

16Th

ISSBD

AFRICAN REGIONAL
WORKSHOP



CITY OF TSHWANE - SOUTH AFRICA

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UNISA



THE INTERNATIONAL SOCIETY FOR THE STUDY OF BEHAVIOURAL DEVELOPMENT (ISSBD)

**THE 16TH AFRICAN REGIONAL WORKSHOP 2025
PRETORIA, UNIVERSITY OF SOUTH AFRICA (UNISA)**

Theme:

**Cultural resilience and responsive interventions:
Bridging modernity and indigenous wisdom in
addressing Africa's challenges.**

Book of Abstracts



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WELCOME REMARKS

Welcome Remarks from 16th ISSBD Africa Regional Workshop Convener



Dear research scholars, colleagues and students,

It is my greatest delight to welcome you all to South Africa's city of Tshwane for the 16th International Society for the Study of Behavioural Development (ISSBD) African Regional Workshop (ARW) themed *“Cultural Resilience and Responsive Interventions: Bridging Modernity and Indigenous Wisdom in Addressing Africa's Challenges.”* Interventions which are rooted in African cultures, marinated in traditional knowledge systems and responsive to challenging human experiences are believed to be effective in bringing positive changes and realising resilience and social justice in our shared humanity in Africa. There is no doubt that Africa faces unique disruptive challenges that affect developmental progression of her people, increasing vulnerability

in women, children, and youth in diverse contexts. Perpetual wars, forced migration, effects of climate change, youth unemployment, violation of rights, ill-health and malnutrition, educational difficulties, and inappropriate governance to name a few, are challenges which require active integration of Indigenous cultural knowledges, policies reforms and interventions that target children's and youth daily developmental experiences. It is when we seriously engage such challenges through sound theoretical foundations, backed in science that cares, while remaining true to culturally responsive interventions, that we can make meaningful contribution towards lasting solutions in the continent. Therefore, the coming together of early, middle and senior career scholars/researchers in this workshop to share and discuss research outcomes and experiences, brings with it insights in some uncharted territories, and reinvigorates our enthusiasm of research and hopefully will foster novelty into our developmental science as understood in our African contexts. This year's workshop includes esteemed senior scholars from India, Europe, Australia, USA, Africa, and early career researchers from 14 African countries. The world is waiting to hear from our wonderful research engagements, discussions, and contributions towards improving human experiences through responsive interventions in our shared humanity in the spirit of **“Ubuntu”** (*Umuntu Ngumuntu Ngabantu / mtu ni watu / I am because you are*). This is a wonderful opportunity to collaborate outside our silos, bridge gaps, tap into each other's resourcefulness, as well as enjoy the immense experiences that South Africa will offers us in this workshop. We thank the ISSBD for enabling us to hold the 16th ARW 2025.

Welcome to the city of Tshwane. Welcome to South Africa!

Linet Imbosa Muhati-Nyakundi (PhD)
University of Mpumalanga
Convenor 16th ISSBD ARW- 2025

Welcome Remarks from the Chair of the Organizing Committee

Dear Esteemed Scholars, Early Career and Emerging Scholars. As the Chair of the Department of Inclusive Education in the College of Education, at the University of South Africa (UNISA), it is both an honour and a privilege to warmly welcome you to the 16th African Regional Workshop (ARW) of the International Society for the Study of Behavioural Development (ISSBD). We are deeply honoured to host this prestigious event under a timely and profoundly significant theme: "Cultural Resilience and Responsive Interventions: Bridging Modernity and Indigenous Wisdom in Addressing Africa's Challenges." This theme speaks powerfully to our shared vision that champions inclusive, socially just, and contextually grounded education across our continent.

