



The Centre for the Study of Resilience Newsletter

Issue 1/2 for 2018

A biannual newsletter brought to you by The Centre for the Study of Resilience

Draft Policy Framework for Rural Education published in Government Gazette

The Draft Policy Framework for Rural Education has been published in the Government Gazette of January 2018. The Department of Basic Education has published two notices calling for comment on the Draft Rural Education Policy. This followed a year's work on drafting a research based Policy by a Ministerial Committee for Rural Education.



Left to right: dr Adele Gordon (Independent Researcher), dr Paul Mabasa (UL), prof Lebo Moletsane (UKZN), dr Paul Kgobe (CEPD), dr Phumzile Langa (DBE), Liesel Ebersöhn (CSR, UP) and mr Jerry Zitha (DBE). Absent from photo: prof Dipane Hlalele (UFS) and dr Thabisile Nkambule (Wits).

The aim of the draft Policy is to improve access to education, as well as quality education for all rural schools. The Policy recognises key resilience pathways such as the role of the community, a sense of belonging and connectedness between stakeholders. The Policy recommends that community leaders, youth initiatives, SGB's and school management will mobilise communities and target funding in professional learning centres, community learning centres and schools to modify existing pro-poor policies, enhance self-esteem, ensure community-school partnerships, enhance leadership/governance, ensure teacher professionalism and appropriate curriculum resources, infrastructure and facilities.

The draft Policy is available on the Department of Education's website: www.education.gov.za. Prof Liesel Ebersöhn was one of seven researchers on the Ministerial Committee with Prof Relibohile Moletsane (Chairperson); Dr Adele Gordon; Dr Dipane Hlalele; Mr Paul Kgobe; Dr Thomas Mabasa; and Dr T Nkambule.

CSR Advisory Board Member recognised as Distinguished Professor at the University of Pennsylvania State University, USA

Karen Murphy, Advisory Board Member of the Centre for the Study of Resilience (CSR), Faculty of Education, University of Pretoria, has been awarded the title of distinguished professor in the College of Education at the University of Pennsylvania State University, USA.

The title of distinguished professor recognizes the academic contributions of current, full-time faculty members who hold the rank of professor. Distinguished professors are acknowledged leaders in their fields of research or creative activity; demonstrate significant leadership in raising the University's standards in teaching, research or creative activity and service; and exhibit excellent teaching skills.



Murphy joined the Penn State faculty in 2002 as associate professor of education (educational psychology). She was promoted to professor in 2008. "Dr. Murphy is a master at transcending the trade-offs that can exist between rigor and relevance," said David H. Monk, dean of the College of Education.

"Her work is squarely focused on problems of practice and she brings the full weight of deep and rigorous analysis to the explorations she leads." Murphy has broken new ground in the analysis of discourse in classroom settings. She has developed applications such as Quality Talk for practicing teachers that test the insights she has gained from her research. These applications have been applied to multiple areas of the curriculum, as well as to learners from differing ages and backgrounds, including students from low-income families and from across different cultures and languages. Monk stated that the cross-cultural dimensions of Murphy's work are especially noteworthy and speak to the broad reach of her impact as a scholar. "I know from first-hand experience that her work has been well-received in Taiwan where a major effort is being made to implement Quality Talk throughout the entire Taiwanese school system," Monk said.

Rayne Sperling, associate dean for undergraduate and graduate studies in the college, said Murphy excels in all areas where she has responsibility as a tenured faculty member. "She is a gifted and dedicated teacher in a demanding area of our curriculum," Sperling said. "She

works very effectively as an adviser and can point to an impressive track record of her students developing into independent and productive scholars. Her publications are numerous and highly influential and she has distinguished herself as a principal investigator on large grants from major funding sources, including the National Science Foundation and the Institute of Education Sciences."

In the college, Murphy, had a two-term appointment as the Eberly Faculty Fellow and earned the Cotterill Leadership Enhancement Award in recognition of her work as the chair of the College's elected Faculty Council. Murphy also has been recognized for her accomplishments from organizations including the American Psychological Association and the American Educational Research Association.

