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## Faculty of Education

Fakulteit Opvoedkunde  
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## The Centre for the Study of Resilience Newsletter

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

### **Pretoria leads ESRC-UKRI study to improve the lives of children in poverty: Schools as enabling spaces for the improvement of quality of life for primary school children living in rural South Africa**



*From left to right: Mabeth Crafford, Ralph Hwenjere, Prof. Mahlapahlapana Themane, Amber Eksteen, Dr. Rose McGranahan, Prof. Rupert Higham, Dr. Gerard Joseph Abou-Jaoude, Prof. Martin Mills, Prof. Patrick Callaghan, Dr. Solomon Akinyemi, Sumanah Mustafa, Dr. Renald Morris, Prof. Qing Gu, Prof. Lynn Ang, Liz-Marie Basson, Prof. Peet du Toit, Akhona Mbasu, Dr. Hannelie Du Preez, Dr. Gerard Joseph Abou-Jaoude, Dr. Surette van Staden, Prof. Liesel Ebersöhn and Prof. Martin Mills*

The University of Pretoria is leading a project to help children in poverty thrive in school and beyond.

Liesel Ebersöhn (Director: Centre for the Study of Resilience) and Qing Gu (Director: London Centre for Leadership in Learning) co-lead the study in collaboration with the UCL Institute of Education, the UCL Institute for Global Health, and London South Bank University, are working on the project to improve learning and health-related quality of life for primary school children in South Africa's rural communities.

In South Africa, 38% of children live in rural communities. They are much more likely to be deprived of opportunities for quality education and quality of life than those less disadvantaged.

This new mixed methods study, funded by the Economic and Social Research Council (ESRC), brings together experts in education, health, psychology, sociology, and health economics to investigate how schools can be organised as enabling spaces to improve children's learning and health.

It will focus on children aged 6-9 as early interventions in this critical period of transition from early childhood to middle childhood can make a significant impact on people's long-term outcomes.

The project will start with a systematic review and interviews with officials from local and national

government organisations and non-governmental public bodies to assess evidence and policy reports over the past three decades. This assessment will identify new evidence in the key education, health and policy areas where intervention programmes have shown the potential of being most effective in improving children's achievement and health-related quality of life in the short, medium and long term.

The results will help the team to develop a systems-oriented intervention that strengthens schools' organisational and professional capacities to enhance children's education and development in socioeconomically disadvantaged rural communities.

18 rural primary schools will be part of an initial six-month pilot analysing how different intervention tasks work and to what degree school and community contexts impact this.

The interventions will then be refined and scaled up in 58 rural primary schools, with the researchers continuing to examine the extent of change in schools' capacities and capabilities and how such change has impacted on children's learning and health outcomes.

The Centre's Director, and Co-lead on the project said, "By examining how schools may be(come) enabling spaces to promote whole-child quality education (SDG4), and through this, transform the health-related quality of life for children and adults (SDG3) in rural communities in South Africa, the research will make a timely contribution to understandings of how different sectors may work more effectively with schools to unlock the transformative power of education for the achievement of the other 2030 SDGs systemically and sustainably.

### **Resilience Workshop facilitated by international expert, Dr. Michael Ungar**

28 January 2020, University of Pretoria

As part of the science communication strategy of the RYSE-RuSA study (funded by South Africa's National Research Foundation and Russia's Research Foundation), Dr. Michael Ungar (a co-investigator in RYSE-RuSA) facilitated a 3-hour, interactive resilience workshop. Dr. Ungar, who is the Canada Research Chair in Child, Family and Community Resilience and a professor in the School of Social Work at Dalhousie University in Canada, is a world-renowned scholar of

resilience. The workshop, 'Nurturing resilience: A multisystemic model for positive development in contexts of diversity', challenged everyone present to respect the complexity of resilience.

Netsai Gwata, who managed the invitations to the workshop, received over 110 positive RSVPs, including many from affiliates of the Centre for the Study of Resilience. The workshop was attended by professionals from diverse fields including, but not limited to: health; law enforcement; social work; psychology; defence; education; as well as academics and students from different universities in and around Gauteng Province.