I would like to begin by acknowledging our colleague, Dr. Israel Lindokuhle Mkhuma, whose commitment and leadership were instrumental in securing the workshop's presence in South Africa. His dedication and expertise have significantly contributed to our ability to bring this important event to fruition. Secondly, I also wish to express my sincere gratitude to Professor Tina Malti, the President of the ISSBD, for entrusting the Department of Inclusive Education with the honour of hosting this esteemed workshop. This opportunity not only reflects the confidence placed in our department but also underscores our commitment to fostering inclusion. To the African Regional Committee, led by Professor Pamela Wadende, thank you for your continued stewardship. Lastly, we thank our Executive Dean, Professor M. Makoe, and the School Director, Professor R. Tabane, for their unwavering support and encouragement throughout our preparations for this prestigious event.

As the Department of Inclusive Education, we are firmly aligned with global, national, and continental agendas, including the United Nations Sustainable Development Goal 4, South Africa's National Development Plan 2030, and the African Union's Agenda 2063. We are dedicated to building educational environments where every individual, regardless of background or ability, is empowered to thrive. Furthermore, we demonstrate our dedication through research, innovation, engaged scholarship, and advocacy for inclusivity in education.

This workshop offers more than an academic dialogue. It presents a vital platform to blend behavioural development with indigenous knowledge systems, to co-create responsive and sustainable interventions that honour Africa's realities and promise. At UNISA, we are dedicated to advancing African scholarship by promoting research and teaching that is globally engaged yet locally relevant. Therefore, this workshop serves as a strategic platform for forging meaningful and lasting collaborations with delegates from across the African continent and beyond. It supports our institutional objective of internationalising African perspectives and promoting inclusive education systems that leave no one behind. Let this gathering be a bridge between disciplines, generations, cultures, and ideologies toward innovation rooted in identity.

On behalf of UNISA and the Department of Inclusive Education, I warmly welcome you to a space of reflection, collaboration, and transformation. Your presence affirms a collective commitment to an Africa that is inclusive, resilient, and visionary. May these days ignite bold ideas, lasting partnerships, and inspiring pathways forward. Welcome to UNISA, “the African university shaping futures in the service of humanity.” Welcome to a celebration of unity, insight, and purpose.

Thank you,

Dr Jacomina Mokgadi Christine Motitswe

Chair of the Department of Inclusive Education (CEDU) University of South Africa (UNISA)

Welcome Remarks from Director for School of Educational Studies, UNISA, South Africa

Welcome Remarks from ISSBD President

Dear Colleagues, Students, and Friends,



It is my great pleasure to welcome you to the 16th African Regional Workshop 2025 of the International Society for the Study of Behavioural Development (ISSBD).

This year's theme is "Cultural Resilience and Responsive Interventions: Bridging Modernity and Indigenous Wisdom in Addressing Africa's Challenges." Culturally sensitive interventions and an appreciation of the specificity of each context and community are essential for the next generation of intervention research aimed at promoting flourishing and healthy pathways of human development.

We can be part of this exciting future by sharing research, discussing current trends, and exploring new directions in the fields of cultural resilience, diversity, and intervention research across different contexts and communities. By investing our expertise in understanding and promoting human development now, our work has the chance to contribute to a better society tomorrow and in the future. This is especially the case for early career researchers, whose journeys and impacts are just beginning. By providing training opportunities for early career scholars to inform, develop, conduct, and evaluate culturally responsive interventions, this African Regional Workshop represents an important step towards research-informed solutions for Africa and beyond.

With such a rich program and group of participants, I am confident that this workshop will be intellectually stimulating, socially engaging, and directly applicable to future intervention work. I encourage you to connect with colleagues, learn from each other, and carry this valuable experience forward into your research and applied work.

I look forward to welcoming you here in Pretoria and to a productive and engaging workshop.

With warm wishes,

Tina Malti, Ph.D.