Director, Centre for the Study of Resilience awarded Researcher Medal (Education Association of South Africa)



During the Education Association of South Africa's Annual Conference (14-17 January 2018) research by Professor Liesel Ebersohn (Director of the Centre for the Study of Resilience) was recognised when she was awarded the EASA Researcher Medal. The EASA research medal is awarded to academics who have demonstrated:

- Outstanding achievements in educational research demonstrated by consistent publication in academic journals and book publications with international impact over a period of at least 10.
- Leadership and development of education research demonstrated by two or more of the following:
 - Successful supervision of post-graduate students
 - Editorship of academic journal
 - Leadership of national/international research associations
 - Successful completion of funded research projects

Prof Liesel Ebersöhn also presented a Keynote Address "Intervention research as social justice pathway between universities and schools in challenged settings" at the EASA Conference. Other keynotes were read by professor Jonathan Jansen and professor Mary Metcalfe. The conference took place at the School of Education, University of KwaZulu-Natal, Durban.

New NRF Funding received

NRF Funding was received for the following:

Research Project:

Primary learners multilingualism intervention: Exploring the utilisation of multiple languages for teaching and learning

Team: Principal applicant:

Dr Funke Omidire, Department of Educational Psychology, UP

Co-researchers and collaborators:

Prof Liesel Ebersöhn, CSR / Department of Educational Psychology, UP

Prof Karen Murphy, The Pennsylvania State University
Postgraduate students, University of Pretoria

Details and actions: Commences in 2018 Multilingual classrooms are no longer features of education in Africa alone, but have become commonplace in developed countries as well. In sub-Saharan Africa, the multiplicity of languages in classrooms creates complexities that are often compounded by the fact that the language of teaching, learning and assessment differs from the learners' home languages. The importance of investigating multilingualism in the classroom therefore cannot be understated. This includes an interrogation of language and learning issues from various perspectives to bring us closer to a future we desire. The issues surrounding multilingualism in education have to be deconstructed in an eco-systemic manner and require input from affected learners, parents, teachers and other individuals.

This study seeks to investigate the nature of multilingualism in the South African classroom contexts and explore the use of multiple languages as assets in teaching and learning in primary schools.

Research Project:

Building resilience of families and community care workers

Team:

PI: Mampane M.R.

Co-investigators: Postgraduate students

Identify research sites:

- 1) Community site chosen is Matimba Sinqobile Centre for Orphan and Vulnerable Children.
- 2) Collaboration with Tshwane Municipality, Dr MWT Dube was established. Dr Dube is an expert in Positive parenting and he is currently working with fieldworkers in Tshwane district to reach families. A workshop is arranged late in June between students and fieldworkers to understand the methodologies used for Positive Parenting and the planned methodologies for this project.
- 3) Application to Department of Basic Education (National) for working with adolescents in schools is being finalised.

Access into schools - ethics / only in 2018 (thereafter establish collaboration)

- 1) I received ethical clearance in 2017 to access schools (this was an amendment to the existing clearance of working with the community)

Finalising agreements with postgraduate students/ mapping the process (each year, new students will join the group)

- 1) Only one M.Ed Educational Psychology student is working in the project
- 2) One PhD (LSGC) has agreed to be part of the project. The student will work in schools and she will lead the application with the department of basic education (access to schools). The advantage is that the student is working for the department of basic education.

Literature review / continual/ postgraduate students

- 1) A research assistant for the project is doing systemic literature review. The students (as part of their research) will contribute to the literature review.

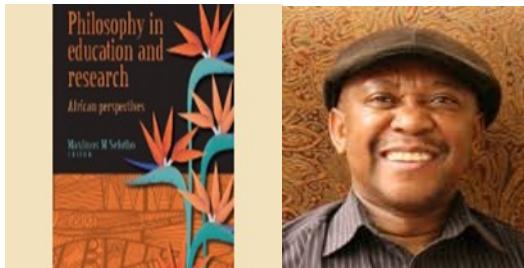
The training of postgraduate students on data collection methodologies and instruments to be used (workshops) is planned for June. This is because the success of funding was communicated in February and all students (M.Ed. Educational Psychology and PhD (LSGC)) have to successfully defend proposal and apply for ethics before engaging in research.

Phase 2: June-October 2018

This is planned for next semester will report on the progress of this during the second semester

- Visit research sites and negotiate with gatekeepers
- Pilot of questionnaires (quant)
- Qualitative data collection
- Data analysis
- Writing up in phases
- Students (postgraduate writing workshop)

New publication for Dr Maximus Sefotho



Dr Maximus Sefotho has recently seen his new book published. The title of the book is: 'Philosophy in Education and Research: African Perspective'. According to Dr Sefotho this is a book inspired by his PhD journey under the supervision of Professor Liesel Ebersohn, the Director of the Centre for the Study of Resilience.

