



Faculty of Education

Fakulteit Opvoedkunde
Lefapha la Thuto



Global south transdisciplinary knowledge generation
on high risk, high need, adaptation and high performance

The Centre for the Study of Resilience Newsletter

Issue 2/2 for 2018

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

The Centre for the Study of Resilience (CSR), Faculty of Education, University of Pretoria: Executive Committee Meeting, 4 June 2018

The CSR Executive meeting was held on 4 June 2018 at the Centre for the Study of Resilience on the Groenkloof Campus, University of Pretoria. The meeting was chaired by the director of the Centre for the Study of Resilience, Prof Liesel Ebersöhn. In attendance at the meeting were Dr Funke Omidire, Prof Antoinette Lombard, Prof Juan Bornman, Prof Peet du Toit, Prof Ronel Ferreira and Prof Deon Meiring.



Front row, from the left: Prof Peet du Toit, Prof Antoinette Lombard, Prof Deon Meiring, Prof Liesel Ebersöhn and Dr Funke Omidire. Back row, from the left: Prof Juan Bornman and Prof Ronel Ferreira

The EC consists of the following members: Prof Charles Machete (Director: Postgraduate School of Agriculture and Rural Development), Prof Ronel Ferreira (Department of Educational Psychology) Dr Funke Omidire (Department of Educational Psychology), Prof Peet du Toit (Group Head: Exercise- and Neuro Science), Prof Liesel Ebersöhn (Director: Centre for the Study of Resilience), Prof Antoinette Lombard (HOD: Department of Social Work and Criminology), Prof Deon Meiring (Programme Manager: Internship, Department of Human Resource Management), Prof Linda Theron (Department of Educational Psychology), Prof Paxie Chirwa (Director: Forest Science Postgraduate Programme), Prof Chrisna du Plessis (HOD: Department of Architecture), and Dr Stephan de Beer (Director: Centre for Contextual Ministry).

South-To-South Knowledge Session at the 2018 WERA World Conference Cape Town, South Africa

Prof Liesel Ebersöhn (Director of the Centre for the Study of Resilience) chaired the South-to-South Working Session sponsored by the Centre for the Study of Resilience that took place on 2 August 2018 at the Westin Grand, Cape Town, South Africa.

The session entitled “WERA South-to-South working session: A Global South Perspective on Education Research” aimed to plan action strategies based on a collaborative decision (San Antonio, 2017) to synthesise knowledge around education research issues common to Global South contexts. A premise of the group is that Global South spaces share characteristics because of similar postcolonial histories. Members from different Global South countries all have knowledge of innovative solutions where education intervention has contributed to positive learning, wellbeing, and development outcomes for students, teachers, and/or school-communities. The contextual and geopolitical similarities encompass both risk factors that serve as barriers that constrain education (with inequality foremost amongst these), as well as protective resources that provide opportunities to enable education (socio-cultural capital, multilingualism, agricultural activities and mineral wealth). The main emphasis of the session was to prioritise actions to reach objectives co-generated in April 2017, by leveraging functions and structures that already exist in each participating country, institutions and associations.



Front row, from the left: Roxana Chiappa, Liesel Ebersöhn, Jack Makhaza, Therese Tchombe, Karen Murphy, Linda Liebenberg. Back row, from the left: Labby Ramrathan, Irma Eloff, Dick Ng'ambi, Vanesa Scherman, Ronel Ferreira, Pedro Flores Crespo, Brigitte Smit.

An overarching theme for the next three years (Aug 2018- Aug 2021) was established as: **How is culture and context accommodated to enable quality education in the global south?** The theme can be deliberated from a range of perspectives on education research topics (from policy, to teaching and instruction, to teacher professional development, issues of multilingualism, social transformation, and so forth).