President, ISSBD

Workshop Advisory Committee

Head: Dr. Pamela Wadende - Kenya
Prof Martina Zinkeng - Cameroon
Prof Godfrey Ejuu- Uganda
Prof Kwesi Nkum – Ghana
Dr Javangwe - Zimbabwe
Dr Chauke Margaret – South Africa
Patrick Njoroge – Kenya
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South African Committee

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Dr Chauke Margaret – South Africa
Dr Richard Balikooowa - Uganda
Prof Pambas Tandika- Tanzania
Dr Linet I Muhati-Nyakundi- South Africa
Dr Marvin Kapenda – Zambia

Workshop Programme

ISSBD Workshop Programme



TIME	ACTIVITIES DAY ONE: AUGUST 4 TH 2025	PERSON(S) RESPONSIBLE	Chair
8:00am-7:00pm	Arrival	Hotel/Drivers	
DAY TWO: AUGUST 5TH 2025			
8:00-8:30	Arrival and registration	All participants	Secretariat and Team members
8:30-9:00	Opening ceremony 1. Prayer 2. Anthems 3. Appreciations	Kate Malahlela 2 Anthems Pam Wadende	Mbelu Sifiso
9:00-9:05	4. Welcome remarks from Convener	Linet Muhati-Nyakundi	
9:05-9:10	5. Welcome remarks from the SAOC chair	Maphefo Motitswe	
9:10-9:20	6. Welcome remarks from Dean	Mpine Makoe	
9:20-9:30	6. Welcome remarks from the Director of the School of Educational Studies	Ramodingoana Tabane	
9:30-9:40	7. Welcome remarks from Senior Scholar, UNISA	Nareadi Phasha	
9:40-10:40	8. Welcome Remarks from ISSBD President (Overview of ISSBD and Plans for Africa)	Tina Malti	
10:40 -11:00	BREAK	Service Provider	
11:00 -11:15	Ice-breaking	Margaret Chauke	Maphefo Motitswe
11:15 -12:15	Keynote Address: Keynote Address: Climate Change and Youth Development: A Global Perspective	Sander Thomaes	
12:15 -13:00	Cross-cultural responsive interventions to Climate Change	Maguvhe Obed	Marvin Kapenda
13:00 -14:00	LUNCH	Service Provider	
14:00pm-15:00	Keynote Address: Preparing a research poster for an international meeting	Julie Robinson	Godfrey Ejuu
15:00-17:00	Workshop Publishing in the Social Sciences	Sander Thomaes	Lindiwe Jiyane
16:00 -17:00	Poster presentation 1	Delegates	Martina Zinkeng, Godfrey Ejuu, Marvin Kapenda
17:00	END OF DAY TWO		
DAY THREE – AUGUST 6TH 2025			
8:00am-8:30	Arrival and registration	All participants	Secretariat
8:30 -8:45	Ice-breaking	Mpya Gladness	

8:45 – 10:30	Keynote address: Plenary Session Rooted Resilience: Cultivating Culturally- Grounded Interventions for Africa's Psychological Landscape	Suman Verma-Lead Anne Petersen Pam Wadende	Tina Malti
10:30 -11:00	BREAK		
11:00-12:00	Panel Discussion: African cultural responsive interventions to human challenges	Anne Petersen- Lead Lilian Ayiro, Leonida Makila, Samson Mhiza	Kwesi Nkum
12:00 -13:00	Poster presentation 2	Delegates	Karabo Mogoboya Gwatirera Javangwe & Maapola- Thobejane
13:15 -14:15	LUNCH		
14:15 -15:30	Oral presentations: ● Engaging the International Meeting Landscape	Anne Petersen	Pam Wadende
15:30- 16:15	Presentations: Genesis of a research program on human development in Zambia	Robert Serpell	Martina Zinkeng
16:15-17:00	Appreciation Ceremony Tina Malti, Julie Robinson, Verma Suman Maphefo Motitswe	Nthabiseng Mahetlana Dora Kunutu	Margaret Chauke
17:00	END OF DAY THREE		
DAY FOUR – AUGUST 7TH 2025			
8:00am-8:20	Arrival and registration	All participants	Secretariat
8:25 -8:30	Ice-breaking	Mashau, Tshifhiwa	
8:30 - 9:30	Keynote Address: Plenary Session Left behind’ – the plight of the boy child in a generation focused on female empowerment	Mambwe Kasese	Margaret Chauke
9:30- 9:45	Writing funding grants: What to keep in mind	Pam Wadende, Patrick Njoroge	Linet Nyakundi- Muhati
9:45 -10:30	● Preparing for and Presenting a Presentable Presentation	Godfrey Ejuu	Mashau Tshifhiwa
	Poster Presentation 3	Delegates	Kwesi Nkum, Martina Zinkeng, Ledwaba Gloria
10:30 -11:00	BREAK	Service Provider	