Through this book, he hopes to inspire other scholars to mainstream indigenous ontologies onto the education and research discourses, while cautious not to throw the baby out with the bath water.

Quality Talk South Africa (QTSA) Planning Meeting

A Quality Talk South Africa (QTSA) planning meeting for 2018 was held at Chief Jerry School, Mpumalanga on Monday 19 March 2018. In the photo from right to left are: Mrs Marisa Leask (University of Pretoria), Mrs Rose Muylarhi (Grade 8 English teacher), Dr Funke Omidire (University of Pretoria), Mrs Esther Mutangwa (Grade 9 English teacher) and Mr Banny Masuku (HOD Languages).



Dr Funke Omidire, University of Pretoria, visits Pennsylvania State University

Dr Funke Omidire of the Department of Educational Psychology, University of Pretoria was a visiting scholar in the Department of Educational Psychology, Faculty of Education of the Pennsylvania State University, State College, Pennsylvania. Dr Omidire visited the Quality Talk team to finalise discussions on the adaptation of the Quality Talk framework for promoting discussion as tool for developing critical thinking skills in South African classrooms. The project is collaboration between the Centre for the Study of Resilience (CSR), Prof Liesel Ebersohn, Prof Karen Murphy and her team, Dr Funke Omidire, three Doctoral students (Ms Marisa Leask, Ms Sheila Sefhedi and Ms Sipikelelo Mugari) and the partner school in Mpumalanga.



In the photo from left to right are: Ms Liwei Wei, Ms Sara Baszczewski, Rachel Croninger (Penn State Graduate student on Quality Talk Project); Dr Funke Omidire, University of Pretoria; Prof Karen Murphy, Mrs Ana Butler, Ms Ying Wang , the Pennsylvania State University.

Centre for the Study of Resilience: Executive Committee

Funke Omidire



Funke Omidire is a lecturer in the Department of Educational Psychology, University of Pretoria. Her research interests centre on multiplicity of languages in education and issues of psychological well-being of students/teachers/parents affected. She has researched the use of dynamic assessment as an alternative form of assessment for multilingual students in mainstream classrooms. She is exploring how multilingual education and translanguaging can be embraced as part of an asset-based approach to teaching and learning. She is currently working on the Quality Talk South Africa (QTSA) Project which is a collaboration between the Centre for the Study of Resilience-University of Pretoria and the Quality Talk Team at the Pennsylvania State University.

Linda Theron



Linda Theron, D.Ed., is a full professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria and an associate of the Centre for the Study of Resilience, University of Pretoria. Her research and publications focus on the resilience processes of South African young people challenged by chronic adversity and account for how sociocultural contexts shape the resilience of adolescents and young adults (see www.Lindatheron.org.) She is lead editor of *Youth Resilience and Culture: Complexities and Commonalities* (Springer, 2015). She is also an associate journal editor of *Child Abuse & Neglect* (Elsevier). Her current research is embedded in a five-year, funded, mixed methods project entitled 'Resilient Youth in Stressed Environments' (RYSE; 2017-2021). RSYE is coordinated by Dr. Michael Ungar (Resilience Research Centre, Dalhousie University) and Linda, along with strong support from South African and Canadian colleagues from diverse disciplinary backgrounds and an intersectoral team including youth, industry, government and academic partners.

Peet du Toit

Focus areas:



- Exercise Science
- Neuro Science
- Education Projects
- Peak performance and wellness assessments, interventions and education in sport, schools, private sector, communities and educational institutions

Ronél Ferreira



Ronél Ferreira is an associate professor in the Department of Educational Psychology at the University of Pretoria, South Africa. In her research, she currently focuses on psychosocial support, coping and resilience within the context of vulnerability, with specific reference to the effect of school/community-based participatory intervention research on the well-being and development of individuals and communities. She has extensive experience as primary investigator and project leader of funded research projects, many of which involve interdisciplinary collaborations.

Deon Meiring



Prof Meiring is an associate professor in the Department of Human Resources Management at the University of Pretoria. He is registered as an Industrial Psychologist with the HPCSA since 1995 and received his PhD from Tilburg University in the Netherlands in 2007.