In addition, the following decisions have been made:

1. As in the past the implementation idea for the next three years is to intentionally craft activities around this theme (from a range of perspectives) in institutions or research associations.
2. Circulate a crafted acknowledgement/position statement (recognizing the S2S network) to include in the acknowledgement section of academic activities (publications, symposia, etc).
3. Peer reviewed special issues
4. Intentional S2S conference presence
5. Exchange
6. Explore the opportunity to facilitate the share or exchange of staff and students.
7. Communique:
 - Details on exchange opportunities, conferences, research capacity which may be relevant for conference workshops, news items, and recent publications.
 - Indicate to others with similar interest in S2S education research within networks the opportunity to be linked to one another via the Dropbox.

Centre for the Study of Resilience academics and Educational Psychology students present symposium at the University of Pretoria Research Indaba

On 3 October 2018, the University of Pretoria hosted a Research Indaba titled: **Quality Education research for sustainable development**. Academics associated with the Centre for the Study of Resilience and Educational Psychology post-graduate students were invited to present a plenary symposium at the Research Indaba. This provided a perfect avenue to share the research findings from a 2017 study, namely ‘the Patterns of resilience among young people in a community affected by drought: ‘Historical and contextual perspectives’. This co-productive study was conducted in Leandra (Mpumalanga) in 2017 and sought to understand what enables youth resilience to drought and how best to use youth insights to champion resilience. It involved multiple co-researchers, including 43 Leandra-based young people (aged 15-24), BoingBoing youth representatives (a UK-based NPO), 15 post-graduate students from the Department of Educational Psychology (University of Pretoria), and UK and SA academics (including the Centre for the Study of Resilience).

The symposium was organised in three main papers. **Paper 1** (Mosna Khaile, Linda Theron, Motlalepule Mampane, Liesel Ebersöhn, & Angie Hart) reflected critically on the co-productive process that informed the study. **Paper 2** (Netsai Gwata & Linda Theron) examined what enabled and constrained resilience among young adults challenged by drought. **Paper 3** (Gwyneth Vollebregt, Megan Hanekom & Linda Theron) interrogated how adolescents are resilient to drought and considers gendered aspects of the resilience processes which adolescents reported.



From left to right: Megan Hanekom (University of Pretoria – Educational Psychology master's student), Mosna Khaile, Gwyneth Vollebregt (University of Pretoria – Educational Psychology master's student), Netsai Gwata (University of Pretoria – Educational Psychology master's student) and Linda Theron (Centre for the Study of Resilience academic)

All three papers distilled implications for Educational Psychology theory and practice. The symposium was also a useful opportunity to showcase some of the co-produced outputs from the study (e.g., a video <https://www.youtube.com/watch?v=0xMc9cY41dc&feature=youtu.be>), a policy document (https://www.brighton.ac.uk/_pdf/research/crsj/united-we-stand.pdf), and blogs (available on <https://www.boingboing.org.uk/resilience-among-young-people-community-affected-drought/>).

Inkulumo: Quality Talk South Africa

A collaboration between the Centre for the Study of Resilience, UP and the Pennsylvania State University was launched at a ceremony held at Badplaas, Mpumalanga on the 28th of July 2018. The ceremony was attended by the Dean of the Faculty of Education, University of Pretoria Professor Chika Sehoole, 18 teachers from the partner school, Chief Jerry Nkosi

School, a representative from the Department of Basic Education and the Quality Talk South Africa teams from University of Pretoria and the Pennsylvania State University.



From left to right: Prof Karen Murphy and Ms Marisa Leask presenting some more of the materials during Dr Funke Omidire's presentation.



From left to right: Prof Liesel Ebersohn, Marisa Leask, Sipikelelo Mugari, Prof Sehoole, Dr Funke Omidire, Ms Sheila Sefhedi and Ms Fatimah Tijani

The project, which has been running since 2016, saw the adaptation of the Quality Talk model for use in South African classrooms. QTSA is an evidence-based approach that acknowledges the role that authentic type questions can play in creating dialogical space in developing critical and analytical thinking skills in students as they co-construct knowledge in small student-led group discussions. The team consisted out of Dr Funke Omidire (Principal Investigator), Prof Liesel Ebersöhn (Principal Investigator), Ms Marisa Leask (Doctoral student), Ms Sheila Sefhedi (Doctoral student), and Ms Sipikelelo Mugari (Doctoral student) from CSR, at the University of Pretoria, and Prof Karen Murphy (Principal Investigator), Ms Ana Butler (Team member), Dr Carla Firetto (Team member), Ms Rachel Croninger (Graduate student), and Ms Sara Baszczewski (Graduate student) from the University of The Pennsylvania State University.