11:00 -12:00	Oral presentations: How to design culturally sensitive and responsive treatment programs for violent offenders: an introduction and overview	Gwatirera Javangwe	Kate Malahlela
12:00 -13:00	Oral presentations: (Breakaway sessions) Session 1 ● Achieving Academic Excellence: Exploring the nexus between cutting-edge Research and Administrative Effectiveness Session 2 ● Becoming resilient Early Career Scholars in the advent of new technology. The Use and Ethics of Artificial Intelligence as Scholars	Kwesi Nkum Martina Zinkeng	Marvin Kapenda Clasquin-Johnson Lindiwe Jiyane
13:00 -14:00	LUNCH	Service provider	
14:00 -17:00	Local Tour	Nathan Ferreira Mpya Gladness Clasquin-Johnson	Hlabathi Maapola- Thojeane
18:00 - 20:00	Gala Dinner Issuing of attendance certificates	Maphefo Motitswe/ Bareng Madubanya	Mbelu Sifiso, Nthabiseng Mahetlana
20:00	Vote of Thanks	Margaret Chauke	
	FAREWELLS & DEPARTURE	ALL	



POSTER PRESENTATIONS

15:00 -17:00	Poster Presentation 1		
1	Bridging Modernity and Cultural Response Interventions to Address Climate Challenges	Grace Atemi Ondieki	
2	Building climate resilience through the growing of traditional foods among reintegrated homeless youths and their families in Zimbabwe: Perspectives	Samson Mhizha	
3	Climate-Induced Drought and Its Impact on Child Nurturing Care Practices in Borna Zone, Oromia, Ethiopia: A Qualitative Case Study	Habtamu Mekonnen ¹ and Aschalew Terefe ¹	
4	Exploring climate change education through story telling: a heritage-based approach	Trust Machaya	
5	The Role of Cultural Storytelling in Climate Resilience Education for Young learners aged 4-8 in Uganda venerable communities	Deborah Rebecca Kyazze	
6	Preschool Programs and the Promotion of Local Cultural Identities in Urban Côte d'Ivoire: A Social Psychological Perspective	SERI Gbala Edy Constant	
7	'Ngana Tanu': Recognizing 'Innate Potency' to Grasp, to Learn and to Know through Formal School Systems of Zambia	Barnabas Simatende	
8	Effectiveness of culturally responsive practices towards acquisition of cultural identity in early years: Cultural Grounding: The Development of Cultural Identity in Early Years	Rhoda Auni	
9	Promoting Inclusive and Culturally Responsive Early Childhood Development through Home-Based Interventions in Uganda	Miria Nandera	
10	Interventions in early childhood development as support for cultural identity	ZULU, Phindile Doreen	
11	Impact of School Feeding Programme on children's anthropometry and learning outcomes in Chikwawa District, Malawi	Kondwani Chavula	
12	Reflections from The Letlotlo Project: the potential of community glimmers as a foundation for trauma-informed, resilience-focused interventions for South African children and youth	Tamlynn Jefferis	
13	Can A Teenage Mother Raise A Holistically Developed Baby? A Case of Kenyan Mothers	Mabele Elizabeth Nanyama	
14	Harnessing Cultural Approaches to Leapfrog the Achievement of Inclusive Education: Perspectives from the Cape Coast Metropolis, Ghana	Cyril Ababio Titty	
15	Oral Traditions and Storytelling as Therapeutic and Educational Tools for Youth with Disabilities in Kenya	Orucho Justine Amadi	
16	Decolonizing barriers for Inclusive Education of Learners with visual impairments	Mamochana Anacletha Ramatea	
17	Reviving Letšema approach in transforming Communication Support in South African Special Schools	Raasetja Gloria Ledwaba	
18	Bridging gaps in literacy and resilience through culturally enhanced songs in crises affected areas	Etta Mercy Aki	
19	Integrating ICT learning content into mother tongue to strengthen identify formation in early childhood education in Mpumalanga Province.	Khoza Nkosingiphile & Muhati-Nyakundi Linet	