During the workshop, Dr. Ungar, demonstrated how to "diagnose" resilience when working with children exposed to multiple risks/adversity using three domains – 1. Assessing risk; 2. Assessing resilience-enabling factors and processes 3. Multidimensional considerations. He drew on real practice scenarios and demonstrated hands-on resilience-facilitating skills. He also touched on his theory-shifting Differential Impact Theory.

The response to Dr. Ungar's workshop was robustly enthusiastic. The fact that the air conditioning failed about half-way into the 3-hour workshop deterred no-one and attendees remained actively engaged until the very end. There have already been invitations for him to facilitate follow-up workshops when he returns for 2021 RYSE and RYSE-RuSA meetings.



*Members of the RYSE-RuSA team present at the workshop. Prof. Alexander Macknach (Institute of Psychology of the Russian Academy of Sciences), Prof. Linda Theron (University of Pretoria, SA), Dr. Michael Ungar (Dalhousie University, Canada)*



*Hands-on application of 'diagnosing' resilience.*

*Dr. Michael Ungar and volunteers*



*Some of the workshop attendees*

### ***Introduction of the University of Pretoria team working on the ESRC-UKRI funded study: Schools as enabling spaces for the improvement of quality of life for primary school children living in rural South Africa***

#### ***Project Administrator and PhD Student***



**Ms. Liz-Marié Basson** is a registered Research Psychologist at the Health Professions Council of South Africa (HPCSA). Her involvement in this project is three-fold: assistance with grant and project management, researcher and PhD student focussing on rural

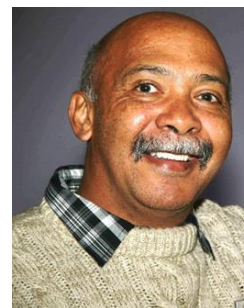
community, sustainable development and the capability approach.

She has a background in research grant management where she worked at the University of Pretoria's research office and at the Centre for the Study of Viral Zoonoses (CVZ) at UP for four years. Her experience includes National Research Foundation (NRF) South African Research Chair's (SARChI) and US Federal Grants, including Centres for Disease Control and Prevention (CDC), National Institutes of Allergies and Infectious Diseases (NIAID) and the United States Agency for International Development (USAID).

An interest in supporting disadvantaged communities and children through sustainable interventions, acted as a driving force throughout Ms. Basson's academic career. During her undergraduate studies, she became part of the Golden Key International Honour Society's (GKIHS) University of Pretoria Chapter as a community service director, chapter president and international student representative. As an individual, and as part of the Pretoria chapter's team, Ms. Basson won three international awards from GKIHS for long term community service projects she developed and implemented. She completed her master's internship at the Itsoeng clinic on UP's Mamelodi campus where her work focussed on the impact of arts-based interventions and psychotherapy on the learning and wellbeing of school learners and the development of an Autism Spectrum Disorder Screening Questionnaire.

Ms. Basson describes her career thus far as exciting and full of unexpected surprises, one of her highlights was being able to accompany a team of researchers from CVZ on two fieldwork trips where she assisted in catching and processing bats for zoonotic disease surveillance. She is looking forward to what new experiences the ESRC project has in store for her.

#### ***Post-Doctoral Fellows***



**Dr. Renald Morris** Renald is currently serving as a Senior Researcher at the Centre for the Study of Resilience (CSR) on the ESRC project on health and wellbeing within South African rural primary schools and will be focusing on the aspect of school leadership and effectiveness within this research.



He started his career in the mechanical engineering sector as a production and quality assurance engineer and as his interest in social and public matters grew, he transitioned to the non-governmental sector. Here he became involved in social justice, philanthropy, restorative justice, conflict management and leadership development work. Specific programmatic areas include social crime prevention, children's rights, human rights, youth crime and violence, youth empowerment, social connectedness, criminal justice system transformation, social innovation projects, fundraising, grant making and the wellbeing of changemakers.