Most of this research falls into one or more of the following categories: personality measurement in the work place, cross-cultural assessment, personnel selection, assessment centre research, situational judgment testing and applied cross-cultural methodology. His field of specialisations is in advance assessment practice and he has extensive experience with personality test construction and assessment and development centres design. He is involved for the past decade in developing of South African Personality Inventory (SAPI): A Culture-Informed Instrument for the main ethno-cultural groups in South Africa (www.sapiproject.co.za). He also serves as an executive committee member on the, International Association for Cross-Cultural Psychology (IACCP) and the World Association for Personality Psychology (WAPP).

Antoinette Lombard



Antoinette Lombard is professor in Social Work and head of the Department of Social Work and Criminology at the University of Pretoria. Her research focuses on developmental social work, social development, and sustainable development. She chairs the International Association for Schools of Social Work's Global Agenda for Social Work and Social Development, and coordinates the Global Agenda in the Africa region. In 2015, she received a national award from the Minister of Science and Technology as the second runner up of the Distinguished Women in Science Award (WISA) in the category Humanities and Social Sciences. She is a member of the Academy of Science of South Africa (ASSAF), and a C1 rated researcher at the South African National Research Foundation.

Juan Bornman



Juan Bornman is a professor and Director of the Centre for Augmentative and Alternative Communication, at the University of Pretoria. For the past 28 years, she has been actively involved in the disability field as trainer, researcher and activist for one of the most vulnerable groups within the disability spectrum: those individuals with little or no speech. She has published more than 60 journal papers and book chapters (some with a research focus and some with a clinical focus), written four books and done numerous presentations locally and internationally on the topic of AAC.

She realised the vulnerability of individuals with little or no functional speech, as there is a prevailing attitude that "A silent victim is a perfect victim". She believes in a multi-disciplinary systemic approach to addressing this issue and has been extensively involved in developing communication boards that can be used to address this issue, and through training of relevant stakeholder groups (e.g. police officers) in using augmentative and alternative forms of communication.

Liesel Ebersöhn



Prof Ebersöhn is the Director of the Centre for the Study of Resilience and a professor in the Department of Educational Psychology in the Faculty of Education.

An NRF-rated researcher, Prof Ebersöhn is regarded as a leading scholar and teacher in resilience and resilience promoting interventions in high-risk school settings. Her research is positioned in contexts characteristic of an emerging economy country in transformation. She combines emancipatory and intervention methodologies to investigate pathways to resilience as human-ecological and cultural adaptive responses to chronic and cumulative adversity. Her recognised scientific contributions include a generative theory (relationship-resourced resilience) describing an emic system to counter chronic adversity, as well as 'flocking', a word she coined to depict a collectivist indigenous psychology pathway to resilience.

Prof Ebersöhn is the appointed Secretary-General of the World Education Research Association (WERA). She serves as Chair of the International Research and Scholarship Committee (Division C, Learning and Instruction, of the American Educational Research Association), and was the South African international representative to the Building Resilience in Teacher Education (BRITE) Project Reference Group, Murdoch University.

She presented a plenary session in March 2016 as an invited speaker to the Global Development Network 17th Annual Conference in Lima and at a symposium on Indigenous Pathways to Resilience at the 2014 meeting of the American Psychological Association.

She was visiting professor at Yale University and Edith Cowan University.

Her research focus has had a decided impact on curricula for teacher training in several higher education institutions in South Africa.

With students, co-researchers and as single author, Prof Ebersöhn has contributed more than 70 peer-reviewed articles, numerous book chapters and several edited and co-authored books.

Her teaching and research outputs attest that higher education can effectively integrate research, teaching and learning as well as community engagement. Her pedagogy aligns with global citizenship and education as key strategies to restructure postcolonial conditions.

The Centre for the Study of Resilience (CSR), Faculty of Education, University of Pretoria: Advisory Board Meeting 2018

The annual Advisory Board meeting of the Centre for the Study of Resilience was held on 12 February 2018. This meeting was chaired by the Dean of Education, Prof Chika Sehoole. The meeting was attended by Prof Liesel Ebersöhn, Director: Centre for the Study of Resilience, UP; Mrs Xabisa Dyosi, Finance, UP; Prof Chika Sehoole, Dean: Faculty of Education, UP; Prof Tiaan De Jager, Dean: Health Sciences, UP; Prof Jerry Pillay, Dean: Theology, UP; Prof Vasy Reddy, Dean: Humanities, UP; Prof Ruth Mampane, HOD: Department of Educational Psychology, UP; Prof Linda Theron, Department of Educational Psychology, UP.