20	Digital Technology: an element of Inclusion for pre-service teachers doing teaching practicum in disadvantaged communities at an open distance e-learning institution of South Africa	Hlabathi Maapola-Thobejane	
21	Reflections on childhood resilience nurturing in informal urban communities: Cases of Kenya and South Africa.	Linet Imbosa Muhati-Nyakundi	
11:00 -13:00	Poster Presentation 2		
1	Voices of the Little Ones: Exploring Children's Perspectives on IsiNdebele Folktales in Early Childhood Development Programmes	Jiyane, Lindiwe	
2	Reviving Indigenous Storytelling as a Tool for Cultural Identity and Early Childhood Development in South African ECCE Centres	Jiyane, Lindiwe & Muhati-Nyakundi Linet	
3	Home-grown '4-in-1' Literacy Model intervention: A prototype for boosting resilience and Ubuntu among rural youth motorists in Rwanda	Epimaque Niyibizi	
4	Differentiated Instruction and Children's Foundational Schools	Kabasinguzi Dorothy	
5	Modernity and Indigenous Knowledge in Early Childhood Education: Exemplification of the Kondoa Rock Art Paintings	Pambas Basil Tandika	
6	Tapping into the Traditional Conceptualization of Fatherhood in Developing parenting programs for Kenyan Fathers in the 21 st century	Lilian Ayiro	
7	Promoting Ubuntu-Based Father Inclusion in an Inclusive Home-Based Early Learning Project in Marginalised Rural Communities in Zimbabwe	Samson Mhizha	
8	Contextualizing Gender-Responsive Pedagogy in the Home based Model to increase participation of Fathers in Childcare in Uganda, Ghana and Liberia	Godfrey Ejuu	
9	Silent Struggles: Discovering Often Overlooked Experiences of Left-Behind Migrant Spouses among Ibadan Residents, Nigeria	Lydia Jesutofunmi ADELADAN	
10	Community Resilience through Dancing and Enhancing Mental Health amongst the Bangwa People in Buea, Cameroon	Njungwa Zinkeng Martina	
11	Through Ubuntu to Collective Resilience Building in Armed Conflict Contexts: A Qualitative Study of Cultural Community-Based Responses to Armed Conflict in Nso, NW Cameroon	Ngoran Mathew Banlanjo	
12	The Impact of Cognitive Reappraisal and Expressive Suppression on Healthy Relationship among Married Couples: Moderating Role of Religiosity	Nkechi A. Chukwuemeka	
13	Navigating Discrimination: Resilience among South Africa's Sexual and Gender Minority Communities	Ramalepe L.M	
14	Afrocentric Solutions And Interventions To Building And Creating Community Resilience, In The Case Of The Highfields Community In conjunction With The Combined Harare Residents' Association And Other Local And International Partners	Tinashe Munezvenyu	
15	Fostering Gratitude: Teaching Character Strengths to Children Aged 4-8 in Rural Kenyan Turkana and Ethiopian Amhara	Missaye Mulatie Mengstie & Pamela Wadende	

