University of Pretoria), Professor Jesika Singh (University of Limpopo), Professor Mahlapahlapana Themane (University of Limpopo), Professor Qing Gu (University College London).

From left: Dr. Phumzile Langa (Director Rural Education, Department of Basic Education), Prof. Qing Gu (Centre for Educational Leadership and Professor of Leadership in Education, University College London), Prof. Liesel Ebersöhn (CSR, University of Pretoria), Prof. Mahlapahlapana Themane (University of Limpopo); Ms Emily Baloyi (Department of Education, Limpopo).



Resilience Dialogue and Ideas Seminar Reflects on the Impact of Diversity in the Classroom

Professors Efraín Marimón and Ashley Nichol Patterson Share Insights on Fostering Inclusion and Resilience

The Centre for the Study of Resilience hosted an enriching seminar, "Diversity in the Classroom and Resilience," featuring distinguished speakers Professor Efraín Marimón and Professor Ashley Nichol Patterson from the Pennsylvania State University, College of Education. The event, held on Thursday, 27 July 2023, at the Centre for Visual Impairment Studies on the University of Pretoria's Groenkloof Campus, brought to light the intricate relationship between diversity, resilience, and educational excellence.

The seminar focused on the complexities of classroom events that may impede progress toward social justice goals. Professors Patterson and Marimón guided participants through experiential learning, emphasising a critical pedagogical approach—a fundamental aspect of the learning facilitated within the Social Justice in Education Minor. Attendees gained valuable insights into overcoming challenges and cultivating resilience in diverse educational environments.

The engaging dialogue explored the significance of diversity in shaping resilient educational practices. Attendees actively participated in discussions on overcoming obstacles and creating an inclusive learning environment. The seminar underscored the importance of acknowledging and addressing diversity in the pursuit of social justice goals within educational institutions. The Centre for the Study of Resilience remains committed to organising events that contribute to the ongoing conversation about diversity, resilience, and excellence in education.



Professor Efraín Marimón and Professor Ashley Nichol Patterson from the Pennsylvania State University, College of Education and participants of the seminar hosted on 27 July 2023.

Enabling Rural Education: Fostering Educational Partnerships

Collaboration with Department of Basic Education Paves the Way for Educational Transformation

In a significant stride towards combating learning poverty in rural schools, partners in the Enabling Schools Study met with key members of the Department of Basic Education, including Deputy Director-Generals Dr Mabude-Mehana and Dr Simone Geyer and, Dr Phumzile Langa, Directorate Rural Education. The focus of the meeting was to explore ways of transferring evidence from the Enabling Schools Study into schools nationally in order to promote quality education.

Professor Qing Gu (Centre for Educational Leadership at University College London) and Professor Liesel Ebersöhn (CSR, University of Pretoria) presented findings of the Enabling Schools Study. The study not only addresses learning poverty but also celebrates linguistic diversity and promotes authentic cultural representation. The Enabling Schools Study resulted in an evidence-based Toolkit. The Toolkit proved effective to cultivate a reading culture in primary schools in a rural space to enable young children to become knowledge producers in their home language - rather than merely perpetuating roles as knowledge consumers.

The Enabling Schools Study yielded a total of 306 Setswana storybooks. These books were co-authored by 1,951 Foundation Phase learners and local community members and teachers in 10 participating primary schools in rural Mahikeng. The Setswana books and English translations of the books are available as Open Access resources on (<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/schools-enabling-spaces-improve-learning-and-health-related-quality-life>).

Research is underway to scale up the study in schools in Limpopo (see article on page 8 in this Newsletter). The Department of Basic Education will include the learner-co-generated Setswana storybooks as Learning and Teaching Support Materials (LTSM) nationally for all Foundation Phase learners learning in Setswana.



Examples of learner-co-generated storybooks in Setswana home language.