Apart from having worked for organisations such as Wits University, Open Society Foundation, Centre for Justice and Crime Prevention and Synergos, he also worked with several government departments. These include the Departments of Basic Education, Social Development, Community Safety and Justice. Traces of his work are etched across the African continent as well as in many other countries around the world. He studied at UNIISA, the University of Port Elizabeth and Wits where he attained a PhD in leading and managing safe schools.

He is an avid rugby and cricket supporter and loves classic and vintage cars. His philosophy is; opportunity can reside in unusual places and circumstances - the dark reveals no horizons and therefore no limits.



**Dr. Olutosin Solomon Akinyemi** obtained a doctorate degree in Science Education from the University of the Witwatersrand, South Africa. He holds a Master's degree in Science Education from the University of the Witwatersrand and a Bachelor of Science

Education degree in Physics from Obafemi Awolowo University, Nigeria. He is a seasoned teacher of physical chemistry and physics at the secondary school and university level. He undertakes research in science teacher education with a special interest in the development of pre-service teachers' professional knowledge for teaching physical sciences and improving learner outcomes using the construct of Topic Specific Pedagogical Content Knowledge. He is currently a postdoctoral research fellow in the ESRC-UKRI project at the University of Pretoria, South Africa. The aim of this

project is to advance state-of-the art theory and practice about how South African schools work effectively with families and communities in rural areas to create optimal practices, strengthen organisational capacities and improve children's learning, health and wellbeing.



**Dr. Otilia Chiramba** is a post-doctoral fellow at the Centre for the Study of Resilience (CSR), in the Faculty of Education at the University of Pretoria. She recently earned her doctorate in the

Educational Leadership and Policy Studies Division at the University of the Witwatersrand. Her PhD thesis specifically focuses on the lived experiences of refugee students in higher education. Otilia has experience in teaching undergraduate and post graduate students. She has also been involved in research and administration of book projects at the University of the Witwatersrand. Her other experience involves working with international and local teams in carrying out research projects. Her areas of expertise involve a research focus on the underprivileged groups, conducting qualitative and narrative research, doing qualitative interviews, managing data and analysing qualitative data. Otilia has published articles and book chapters in referred journals, focusing on issues of social justice and resilience in higher education. She has also presented her research work at international and local conferences.

### *Senior research assistants*



**Mabeth Crafford** is currently a secretariat administrator for the World Education Research Association (WERA) and a research intern at the Centre for the Study of Resilience. She completed her Bachelor's degree in Archaeology and Linguistics at the University of

Cape Town (UCT) in 2017. In 2019 she graduated with an Honours Degree in Applied Language Studies from the University of Pretoria. Her mini-dissertation focussed on

language barriers between health care practitioners and their patients in a rural clinic. Her current academic interests are focussed on heritage preservation and interaction in current society. She has also partaken in a semester abroad course at the University of North Carolina Greensboro in 2016 and a Cultural Au Pair Exchange in Winterswijk, the Netherlands in 2018.

In 2015 she assisted the Centre for African Language Diversity at UCT with the translation of a trilingual reader, as part of a greater ongoing language revival project. She has also participated in three archaeological fieldwork seasons, as well as assisted in the Stone Age Lab at UCT. During the 2019 protests against gender-based violence in South Africa, she formed part of the We Are Her Editorial Team (a zine incorporating different art forms).



**Sumanah Mustafa** is currently an intern at the Centre for the Study of Resilience (CSR) and is a Research Assistant on the ESRC project on health and well-being within South African rural primary schools and will be focusing on the aspect of Early Childhood Education,

Primary schooling and Family within this research.

During her academic career she has studied English, Psychology, Journalism and Education. Her professional background is in education and she has taught at levels of secondary schooling and early childhood in both resourced and under-resourced schools. Her experiences have confirmed to her that the well-being of children is one of the most important needs for a flourishing society.

She is also currently completing her MA in Critical Diversity Studies. Her research looks at the narratives of queer teachers within secondary schooling and what those experiences may reflect about gender and sexuality discourse within the South African context.