Community Engagement for Career Excellence

Second year master's students from the Department of Educational Psychology hosted a career expo in Diepsloot on 25 August 2018.



One of the master's students with some of the students at one of the information stalls



One of the students interacting with community members



Engagement between the South African Air force and attendees

The students were tasked to design stalls with current and relevant career information to learners of various ages in said community. The goal was to provide the youth with as much information as possible in order for them to have sufficient knowledge on subject or career

choices, higher education institution choices, training opportunities, bursary information and general interview and application skills that will help them in their pursuit of a future career. The hope was to promote community participation, social cohesion, and transformation as part of community engagement. Various role players and organisations from the community as well as larger society pitched in to make this day a success, some of these included Diepsloot Arsenal PTY, Gauteng Department of Education, and the South African Air Force.

The Community-based Advisory Panel of the Resilient Youth in Stressed Environments (RYSE) study

The Resilient Youth in Stressed Environments (RYSE) study is a cutting-edge, funded study that is taking place in Canada and South Africa.



Students meeting with RYSE community advisors to conduct member checking, Front row, from the left: Mr Mthandeki Zhange; Mr Simphiwe Zulu; Mr Mthokozisi Mabuza; Mr Thulani Ncongwanem Back row, from the left: Ms Katherine Malakou; Ms Mariaan Prins; Ms Thandiwe Mtengwane; Ms Mosna Khaile; Ms Mamello Motinya, Ms Witness Moya, Mrs Marianne Blunden; Prof Linda Theron.

In South Africa, RYSE is supported by a community-based panel that includes adolescents (aged 18 to 24) who live in eMbalenhle. eMbalenhle and Secunda are the primary South African RYSE research sites. Since the 2017 inception of the RYSE study, this panel has expertly advised the researchers on the study's aims and methodology, and actively recruited 600 participants for RYSE research activities (including arts-based qualitative work, a survey, collection of hair samples, and citizen science).

The panel has also vetted the findings resulting from the study. To this end, Mr Mthokozisi Mabuza Ms Mamello Motinya, Ms Witness Moya, Ms Thandiwe Mtengwane, Mr Thulani Ncongwane, and Mr Simphiwe Zulu visited the Groenkloof Campus on 12 October to meet with four of the Educational Psychology master's students working in the RYSE study (Mrs Marianne Blunden; Ms Katherine Malakou; Ms Mariaan Prins; Mr Mthandeki Zhange). The students presented their findings relating to the resilience of adolescents from eMbalenhle and the panel commented critically on how well/not the findings resonated with their everyday experience of life in eMbalenhle. The panel provided invaluable input into what the research team is learning about the complexities of adolescent resilience in the face of chronic, multi-level adversity. The panel and UP-based researchers will co-disseminate the emerging finds to the eMbalenhle adolescents who participated in the 2018 survey during community-based workshops that will held at the eMbalenhle SASOL club in December.

The first MESHGuide from Africa!

“Coping diversity”: adaptive coping as a pathway to resilience

What is a MESHGuide?

MESHguides are electronic research summaries compiled by postgraduate students who have completed their research projects. These MESHguides provide teaching professionals with access to current evidence-based knowledge which can support their working role and professional development.

What is the MESHGuide about?