Harmonising Global Perspectives

ICOPE 17 Keynote Address on African Resilience in Psychology Education

At the October 2023 International Conference, on Psychology Education (ICOPE 17), Mexicali, *Universidad Autonoma de Baja California (UABC)*, Professor Liesel Ebersöhn read a keynote titled "Beat to a Different Drum: Using Resilience Knowledge from Africa for Psychology Education". The address considered the use of knowledge on resilience from an Afrocentric position for use in psychology education.

The presentation unfolded with an exploration of global challenges within the context of psychology education, delving into an insightful analysis of global risks. This was followed by a nuanced examination through the lens of resilience in psychology education. Professor Liesel Ebersöhn then transitioned the discourse towards a distinctive perspective - "A Different Drum: An Afrocentric Resilience Theory."

Professor Ebersöhn drew on the relationship-resourced resilience theory. She discussed the concept of flocking as a low-threshold social support pathway to mobilise existing social resources to counter collective hardship and promote collective well-being. She explained the value of flocking within contexts with high adversity and high incidence of predicted negative developmental outcomes.

She discussed the contextual roots of flocking, namely: flocking is founded on the socio-cultural principles of Ubuntu, and flocking as a response to challenges caused by structural disparity.

The latter part of the presentation honed in on the integration of flocking into psychology education. Key aspects included the formulation of questions steering flocking psychological intervention strategies, the infusion of therapeutic relationship values, and the alignment of flocking with therapeutic objectives. This holistic exploration underscored the transformative potential of integrating Afrocentric resilience theories into the fabric of psychology education.



Ebersöhn, L. (2019). *Flocking Together: An Indigenous Psychology Theory of Resilience in Southern Africa*. Cham, Switzerland: Springer Nature.

Collaborative Strategies for Scholar Identity Development

Department of Educational Psychology, Faculty of Education, Stellenbosch University

The Department of Educational Psychology, University of Stellenbosch, invited Professor Liesel Ebersöhn to explore ways to nurture and enable early career scholars to develop strong and distinctive academic identities.

The exchange of ideas and experiences between peers highlights the potential for cross-institutional collaboration in fostering a supportive and enriching academic environment. By leveraging the strengths of Stellenbosch University and the University of Pretoria, the meeting aimed to create a synergy that enhances research on Educational Psychology in a Global South knowledge space.



From left:
Professor Mbulungeni Madiba, Dean: Department of Education, University of Stellenbosch;

Professor Liesel Ebersöhn, Centre for the Study of Resilience, University of Pretoria;

Professor Anthony Brown, Departmental Chair, Faculty of Educational Psychology, University of Stellenbosch.

Enabling Futures and Reflecting on Triumphs

A Special Lunch Honours the Success of the Schools as Enabling Spaces Project

A celebratory reunion luncheon provided a forum to reflect on milestones accomplished during the Enabling Schools Study. Research partners discussed dissemination initiatives. These include science communication with government-level officials in the Departments of Basic Education, as well as Departments of Education provinces (Western Cape, North-West and Limpopo). One research-policy partnership was presentations by Enabling Schools partners at the Western Cape Foundation Phase Conferences 2023 and included presentations by Dr Jennifer Mosepele (Deputy Chief Education Specialist: Farm and Rural Education, North-West Provincial Education Department), Professor Qing Gu (Centre for Educational Leadership, University College London) and Professor Liesel Ebersöhn (CSR, University of Pretoria).

The lunch was also a moment to express gratitude to all those who contributed to the Enabling Schools Study. The partnership between international and local researchers showcased the power of collaboration to address complex educational challenges.



From left:

Prof. Peet du Toit (Department of Physiology, UP); Prof. Liesel Ebersöhn (CSR, UP); Ms Princess Mabota-Rapholo (CSR, UP); Prof. Linda Theron (CSR, UP); Prof. Qing Gu (Centre for Educational Leadership, University College London); Ms Marike de la Rey (CSR, UP); Ms Kanye Rampa (CSR, UP); Ms Monique Oosthuizen (CSR, UP); Prof. Marien Graham (Department of Science, Mathematics and Technology Education, UP).