The United Nations Counter-Terrorism Executive Directorate Mission to South Africa 7-9 May 2018



UN Security Council

Professor Liesel Ebersöhn, Director for the Centre for the Study of Resilience, participated in an invitational session of the United Nations Security Council Counter-Terrorism Executive Directorate Mission to South Africa, 7 – 9 May 2018, Pretoria. The focus of the mission was to conduct an assessment of South Africa counter terrorism machinery. The invitational discussion focused on role of the civil society in preventing and/or countering violent extremism.

The meeting also included a discussion on terrorism-financing risk and vulnerability, including self-regulation and cooperation with relevant regulatory authorities. Prof Ebersöhn was able to contribute insights related to resilience-evidence and the way in which instrumental social support in Southern Africa plausibly moderates the impact of extremism.

Visit from Deputy Dean

The Deputy Dean of the Faculty of Education, Prof Salomé Human-Vogel, visited the Centre for the Study of Resilience on Monday, 27 March 2018.



From left to right: Prof Ronel Ferreira, Carine Jonker, Ronel van Rhyn, Prof Liesel Ebersöhn, Prof Salomé Human-Vogel, Prof Linda Theron, Cornelie Oosthuizen, Marisa Leask.

Keynote Nevsehir

Professor Liesel Ebersöhn read a keynote paper at the Xth International Congress of International Research, Nevsehir, April 2018. She spoke to 'A resilience, health and well-being lens for education and inequality: what matters for education in schools with high risks and low resources?' She argued that, as is the case in affluent societies, the health and well-being outcomes of people in unequal societies has relevance for educational research.



She drew on four long-term studies on resilience in challenged settings to show how resilience, health and well-being agendas may lead to positive wellbeing outcomes given inequality. She found that emphasis on social support to address poverty-associated risk could benefit collective self-esteem, meaningful attachments and enable functional learning, development and wellbeing spaces for children and young people.

Resilience Graduates 2017/2018

The Centre for the Study of Resilience would like to congratulate the following students from the University of Pretoria who completed their studies, with a focus on resilience and graduated in 2017 and 2018:

The experiences of Grade 5 learners of an enriched natural Sciences curriculum

- Mariaan De Beer



Abstract: The purpose of this study was to explore and describe the experiences of Grade 5 learners after being taught Natural Sciences by means of an enriched curriculum in the Win-LIFE (Wellness in Lifestyle, Intake, Fitness and Environment intervention) project. My focus thus fell on learners' voices and perceptions, and more specifically with regard to the knowledge and skills that they gained in the Natural Sciences subject, as a result of a health-promotion intervention.

For this purpose, I relied on Bronfenbrenner's Bio-Ecological model (2005) as theoretical framework, and explored the learners' experiences in a specific subsystem, being the Natural Sciences classroom and curriculum. I furthermore aimed to gain insight into how this can potentially be applied to other systems such as their home environments and personal lives.

I used the interpretivist paradigm as meta-theory and followed a qualitative approach. I selected a case study design, applying Participatory Reflection and Action (PRA) principles, thereby aligning my study's design to the broader research project for data generation and documentation I relied on multiple data generation sources, such as PRA-based workshops/discussions, observation, field notes, visual data documentation techniques and reflective journals to generate and document data.

Following inductive thematic analysis three main themes and related subthemes emerged. Firstly, the experiential learning approach that was followed when implementing the intervention had positive outcomes in terms of learners' attitudes toward learning, their commitment and self-confidence to make contributions in class, and their experiences of the learning process. Secondly, learners gained the necessary knowledge and skills of the Grade 5 Natural Sciences curriculum, and valued the practical experiences they acquired.

In addition to their newly gained knowledge and skills being retained after a year, they finally also transferred the content to their parents, caregivers and family members, and reportedly applied what they had learned at home in their personal lives. Based on the findings of the study I can conclude that the learners experienced the enriched Natural Sciences curriculum in a positive manner and that their experiences resulted in positive outcomes and benefits for themselves and also those in their immediate environment.