Her philosophy relies on the belief that human connection is fundamental, constant curiosity is much better than being right and that poetry can cure most (if not all) heartaches.



**Ralph Hwenjere** completed his Bachelor of Science: Human Genetics in 2018 at the University of Pretoria. He then went on to complete his BSc Hons in Neurophysiology a year later at the same institution. Currently, Ralph is doing his Masters in Neurophysiology. As a highly motivated student, Ralph's time at

the university has given him great insight into the world of research. His passion lies in aiding people and believes working together as a team makes the world we live in a better place.



**Akhona Mabasa** holds a BA (honours) degree in Psychology and is currently completing her Master of Arts degree in Diversity Studies through the University of the Witwatersrand. Her MA thesis focuses on white South Africans' perceptions of

decolonization in the higher education sector. Akhona is passionate about social justice and transformation in post-apartheid South Africa. She aims to dedicate her academic career to finding solutions that will empower and develop people in society who experience various intersecting layers of disadvantage.



**Amber Eksteen** has always had a self-professed love for people (despite the fact that she is a chronically shy introvert). She also finds great pleasure in learning new things and getting quietly involved in social justice efforts. These passions have been nurtured throughout her

academic journey. After graduating with a Bachelor of Arts in Psychology and Media Studies from Wits University, Amber went on to complete her Honours degree in Psychology to further hone her knowledge of community-based psychology, narrative identity, and social psychology. Following this, she felt a strong need to incorporate more trans-disciplinary (and indeed, anti-

disciplinary) understandings of humanity in her studies. And so, Amber registered for a Master of Arts degree in Critical Diversity Studies at Wits in 2019. She is currently completing her research project: an exploration of the intersecting subjectivities of white Afrikaans-speaking drag performers and their negotiations of power within shifting post-apartheid, queer spaces. Concurrently, Amber has very happily joined the team at UP's Centre for the Study of Resilience as an intern and research assistant for the Centre's research with the ESRC on schools as enabling spaces for the improvement of quality of life for primary school children living in rural South Africa. When she's not being very busy with research, Amber can be found experimenting with new vegan recipes in the kitchen, watching anything and everything on Netflix, spending quality time with her loved ones, or trying her hand at crochet and sewing.

### **COVID-19 online education resource: Three South African languages translation of learning support tool for home-based learning**

With the COVID-19 pandemic schooling now occurs at home on a global level. Parents and caregivers are now the custodians of their children's learning and are partnering with teachers to support children to learn to think about school-content. In an attempt to provide support to parents and caregivers, researchers at the Centre for the Study of Resilience translated a user-friendly resource for families to use to direct critical learning into multiple South African languages.

The resources are based on findings from a study between researchers at the University of Pretoria and the Pennsylvania State University, as well as teachers and learners in Mpumalanga.

Please follow the links below to access the resource in either English, IsiZulu, Sepedi or Afrikaans.

English: [https://psu.mediaspace.kaltura.com/media/Quality+Talk+A+Guide+for+Meaningful+Discussions+at+Home/1\\_oe59lym0](https://psu.mediaspace.kaltura.com/media/Quality+Talk+A+Guide+for+Meaningful+Discussions+at+Home/1_oe59lym0)

IsiZulu: [https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020++Isizulu/1\\_vpw7kz90](https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020++Isizulu/1_vpw7kz90)

Sepedi: [https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020+Sepedi/1\\_mggwfojn](https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020+Sepedi/1_mggwfojn)

Afrikaans: [https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020+AFR+with+Jingle/1\\_cn84h4jy](https://psu.mediaspace.kaltura.com/media/QT+Parent+SA+2020+AFR+with+Jingle/1_cn84h4jy)

### **Práxis Educativa**

*Portuguese translation of article published by Prof. Liesel Ebersöhn: African resilience pathway with meaning for COVID-19 social response*

Notice of a publication "Collective resilience to global challenge: a collective wellbeing agenda to transform towards sustained equitable education." The article describes the meaning of an Afrocentric collective wellbeing strategy to transform pathways to equitable education following the COVID-19 pandemic in the esteemed *Práxis Educativa*. Of interest is that the Portuguese translation of flocking is the term 'afluir': signifying a convergence or gathering of energy, people, ideas, resources (similar to the confluence of streams to form a river).