This MESHGuide creates awareness of the diversity in ways people cope with adversity. Stress forms part of people's daily lives irrespective of age, gender and culture. However, people do not necessarily respond to stress in the same manner. Differences in coping behaviours have been ascribed to variables related to the type of adversity people face, people's culture, their age gender as well as the type of environment they live in. Another variable to consider in coping is the different functions of these behaviours. Certain coping behaviours might contribute to positive development which fosters resilience, whereas others might be maladaptive. Insight into the diversity of coping strategies ie 'coping diversity' could benefit professionals in the educational systems in several ways, including:

- Understanding coping diversity in learners could enable teaching professionals and educational

psychologists to support learners in relevant and meaningful ways.

- Understanding and identifying one's own adaptive- and maladaptive coping behaviour could promote mental health.
- Understanding the greater context of a learner and his/her caregivers could inform teaching professionals and educational psychologists about why learners and their caregivers mediate adversity in a certain way. The latter could help teaching professionals and educational psychologists to build meaningful supportive relationships with the wider system of the learner.

The MESHGuide contains a conceptual framework that was developed based on a completed doctoral study titled: Indigenous Pathways to Adaptive Coping in Rural Communities. Although the study did not focus on the educational context, it resulted in evidence of strategies communities use to cope with adversity which are relevant to any professional.

Where can you find the MESHGuide?

<http://meshguides.org/guides/node/1092>

Study and project:

The study *“Indigenous pathways to adaptive coping”* formed part of the Indigenous Pathways to Resilience (IPR) project under the leadership of Prof Liesel Ebersöhn. Aforementioned project was conducted under the aegis of the Centre for the Study of Resilience, University of Pretoria in South Africa. Participatory Reflection and Action (PRA) was used in a longitudinal comparative case study to generate knowledge on indigenous pathways to resilience.

Name of Funder:

National Researcher Foundation

Name of Project Leader:

Prof Liesel Ebersöhn

Name of Co-Researcher:

Dr Marlize Malan van Rooyen

Conceptual framework

Note: This conceptual framework is shortened version of the original conceptual framework presented in the actual PhD thesis.

- The type of adversity individuals' face.
- Which coping resources individuals have at their disposal.
- The way in which individuals use these resources.

The following questions can be deducted from the conceptual framework:

- Which cultural values (as reflected by an individual's knowledge systems) guide the learner's behaviour?
- What adversity is the learner facing?
- What coping resources does the learner have?
- How does the learner use the coping resources?
- Which of the coping behaviours are adaptive?
- Which of the coping behaviours are maladaptive?
- How can existing adaptive coping behaviours be reinforced?
- How can new adaptive coping behaviours be established?
- How can maladaptive coping behaviours be eliminated?

In order to gain insight into the mentioned questions teaching professionals and educational psychologists need to hear the answers from the learners' perspective. Naturally this will demand obtaining answers through the use of age appropriate activities in a safe space. The learners' perspective will be embedded in knowledge systems they hold which were influenced by their environment (cultural, social and physical). The latter implies that in order to truly understand the knowledge

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graph TD
    CD[Coping diversity] --> Abstract[Abstract]
    CD --> HUG[How to use this guide]
    Abstract --> Evidence[Evidence]
    Abstract --> Definitions[Definitions]
    Abstract --> PI[Pedagogical Implications]
    Abstract --> CS[Case Studies]
    Evidence --> RS[Research site]
    Evidence --> Resilience[Resilience]
    Evidence --> CF[Conceptual Framework]
    Evidence --> Intro[Introduction]
    Definitions --> Participants[Participants]
    Definitions --> Coping[Coping]
    Definitions --> II[Intervention implications]
    Definitions --> CS2[Case study]
    PI --> Time-frame[Time-frame]
    PI --> CR[Coping resources]
    PI --> FR[Final Remarks]
    CS --> CR2[Coping references]
    CS --> Adv[Adversity]
    CS --> RR[Resilience references]
    CS2 --> KS[Knowledge Systems]
    CS2 --> Env[Environment]
    CR --> SE[Strength of Evidence]
    CR --> TR[Transferability]
    CR --> AFR[Areas for further research]
    CR2 --> EC[Editor's Comments]
    CR2 --> OC[Online Communities]
  