16	Social, Emotional and Academic Self-Efficacy Beliefs as Predictors of Resilience and Academic Achievement among Children	Leunita Makutsa Makila	
17	Exploring transgenerational trauma experiences among children of war veterans in Hurungwe District, Zimbabwe	Nakai Mashavira & Linet Nyakundi	
18	Action for Paid Childcare Sector Transformation (ACT) project in Advancing Gender Equality and Social Inclusion	Ruth Muendo	
19	Connecting Cultural Diversity and Disability: Strategies for Inclusively Uplifting Disadvantaged Young People	Moyagabo Kate Malahlela	
20	Teacher Experiences in Supporting Learners with Learning Difficulties in Leolo Circuit Public Schools - A Case of foundation phase teachers.	Mogamedi Anikie Mohebu	
21	Cultural Responsiveness of Early Childhood Care and Education in Three Metropolitan Cities: Unlocking Conceptions, Curriculum Orientations and Pedagogical Practices	Simegn Sendek Yizengaw	
22	Stories Of Context Relevant Models As A Route To Resilience And Employability Of Internally Displaced Youth	Ijang Bih Ngyah Etchutambe	
15:00 -17:00	Poster Presentation 3		
1	Silent Struggles, Strong Voices: Schoolgirls' Narratives of GBV and Cultural Resilience in Uganda	Richard Balikoowa	
2	Cultural resilience and responsive interventions to fight Gender based violence (GBV) - A Case Study of the Diocese of Zululand Anglican Church of Southern Africa (ACSA)	Sonto Mthabela	
3	Conceptualizing Protective Factors among Children Exposed To Community Violence: Strengths-Based Approaches	Leunita Makutsa Makila	
4	Certification of Early Childhood Development Caregivers in Emergencies: A Case of Selected Refugee Settings in Uganda	Miria Nandera and Godfrey Ejuu	
5	Fostering cultural identity through Coding and Robotics: Student Teachers' preparation for digital literacy in indigenous Learning Contexts	Malilensha Cecilia Mkhwanazi	
6	Bridging Culture and Inclusion: Teacher Trainees' Perspectives on Practices Supporting Youth with Disabilities in Uganda	Jesca Harriet Audo	
7	Exploring Teachers' Perspectives on the Influence of Cultural Beliefs and Practices in the Inclusion of Youth with Disabilities	Margaret Chauke	
8	The role of indigenous knowledge in sustaining cultural identity	RADEBE, Sibusiso, Phumulani	
9	Exploring Traditional African Approaches to Adolescent Mental Health in Kenya: A Cultural Response to Eurocentric Models	Janet Surum	
10	The Role of Indigenous Knowledge in Sustaining Cultural Identity in Zimbabwe	Tinashe Munezvenu	
11	Matrilineal Succession and the Development of Cultural Resilience among the Kom People of Cameroon	Njimeleki Anthony Molesy	
12	African Family as a Pathway to Children's Resilience in Diverse Cultural Context	Tengu Christabel Mepha and Ijang Bih Ngyah-Etchutambe	

13	Infusing African Music in Modern Pedagogies to Cultivate 21 st Century Skills: A Kenyan Context	Janet Nabiswa & Zilpah Okadie	
14	Faith Interventions Influencing Behaviour for Inclusive Communities	Stella Anyega	
15	Exploring TVET college lectures' teaching of visually impaired students	Z. D. Msimango	
16	Female undergraduate university students' attitudes and perceptions on the use of contraceptives: An intervention for the provision of Psychosocial Support	Kudzai Chinyoka	
17	Psychosocial Experiences and Academic Resilience on Learning Outcomes of Undergraduate Student Mothers in Public Universities in Western Kenya	John Munyua Mwangi	
18	Unintended Consequences of Modernization Theory on University Students and Graduates in Zambia	Fumbani MPHANDE	
19	The role of ECD in supporting cultural identity in South African children.	Sithole Patrick Mthobisi	
20	Strengthening Cultural Identity in Early Childhood Development: A Culturally Responsive Approach to Inclusive Education	Matshidiso Mathildah Dladla & Chauke Margaret	
21	Exploring The Experiences Of Mainstream Foundation Phase Teachers In Teaching Learners With Autism Spectrum Disorder (Asd) In Gauteng West	Michelle Van Zyl	
22	Migration, chronobiopsychological rhythm and school performance among primary school pupils in cocoa-growing areas of Côte d'Ivoire	BROU, Abenin Mathieu and KOUADIO, Kouakou Jérôme.	