Protecting African youth who are NEET against depression

An investigation of differentially impactful, multisystemic resilience enablers

Prof. Linda Theron (CSR affiliate) and co-investigators Prof. Funmi Fawole (University of Ibadan); Dr Diane Levine (University of Leicester); Dr Zainab Mai-Bornu (University of Leicester); Prof. Lanre Olaniyan (University of Ibadan); Prof. Dov Stekel (University of Nottingham); Prof. Michael Ungar (Dalhousie University); and Prof. Caradee Wright (SAMRC) have received a prestigious Wellcome Trust Discovery Award (value: £4,999,978 over 66 months). With collaboration from Dr Karmel Choi (Harvard University), Dr Jan Höltge (Dalhousie University), Dr Thandi Kapwata (SAMRC), Dr Brian McGrath (The New School, New York), and Prof. Josh Vande Hey (University of Leicester) and community partners (Mandate Health Empowerment Initiative [MHEI]; Regional Psychosocial Support Initiative [REPSSI]; South African Depression and Anxiety Group [SADAG]; Youths and Environmental Advocacy Centre [YEAC] and Shout Out UK), the team will spend the next 5 and a half years discovering what combination of risks and resources predict resilience to depression among 18-24-year-old youth who are 'not in education, employment, or training' (NEET) in Nigeria and South Africa.



Team members and community partners co-developed the study at a workshop in South Africa in February 2023: Front: Dr Karmel Choi, Ms Celeste Matross, Dr Diane Levine, Ms Makananelo Makape; Prof. Linda Theron, Dr Caradee Wright. Behind: Dr Michael Ungar, Dr Zainab Mai-Bornu, Mr Matteo Bergamini.

While the team members are world leaders in studying multisystemic resilience and youth wellbeing, they still do not know which precise combination of physical, psychological, social, institutional, and environmental risks and resources predicts stable low/improving versus chronic high/worsening depression trajectories among African youth. Discovery of this combination is urgently needed: within 30 years Africa's young people are likely to be the world's largest youth population, but at least 1 in 5 African youth is NEET making them disproportionately vulnerable to depression.

To conduct this multisystemic research, the team will follow 18-24-year-old youth who are NEET in Nigeria and South Africa (N=1800) for 24 months to identify the network of risk factors and resilience resources that predict depression. Then, to explore resilience-enabling mechanisms further, they will follow for 12 months a subsample who report the highest chronic risk/elevated depression [N=250] versus highest chronic risk/minimal depression (i.e., those who show resilience) [N=250]. The smaller purposeful sample will allow the team to gather more contextually specific data on combinations of systemic factors that have the most protective value. This work is vital to pre-empting depression and informing precision interventions tailored to the needs of African youth who are NEET.



From left: Prof. Caradee Wright, Dr Dov Stekel, Prof. Linda Theron and Dr Zainab Mai-Bornu represented the team at the Wellcome Trust shortlisting interview in September 2023.

New Centre for the Study of Resilience-affiliated publications

Journal articles

L. Ang, H. du Preez, A. du Plessis, L. Basson, L. Ebersöhn & Q. Gu (2023): The role of early childhood development and education (ECDE) in supporting learning and well-being in rural early childhood and primary schools in South Africa, *International Journal of Early Years Education*, DOI: 10.1080/09669760.2023.2259953.

Bandeira, M., Graham, M., & Ebersohn, L. (2023). The significance of feeling safe for resilience of adolescents in sub-Saharan Africa. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1183748>.

Freeland, L., Haffejee, S., Getanda, E., Theron, L., & Vostanis, P. (2023) Children's perspectives of psychosocial help-seeking in Kenya, *Vulnerable Children and Youth Studies*, 18(2), 207-217. <https://doi.org/10.1080/17450128.2022.2124338>.