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The flowchart illustrates the structure of the book, starting with 'Coping diversity' at the top. It branches into 'Abstract' and 'How to use this guide'. 'Abstract' further branches into 'Evidence', 'Definitions', 'Pedagogical Implications', and 'Case Studies'. 'Evidence' branches into 'Research site', 'Resilience', 'Conceptual Framework', and 'Introduction'. 'Definitions' branches into 'Participants', 'Coping', 'Intervention implications', and 'Case study'. 'Pedagogical Implications' branches into 'Time-frame', 'Coping resources', and 'Final Remarks'. 'Case Studies' branches into 'Coping references', 'Adversity', and 'Resilience references'. 'Case study' branches into 'Knowledge Systems' and 'Environment'. 'Coping resources' branches into 'Strength of Evidence', 'Transferability', and 'Areas for further research'. 'Coping references' branches into 'Editor's Comments' and 'Online Communities'.

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The stated questions are also relevant to teaching professionals and educational psychologists who can use these questions to guide introspection. The process should enable them to reflect on and identify:

- Sources of stress.
- Coping resources
- Adaptive coping behaviours.
- Maladaptive coping behaviours.

Insight gained from introspection could enable teaching professionals and educational psychologists to reinforce existing adaptive coping behaviour, establish new adaptive coping behaviours and eliminate maladaptive coping behaviours. A continuous process of maximising adaptive coping behaviours could help address and prevent career related adversity to the extent that teaching professionals and educational psychologists can promote their own resilience.

Educational psychology post-graduate students and staff collaborate with UK researcher in resilience study

Together with Dr Diane Levine (University of Leicester, UK), Prof Linda Theron (University of Pretoria- Centre for the Study of Resilience) was awarded a British Academy Newton Mobility grant to explore how digital story methods might advance adolescents' capacity to give voice, as it were, to what enables resilience in the midst of apparently intractable adversities such as poverty, violence, loss, and environmental degradation. Linda and Di recruited collaborators from the University of Pretoria (Ms Mosna Khaile, RYSE project staff; Ms Katlego Nchoe, Department of Educational Psychology; Bongwiwe Ncube, Educational Psychology master's student; and Mr Mthandekik Zhange, Educational Psychology master's student). Linda and Di trained these collaborators to facilitate digital stories.

The team then visited the RYSE project site (eMbalenhle, Mpumalanga) twice (20 July and 5 October) to work with 19 adolescents between the ages of 18 and 24. On the first occasion they supported these adolescents to tell stories of risk and resilience and then to co-create a group story of risk and resilience. Each group digitized their story using the digital story software. On the second occasion, each adolescent used digital story software to digitise a personal story of risk and resilience.

The adolescents viewed one another's stories and loudly applauded how the powerful stories portrayed the stark realities of endlessly difficult lives along with the personal and relational capacities that made it possible to triumph over these difficulties. Linda and Di are currently in the process of co-authoring journal articles about the digital story methodology and adolescent risk and resilience.



From left to right: Mthandeki Zhange (Educational Psychology master's student) and Katlego Nchoe (Department of Educational Psychology) learning about digital stories from Linda Theron (Department of Educational Psychology & Centre for the Study of Resilience)



From left to right: Di Levine (University of Leicester, UK) interacting with Bongwiwe Ncube (Educational Psychology master's student) and Mosna Khaile (Centre for the Study of Resilience) about how best to digitize stories

Discussion on Rhino Poaching in the Etosha National Park

The Department of Political Sciences hosted an exploratory conversation with academics and practitioners concerning rhino poaching in Namibia's Etosha National Park on 17 October, 2018 at the Tuks High Performance Center. One of the areas explored was the crucial role of community resilience in the face of threats (in this case poaching) to biodiversity (rhinos) and the illegal exploitation state resources (rhino horn) which eventually have serious and often devastating long-term consequences for the communities themselves. Geographic factors are an impediment to academic institutions' understanding of the situation on the ground and therefore how they should to go about structuring their involvement and specific contributions. It is therefore vital for academics to obtain, on a first-hand basis, an authentic picture of the anti-rhino poaching effort, including the conservancies, the traditional authorities and the communities involved. Prof Liesel Ebersöhn participated with a discussion on Community Resilience, titled - *Community Resilience: Flocking as a Threat Response*.