WORKSHOP THEMES

BRIDGING MODERNITY AND CULTURAL RESPONSE INTERVENTIONS TO ADDRESS CLIMATE CHALLENGES

Bridging Modernity and Cultural Response Interventions to Address Climate Challenges

Dr. Grace Atemi Ondieki

School of Education, Kisii University, Kenya



Abstract

Introduction: Climate change presents one of the most demanding challenges of our time, requiring innovative and all-encompassing solutions that link the divide between modern technological developments and culturally adaptive practices. **Purpose of the Study:** This study sought to examine how incorporation of modern technological developments and culturally ingrained adaptive practices can improve climate resilience. **Theory:** The study was guided by; Cultural Evolutionary Theory, Cultural Theory of Risk, Political Ecology Theory and Social Practice Theory. **Methodology:** A mixed method sequential explanatory design was adapted. The study utilized a questionnaire, interview guide and focus group discussion to gather data. Stratified, simple random and purposive sampling techniques were used to obtain a sample of 340 respondents who provided both quantitative and qualitative information. Descriptive and inferential statistics were used to analyze quantitative data. Data from interviews and Focus group Discussion was analyzed through thematic analysis. **Finding:** The result shows that a

combination of modern scientific methods with traditionally ingrained knowledge systems presents a transformative trail for effective climate adaptation and mitigation. **Conclusion:** The findings emphasize that climate crisis requires mixed solutions that combine the accuracy of modern science with the knowledge of cultural heritage that foster inclusive, adaptive and content -specific strategies. **Recommendations:** Given that climate change is a big challenge all over the world, local communities should be encouraged and trained in the use of both modern technology and appropriate traditional climate related knowledge.

Key Words: Bridging, Modernity, Cultural response, Climatic adaptation, Climatic challenges.

Building climate resilience through the growing of traditional foods among reintegrated homeless youths and their families in Zimbabwe: Perspectives

Samson Mhizha
Department of Applied Psychology
University of Zimbabwe, Harare, Zimbabwe

Abstract

Traditional foods are a mitigating strategy to fight climate change in Africa. Nonetheless, little or no research has been conducted on how food systems can be used to promote resilience among reintegrated street-involved youths in Africa. This is regardless of the disastrous effects of food security and child wellbeing. Globally, an unprecedented and disquieting number of children live and work on the streets with serious concerns on public health and human rights. In this article, I explore the enablers and facilitators of building resilience through growing of traditional foods among reintegrated street-involved youths and their families in Zimbabwe. Rich qualitative data were collected during interviews with a purposive sample of 10 key informants (former and current street-involved children, education officials and social workers) and 10 reintegrated former street-involved children in Zimbabwe. Thematic analysis identified diverse barriers and facilitators for promoting educational resilience among reintegrated former street-involved children in Zimbabwe. The barriers included negative social norms towards use of traditional foods, labour demands for growing traditional grains, negative attitudes towards farming, and the obsession with growing of maize, negative attitudes towards rural lives, beliefs that traditional foods do not taste well and strong beliefs in being spiritually haunted by some children. Several facilitators existed to build resilience through the growing of traditional foods and these included their spiritual efficacy, their drought resistance, low costs, their adjustments to the geographical areas and support by the government and its partners. Findings from this study informed the design of climate resilience programmes. The author recommends more transdisciplinary systematic and empirical studies on climate change, traditional grains and homelessness.