English and Portuguese pdfs of the publication are available and links to publications are:

English: <https://www.revistas2.uepg.br/index.php/praxiseducativa/article/view/16344/209209213456>

Portuguese: <https://www.revistas2.uepg.br/index.php/praxiseducativa/article/view/16344/209209213475>

### **University of Pretoria Postgraduate Study Abroad Programme**

*CSR PhD Student visit the Notre Dame University in Australia*

**Name of Study:** Pre-service teacher resilience and self-efficacy in a challenged education context

Carine Jonker was the recipient of the UP Post Graduate Study Abroad Programme which funded a research visit to Prof. Caroline Mansfield (Dean of the School of Education) at the University of Notre Dame, Australia. Carine is currently enrolled as a PhD student in Educational Psychology at the Centre for the Study of Resilience (CSR) at the University of Pretoria. She is supervised by Prof. Liesel Ebersöhn (Supervisor; Director: Centre for the Study of Resilience), Prof. Marien Graham (Co-Supervisor; Senior Lecturer: Department of Science, Mathematics and Technology Education) and Dr.



Surette van Staden (Co-Supervisor; Director: Centre for Evaluation and Assessment) for her doctoral study entitled “Pre-service teacher resilience and self-efficacy in a challenged education context.

The bursary enabled Carine to visit an international expert in the field of teacher resilience between October and November 2019. The visit specifically focussed on enhancing her knowledge and expertise in the field of pre-service teacher resilience. Aforementioned was enhanced by contact with other colleagues at different institutions through face-to-face discussions as well as conference calls. Prof. Mansfield is a highly valued research collaborator with CSR. She was also one of the project leaders in Keeping Cool (2009-2012) and BRiTE: Building Resilience in Teacher Education (<https://www.brite.edu.au>) (2013-2015) projects in Australia. Furthermore, Prof Mansfield partnered as an Australian international collaborator in the European project, Enhancing Teacher Resilience in Europe (ENTREE) (2013-2015) (<http://entree-project.eu/en>). Carine was fortunate to gain in-depth knowledge about aforementioned projects during her visit which was vital for her PhD study.



*Carine Jonker and Prof. Caroline Mansfield deliberating during a working lunch*

CSR Postgraduate Student Panel at the Founding Symposium of the South African Positive Psychology Association (SAPPA)

23 November 2019, University of Pretoria



*Liz-Marié Basson, Jessica Versveld, Irene Seaworyeh, Netsai Gwata*

**Student:** Ms. Liz-Marié Basson

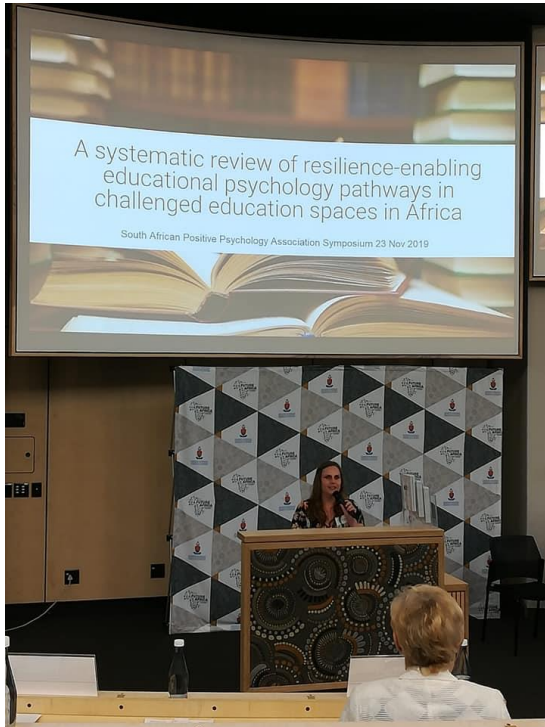
**Name of study:** A systematic review of resilience-enabling educational psychology pathways in challenged education spaces in Africa

**Name of Funder:** University of Pretoria

Ms. Basson was one of six students that were invited to present as part of the rapid-fire student sessions, chaired by Amanda Cromhout at the founding Symposium of the South African Positive Psychology Association in November 2019. The symposium entitled ‘Positive Psychology in South Africa: Transcending Boundaries’ was hosted at the Future Africa campus and brought together established and aspiring academia who works from a positive psychology framework.