Mental Health Interventions and Services for Children who experience Complex Trauma

Prof Panos Vostanis (Professor of Child Mental Health, University of Leicester and Visiting Professor, University College London, UK) presented at the University of Pretoria on 1 November, 2018.

Title: *Mental Health Interventions and Services for Children who experience Complex Trauma*

Abstract:

Despite the increasing public and media awareness of the impact and suffering that child trauma causes, there is still substantial fear and stigma of mental ill health, as well as discrimination, which hinders efforts to promote children's well-being. Research advances have enhanced our understanding of the extent and nature of child mental health problems among vulnerable children such as those living in disadvantage, care homes, victims of war conflict, refugees and street children. Key findings on prevalence, risk and resilience factors, interventions and service issues will be presented.

The objective of the World Awareness for Children in Trauma (WACIT - www.wacit.org) is the development of an evidence-based psychosocial model for vulnerable children who experience extreme adversity, but who have limited access to specialist resources. WACIT particularly operates in conflict settings and areas of disadvantage. The programme involves a global network of partner centres (NGOs, Universities and international organizations). Programme activities consist of capacity-building and research.

Capacity-building includes psychoeducation materials, practice- and service-focused training, and web-based modules. To date, programme workshops have been attended by almost 1,000 practitioners and caregivers. Evaluation findings will be presented. Research is structured in four themes, i.e. needs analysis, identification of resilience factors, development and evaluation of interventions, and service transformation.



From left to right: Prof Linda Theron, Prof Panos Vostanis and Dr Sadiyya Haffejee

Centre for Study Resilience Post Graduate Students

Ecosystemic factors influencing the accessibility of ECD services for young children with disabilities in Zimbabwe

- Novuyo Nkomo

Supervisor: Prof M.G. Steyn
Degree: PhD Ed.



I undertook a multiple case study involving three special schools' principals, six ECD teachers, two Schools Psychological Services officers, six school based support team officers and eight parents.

Young children with disabilities are often the most vulnerable members of developing countries, they are marginalised and their rights are often overlooked. Qualitative data was generated to explore experiences and perceptions of the participants on the factors that militate the accessibility of ECD services for young children with disabilities. The study established that, although the government is mandated to provide services to its young population, lack of resources are inhibiting all its efforts. Despite the existence of stipulated national, regional and international agreements on disposition of inclusivity, the study established that the Zimbabwean education system has not yet fully attuned to take aboard the needs for learners with diverse forms of disabilities and lacks commitment in fulfilling their rights towards this goal. The situation is exacerbated by ECD teachers and other stakeholders who are inadequately trained to handle young children with disabilities. The study made a novel and original contribution through the identified strategical guidelines of core elements to be followed by government departments, schools, teacher training institutions and parents. It is projected that using these guidelines in the training of ECD teachers will assist to ensure that access to ECD services by young children with disabilities is achieved.

The way forward for me

Early Childhood Education (ECE) has always been my research area of interest. I am interested in understanding the development of babies, toddlers, and young children as this forms the most critical foundation of further development into childhood and adulthood.

I believe that in order to meet the children's needs at ECD level, it is important to be able to prepare competent ECD practitioners who are able to work in a variety of ECD contexts. As a prospective post-doctoral research fellow, I will continue my research on ECD issues that pertain to and influence the development of and education of children with disabilities.

Factors contributing to high HIV and AIDS prevalence: development of a multifaceted theoretical model

- Kelechi Oluchi Ifekoya

Supervisor: Dr A. L. Abrie
Degree: PhD Ed.