Gama, N., & Theron, L. (2023). The resilience of emerging adults in a stressed industrialised environment in Eswatini. *Emerging Adulthood*, <https://doi.org/10.1177/21676968231165815>.

Goodman, M., Theron, L., Seidel, S., Elliott, A., Raimer-Goodman, L., Keiser, P., Gitari, S., & Gatwiri, C. (2023). Flourishing communities: A new model to promote sustainable community leadership and transformation in semi-rural Kenya. *Journal of Community & Applied Social Psychology*, 33(3), 756- 772. <https://doi.org/10.1002/casp.2665>.

Somefun, O., Theron, L., & Ungar, M. (2023). The association between family adversity and youth mental health outcomes. *Journal of Adolescence*, 1- 15. <https://doi.org/10.1002/jad.12205>.

Somefun, O. D., Theron, L., Höltge, J., & Ungar, M. Resilience to depression: The role of benevolent childhood experiences in a South African sample. *Frontiers in Psychology*, 14, 1209504. <https://doi.org/10.3389/fpsyg.2023.1209504>.

Theron, L., Ungar, M., & Höltge, J. (2023). Student resilience to COVID-19-related school disruptions: The value of historic school engagement. *School Psychology International*, 44(2), 190-213. <https://doi.org/10.1177/01430343221138785>.

Ungar, M., Theron, L., & Höltge, J. (2023). Multisystemic approaches to researching young people's resilience: Discovering culturally and contextually sensitive accounts of thriving under adversity. *Development & Psychopathology*, <https://doi.org/10.1017/S0954579423000469>.

Weidman, S., Levine, D. T., Louwagie, F., Blackmore, K., Theron, L. C., & Stekel, D. J. (2023). The role of multisystemic resilience in fostering critical agency: UK adolescents during the COVID-19 Pandemic. *Current Psychology*, <https://doi.org/10.1007/s12144-023-04578-1>.

Cockcroft, K., Fouche, A., Greyling M., Ungar, M., & Theron, L.C. (2023). South African emerging adults' capacity for resilience in the face of COVID-19 stressors. *Journal of Health Psychology*. DOI: 10.1177/13591053231208620

Theron, L.C., Cockcroft, K., N. Annalakshmi, N., Rodgers, J. G., Akinduyo, T. E., & Fouché, A. (2023). Emerging adult resilience to the early stages of the COVID-Pandemic: A systematic scoping review. *Child Psychiatry & Human Development*, <https://doi.org/10.1007/s10578-023-01585-y>.

New Centre for the Study of Resilience-affiliated publications

Conference presentations

Ebersöhn, L. (2023). Keynote Address. Beat to a different drum: Using resilience knowledge from Africa for psychology education, *2023 ICOPE Conference*, Mexicali, Mexico, 27 – 28 October, Online.

Ebersöhn, L. (2023). Celebrating Transdisciplinary Research in Sub-Saharan Africa: Educational Perspectives, *Postgraduate Research Indaba*, 3 October 2023, Pretoria, University of Pretoria.

Ebersöhn, L. (2023). Education Research and Resilience in Times of Crisis. *Faculty of Education Research Seminar*, Edith Cowan University, Perth, 7 July 2023.

Books and editors of books

Ebersöhn, L., & Gogolin, I. (Eds.). (2023). *Global Perspectives on Education Research, Vol. II: Facing Challenges and Enabling Spaces to Support Learning* (1st ed.). Routledge. <https://doi.org/10.4324/9781003147145>.

Morgan, L., Omidire, F. (2023). *The teaching of pre-reading skills in multilingual classrooms: What can we learn?* In Joshi, R.M., McBride, C.A., Kaani, B., & Elbeheri, G. (Eds). *Handbook of Literacy in Africa*. Switzerland: Springer Cham. ISBN: 978-3-031-26249-4 (Print). ISBN: 978-3-031-26250-0 (e-book).

Connect with the Centre for the Study of Resilience

We would love to hear from you

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