Ms. Basson’s presentation focused on her recently accepted PhD proposal: “A systematic review of resilience-enabling educational psychology pathways in challenged education spaces in Africa”. The presentation aimed to provide an overview of the study including research questions and methodology. By making use of a mixed method systematic review methodology, the study aims to take a look at the current state of research in the African context in order to create a solid foundation from which researchers can create opportunities for tackling issues together through future research projects and interventions. During her presentation, Ms. Basson emphasised that it is important that research focus areas should be unique to Africa and concentrate on our strengths as a diverse and extraordinary continent. As South African researchers, we need to shift away from solely focussing on the problems we are experiencing, instead we should aim to pursue and promote positive

adaptive behaviour through interdisciplinary research and collaborations.



*Liz-Marié Basson during her presentation*

**Student:** Ms. Jessica Versveldt

**Name of study:** Isithebe - Social connectedness as pathway to teacher resilience in primary schools in challenged spaces

**Name of Funder:** Synergos

Teacher resilience denotes retention of teachers, job satisfaction (wellbeing), and quality education. Isithebe investigates the extent to which an intentional social connectedness intervention with teachers can enable teacher resilience.

This mixed-method intervention study, funded by Synergos, explores pathways to teacher resilience in collaboration with IMBUMBA YABEFUNDISINTSAPHO (teachers working together as a family), constituting researchers, funders and 38 teachers (2 males, 36 females) from six primary schools in the Nelson Mandela Metropoli – indicative of schools confronted by challenges characteristic of structural disparity in a transforming, postcolonial society. The baseline assessment took place in September 2018 and the intervention training to use the Isithebe-kit in March 2019. Over six months teachers meet monthly to engage with each other using Isithebe-kits to guide the gatherings. The post-intervention assessment will take place on 21 September 2019.

The Isithebe-intervention is designed to use art therapy techniques during joint teacher sessions to foster fellowship and social connectedness between teachers, peers and significant others. The development of the intervention was an interactive process where both researchers and teacher participants learn and develop from each other. The intervention is called ISITHEBE – symbolising sharing and coming together by using the image of a wooden tray or woven mat to serve meat at gatherings.



*Irene Seaworyeh, Liz-Marié Basson, Prof. Liesel Ebersöhn, Jessica Versveldt*

**CSR Postgraduate Student reporting on the “Pattern of resilience among young people in a community affected by drought: Historical and contextual perspectives” at the Founding Symposium of the South African Positive Psychology Association (SAPPA)**

**Student:** Ms. Netsai Gwata

**Name of study:** Resilience of young adults in a context of drought.

**Name of Funder:** Natural Environment Research Council



I reported on the findings of my Masters research study which was part of the greater project, "Pattern of resilience among young people in a community affected by drought: Historical and contextual perspectives." I was one of the co-researchers in the project.

My study's purpose was to explore the factors that enable the resilience of young adults who experienced drought in Leandra. Purposive sampling was used to select ten (five women and five men) aged between 20 and 24 years from Leandra in the Govan Mbeki district of Mpumalanga. Arts-based activities (draw-and-write, body-mapping and "sand-tray" work) were used in groups to generate data. A thematic data analysis was done to identify the themes that emerged from the data. The themes relating to aspects of drought that young adults found difficult to deal with were: unmet basic needs (lack of water and lack of food); economic hardship (expensive products and job loss) and compromised hygiene.