South Africa is estimated to have about 7.06 million of the global HIV/AIDS infections of 36.7 million people in 2017 (UNAIDS, 2017a; Statistics South Africa, 2017). It is estimated that 19.2 percent of South Africans of ages 15 to 59 were

infected with HIV/AIDS in 2015 (UNAIDS, 2015a). In South Africa, Gauteng province had the fifth highest HIV and AIDS prevalence in 2012 (Human Sciences Research Council, 2014). There is a need to reduce HIV infections amongst adolescents in Gauteng province of South Africa.

The study focused on developing a model of factors contributing to high HIV and AIDS prevalence amongst adolescents in Gauteng province of South Africa. To establish the specific model, the researcher elicited learners' perceptions of contributing factors to adolescents' high HIV and AIDS.

Various individual models used to design interventions in South Africa had been criticised. In this study, three of these models were explored; the Theory of Planned Behaviour, the Information Motivation Behaviour Skills Model and the Social Ecology Theory. These three models were integrated into a new model to determine the applicability of interventions based on each model, as well as to find out other factors that contribute to HIV infection besides behaviour. This was done to fill the gap of the narrow perspectives and non-lasting effects of each model based intervention.

In this study a qualitative research method was used. The study was influenced by, but not exclusively based on Grounded Theory. Purposive and convenient sampling methods were used to identify Grade 11 learners (n=24) in three high schools in Gauteng province.

However, 15 Grade 11 learners were the actual sample size that provided information that addressed the purpose of the study.

Data was collected using semi structured interviews. The results were analysed using initial and focused coding and comparative analysis.

Results were situated in the context of these three existing models. Findings show that intentions, subjective norms, perceived behavioural control, knowledge and social ecology settings were contributing factors to adolescents' high HIV and AIDS prevalence in Gauteng province. In addition, novel findings extended the existing definitions of intentions, subjective norms, perceived behavioural control, knowledge and social ecology settings. Consequently, the researcher developed a new multifaceted theoretical model to describe those factors that participants regarded as contributing factors to the high HIV and AIDS prevalence amongst adolescents. This model may describe HIV and AIDS behavioural studies and prevention more effectively than existing models, although the study did not include the development of interventions to test the model.

Policy makers, researchers, educators and adolescents may use findings of this study. It is hoped that the model would be useful for the scholarship pertaining to HIV and AIDS studies and prevention.

The way forward

The experience I gained from my PhD studies has enhanced my skills, opened doors as well as changed my outlook on life. I would continue researching because lifelong learning is widely advocated. My aim is to collaborate with researchers who are interested in HIV study, in order to use the multifaceted theoretical model, I developed during my doctoral studies to design HIV and AIDS interventions for adolescents. Moreover, I would investigate some areas I suggested for further studies. Furthermore, there was some data that were not part of my research report due to time constrain. Consequently, I would analyse and report on them. Besides research on HIV, I have other areas of interest including early childhood development and education management and policy

Educational resilience of township youth raised by grandparents

- Lindiwe Sandisile Shole

Supervisor: Prof M. P. Mampane

Degree: M. Ed. (Learning Support, Guidance and Counselling)



The purpose of this study was to investigate and understand ways in which the family, school, and community environments contribute to the academic resilience of township youth raised by their grandparents. The study further aimed to identify and understand the support structures that facilitate academic achievement from the participant's perspectives. A Constructivism, qualitative case study design was utilised and the study was underpinned by a theoretical framework that integrated concepts of the ecological systems theory of human development to examine the interactive relationship between the participants and their social environment.

The findings from this study revealed that protective factors across different contexts of the participants' lives contributed to their academic success despite adversity. The support of grandparents of the participants was perceived to have had the greatest impact on the academic success of the academically resilient learners living in a township. Other protective factors revealed were peer influences and peer support as participants relied on each other in areas that required their safety especially from boys including relationships with school teachers and individual strengths. The risk factors that were identified were family conflicts, lack of a quiet place to study in the home environment. Lack of additional academic support, corporal punishment and sexual harassment were identified as risks factors within the school environment. From the community environment, neighbourhood disorganisation and crime emerged as risk factors.