Risk factors identified by rural youth

- Danny Ramollo

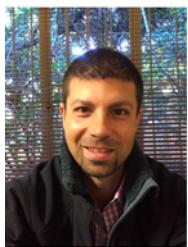


Abstract: The purpose of this secondary data analysis study was to describe what youth in a rural setting expressed as risk factors by sampling data from an existing ten year data set generated by academic service learning (ASL) students delivering educational psychology services to Grade 9 clients in a rural schools. Rurality theory served as theoretical framework and phenomenology was used as metatheory. Data sources, indicative of youth-expressed risk were purposively sampled from 2012 to 2015 cohorts and included data sources from clinical client files (n=64, client files, male client files =32, female client files =32; 2012: ASL: n=16, male=10, female=6; 2013: n=16, male=8, female=8; 2014: n=16, male=7, female=9; 2015: n=16, male=7, female=9). The data sources) included clients' projective and expressive instruments, as well as ASL students' (i) quadrant maps (analysing the client socioeconomic contexts), and (ii) reflection notes.

Following inductive thematic analysis the following risk themes emerged: low socioeconomic status (Lack of resources, Unemployment - limited job opportunities, Poverty - household income), lack of community safety (Crime, and Game (wildlife), negative objective and subjective health and wellbeing (Bullying, Loss - Grief and bereavement, Illness, and Limited self-regulation), as well as multiple barriers to education (Language of learning and teaching (LOLT), Lack of learning resources, Teacher proximity constraints, Absent parents and Peer pressure). Although these risk factors are known to act as barriers to development for young people this study contributes by indicating these as particular risk factors that young people themselves signify as pertinent challenges they need to address. Young people were silent on racism, neglect and conservatism as risk factors present in rurality theory.

School-based initiatives in support of the well-being of at-risk primary school children

- Jean Louw



Abstract: The growing number of challenges related to cumulative risk, such as poverty, unemployment, hunger and HIV/AIDS, has distressing consequences for communities, schools, families, as well as individuals. As a result, there is a mounting need for psycho-social support provision to

vulnerable youth in the South African context. In this country, the focus has increasingly moved towards communities taking responsibility themselves to address the challenges they face. Community-based coping (Ferreira, 2006) inevitably implies a prominent role by schools and teachers, who are key figures in any community.

Against this background, the current study set out to explore school-based support initiatives that exist in South African primary schools in at-risk contexts. More specifically, this study aimed to gain insight into how primary schools (teachers) can support the physical, emotional and psychosocial wellbeing of children. The following research question guided the investigation: How do school-based initiatives support the wellbeing of at-risk learners in South African primary schools?

Research was undertaken in eight schools situated in the Eastern Cape province, which have been involved in the STAR (Supportive Teachers Assets and Resilience) and FIRST-GATE (Food Intake and Resilience Support: Gardens as Taught by Educators) projects over recent years. I utilised interpretivism as meta-theory and followed a qualitative methodological approach applying participatory reflection and action (PRA) principles.

I implemented, a case study research design, and generated and documented data by means of PRA-based activities and discussions, observation-as-context-of-interaction, field notes, a research journal and audio-visual techniques.

Following thematic inductive data analysis, I identified four themes with related sub-themes. Firstly, participants indicated the aims of school-based support in terms of raising awareness and preventing social problems; addressing problems and the manifestation of challenges; and the early identification of problems, referrals and providing support for accessing external help.

Secondly, participants identified broad strategies for providing support which relate to collaboration and networking; establishing structures and committees at school; identifying and pursuing fundraising opportunities; and encouraging parent/caregiver involvement at school. The third theme discuss additional role-players in the provision of school-based support, namely national government; local organisations, community members and volunteers; and people in helping professions. Finally, participants indicated specific areas of school-based support which relate to addressing the needs of learners; providing academic support; encouraging cultural awareness and creating recreational opportunities; and maintaining school infrastructure in support of healthy functioning.

Based on the findings I obtained, I can conclude that schools in South Africa strive to support learners by, for example, forming partnerships with parents, the local community and government in order to mobilise available support. In so doing, schools seek to create awareness of problems, identify learners who are at risk, make referrals, employ fundraising initiatives, establish committees and structures and promote programmes to address, and possibly prevent, social problems.

Recent Resilience Publications

Jefferis, T., & Theron, L. C. (2018, in press). Explanations of resilience in women and girls: How applicable to black South African girls. *Women's Studies International Forum*. <https://doi.org/10.1016/j.wsif.2018.03.006>

Aluko, R., Omidire, F., & Mampane, R. (2018). Quality assurance in distance education and ethical imperatives. In Sefotho, M.M. (Ed.). *Philosophy in education and research: African perspectives*. Pretoria: Van Schaik. ISBN: 978062703500

Omidire, Funke (2018). Language development and learning. In Elof, I & Swart, E. (Eds). *Understanding Educational Psychology*. Pretoria: Juta Publishers Schaik

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