I used Ungar's (2011) Social Ecology of Resilience Theory (SERT) to frame my study and found that the resilience-enabling themes that emerged, aligned with his theory. In the individual system, themes that emerged were: having positive personal characteristics (optimism and altruism); having a religious engagement; keeping busy to stress less; and exercising agency and water-use habits. In the family system the emerging theme was protective parenting, while in the community system it was initiatives to solve drought-related challenges (formal pragmatic initiatives and community connectedness). From these themes, it can be concluded that educational psychologists who counsel drought-challenged young adults in Leandra need to work from an eco-systemic perspective and include people like parents and municipal staff in programmes or initiatives that enable resilience for young adults.



*Netsai Gwata*

## New resilience-related publications

### Articles

- Amadi-Echendu, J.E., Ebersöhn, L., Du Plessis, C., Van der Merwe, A., & Stols, G., (2020). A Multidisciplinary Case Study on Managing the Resilience of Connected systems, in Proc IEEE TEMSCON 2020 Jun 3-6 Detroit USA
- Chen, E.C., Ebersöhn, L., Brouard, P., Douglas, M.A., (2020). Gay Men's Negotiations of HIV-Stigma and Relationships: A Cross-Country Analysis, in Society of Group Psychology and group Psychotherapy 2020. Aug 6 Fordham University
- Ebersöhn, L. (2019). Training educational psychology professionals for work engagement in a context of inequality and trauma in South Africa. *South African Journal of Education*, 39(1)
- Machimana, E. G., Ebersöhn, L., & Sefotho, M, M. (2020) What parents, learners, students and researchers have to say about the benefits of Higher Education Community Engagement in a rural school. Chapter in Van Eeden, E., Elof, I., & Dippenaar, H. (Eds.) *Community Engagement research in South Africa: Methods, theories, histories and practice*. Van Schaik Publishers
- Rich, G., López, A., Ebersöhn, L., Taylor, J., & Morrissey, S. (2020). *Teaching psychology around the world* (5th ed.). Cambridge: Cambridge Scholars Publishing.
- Rother, H., Etzel, R. A., Shelton, M., Paulson, J. A., Hayward, R. A., & Theron, L.C. (2020) Impact of extreme weather events on Sub-Saharan African Child and Adolescent Mental Health: A Protocol for a Systematic Review. *Atmosphere* 2020, 11, 493; doi:10.3390/atmos11050493
- Theron, L. C. (2020). Adolescent versus adult explanations of resilience enablers: A South African study. *Youth & Society*, 52(1) 78–98. doi: 10.1177/0044118X17731032.
- Theron, L. C. (2020, March). Resilience pathways to health and wellbeing: Learning from African young people. Invited plenary paper presented at 2020 Resilience Conference: Equity in Gender, Health & Water. Hamilton, Canada.
- Theron, L., & van Rensburg, A. (2020). Parent-figures and adolescent resilience: an African perspective. *International Journal of School & Educational*

Theron, L.C., 2020. Teaching psychology for resilience in South Africa. In: G.J. Rich, A.P. López, L. Ebersöhn, J. Taylor and S. Morrissey, ed., Teaching psychology around the world, 5th ed. Newcastle upon Tyne: Cambridge Scholars Publishing, pp.90-101.

Theron, L.C., Levine, D., & Ungar, M. (2020). African emerging adult resilience: Insights from a sample of township youth. *Emerging Adulthood*.  
<https://doi.org/10.1177/2167696820940077>

Ungar, M., McRuer, J., Liu, X., Theron, L., Blais, D., Schnurr, M.A. (2020). Social-ecological resilience through a biocultural lens: a participatory methodology to support global targets and local priorities. *Ecology and Society* 25(3):8.  
<https://doi.org/10.5751/ES-11621-250308>

Van Zyl, R., Van Schoor, A.B., Du Toit, P.J., Suleman, F.E., Velleman, M.D., Tetsworth, K., & Hohmann, E. (2020). The Association Between Anterior Cruciate Ligament Length and Femoral Epicondylar Width Measured on Preoperative Magnetic Resonance Imaging or Radiograph. *Arthroscopy, Sports Medicine, and Rehabilitation*, 2(1), e23-e31

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