Based on the findings of the study, I can therefore conclude that the educational resilience of township youth raised by grandparents depends on the availability of protective factors in their environment, individual strengths and their ability to identify and use resources that could assist them to overcome the adversities they experience.

Resilient Behaviour of Relapse At-Risk Adolescents to Substance Abuse

- Augustus C. Mokwena

Supervisor: Dr M. Moen

Co-Supervisor: Prof Dr C. Hartell

Degree: M. Ed.



Substance abuse has become a global scourge wreaking havoc amongst young people across cities and towns, not excluding Eersterust, a small suburb to the east of Pretoria. The Primary purpose of this study is to discover what causes some of the

young people to triumph over their addiction in what seems an almost impossible feat. Hence answers to; what young people relate as contributors and detractors to resilience are explored.

The empirical part of this study conducted in the township of Eersterust. Which has earned itself the notoriety of being the drug-capital in Pretoria, if not South Africa. The participants, five in total, were purposively sampled from the local high school and rehabilitation centres in the area. The participants were required to be not younger than 18 years with a history of drug abuse and a minimum rehabilitated period of six months.

A qualitative process through life history research was employed to source the narratives of the participants. Moreover, Bronfenbrenner's socio-ecological model served as theoretical framework in this study. Life maps and semi-structured questionnaires were also used to enhance the enrichment and validity of the data. The interviews were recorded and transcribed in the re-storying of the narratives of the participants were done from these transcriptions. The data was subjected to both inductive and deductive processes with a view to firstly, generate new theory and secondly to test existing theory.

In conclusion, major themes identified in favour of factors detracting from resilience were: Negative peer influence, Sibling drug users, Permissive parenting and communities, Trauma, Poverty, Abuse, Lack of parental oversight, Low self-esteem and Approval seeking. Themes in favour of resilience were religion/faith, personal-agency, family values and assets, mentoring, future perspective, hope and contrition.

Educational psychology therapy for group-based career counselling with young people in a rural school

- Hannelè Christie

Supervisor: Prof L. Ebersöhn

Co-Supervisor: Dr E. Machimana

Degree: M. Ed. (Educational Psychology)



This study describes group-based career counselling by educational psychology students with clients in a remote secondary school. This qualitative secondary analysis study utilising descriptive phenomenological and indigenous

psychology paradigms used an existing ten-year dataset Flourishing Learning Youth (FLY) generated by academic service learning (ASL) students delivering educational psychology services to Grade Nine clients. Data sources, indicative of group-based career counselling, were purposively sampled and included data on 18 groups who received career counselling therapy (2012 ASL: n = 7 females; 2014 ASL: n = 11 females; Clients: n = 126; male = 50; female = 76). Data sources on group-based career counselling with the 18 groups included client files per groups, therapy planning, and visual data spanning a ten-year frame. Following thematic analysis, two themes emerged. Career counselling challenges that required educational psychology therapy, included academic challenges, socio-emotional well-being, and identity challenges and future orientated challenges. Group-based career counselling techniques were described, namely: activities for academic support; activities for socio-emotional support and identity formation; activities for career education and planning in challenged educational settings. The particular contribution of this study is a description of group-based techniques that can be used during career counselling therapy, emphasising: (i) arts-based, postmodern, and constructivist techniques to accommodate diversity, engage clients and mobilise indigenous knowledge; (ii) the benefit of a positive psychology lens to foreground personal strengths and communal resources despite rural adversity; (iii) allowing for one-on-one time between client and therapist whilst the rest of a group continues undisturbed with therapy; (iv) include socio-emotional support given contextual trauma; (v) emphasise identity formation in conjunction with future aspirations; (vi) and the provision of career information as part of career counselling as essential to buffer against contextual limitations.

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