Keywords; Street children, Traditional foods, Climate Change, Indigenous Knowledge Systems.

Climate-Induced Drought and Its Impact on Child Nurturing Care Practices in Borna Zone, Oromia, Ethiopia: A Qualitative Case Study

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Abstract

Background: Climate change represents one of the most pressing social, environmental, and public health challenges of the 21st century. Its impacts are particularly acute in developing regions such as Sub-Saharan Africa, where livelihoods are heavily reliant on small-scale farming and pastoralism. In these contexts, climate-induced drought poses significant risks to child well-being, disproportionately affecting nutrition, health, safety, and education. This study investigates how climate-induced drought influences child nurturing care practices in a drought-affected kebele of the Borna Zone, Oromia Regional State, Ethiopia. **Methodology:** A qualitative case study design was employed to explore the lived experiences of families and key stakeholders facing prolonged drought. Data were collected through 19 semi-structured interviews with parents, caregivers, and government actors between July and August 2023. The interviews captured perceptions of the challenges, coping strategies, and disruptions in caregiving under extreme environmental stress. Thematic analysis was used to analyze the data and identify key patterns and themes. **Results:** The findings reveal substantial disruptions to nurturing care practices, particularly in the areas of child nutrition, health, safety, and responsive caregiving. Caregivers reported severe economic hardship, food insecurity, psychological distress, and restricted access to basic services, all of which

hindered their ability to meet children's needs. Despite these challenges, the study also uncovered notable community resilience, social solidarity, and adaptive strategies that helped buffer some of the drought's negative effects on children. **Implications:** This study highlights the critical need for climate-sensitive child protection and care strategies in drought-prone regions. Policymakers and practitioners must prioritize integrated interventions that strengthen caregiver capacity, build community resilience, and ensure equitable access to essential services. By embedding such evidence into policy and program design, stakeholders can better safeguard children's rights and foster sustainable development in the face of recurring climate shocks.

Exploring climate change education through story telling: a heritage-based approach.

Trust Machaya

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Abstract

This paper explores the intersection of climate change education and storytelling, emphasizing a heritage-based approach. As the urgency of climate change intensifies, traditional educational methods often fall short in engaging diverse audiences. This study advocates for the use of storytelling as a powerful pedagogical tool, rooted in cultural heritage, to foster deeper understanding and emotional connections to climate issues. By examining narratives from various communities, we highlight how local histories and traditions can illuminate the impacts of climate change, inspire resilience, and promote sustainable practices. Through qualitative analysis of storytelling workshops and community interviews, we assess the effectiveness of this approach in enhancing climate literacy. The findings suggest that heritage-based storytelling not only enriches educational content but also empowers communities to advocate for environmental justice, making it a vital component of climate change education. This research contributes to the broader discourse on innovative educational strategies in the face of global environmental challenges.

Key terms: Indigenous Knowledge, Heritage based education, climate change literacy, intergenerational learning, cultural relevance, community-based education and narrative pedagogy.

The Role of Cultural Storytelling in Climate Resilience Education for Young learners aged 4-8 in Uganda venerable communities

Dr Deborah Rebecca Kyazze,
Uganda
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Abstract

Climate change excessively affects vulnerable communities, leading to early education interventions to foster resilience. Cultural storytelling, a deeply rooted tradition in Uganda, provides a unique avenue for imparting environmental awareness and adaptive strategies to young children. This study explores how indigenous narratives enhance climate resilience education among children aged 4-8 in Uganda's vulnerable communities. The study aims to investigate the role of Cultural Storytelling in Climate Resilience Education for Young learners aged 4-8 in Uganda venerable communities. By examining culturally relevant narratives, the research highlights storytelling as an effective medium for early climate education. The objective of the study is to assess how cultural storytelling influences learner's perceptions of environmental conservation and climate change, to analyze how traditional stories can be integrated into early childhood climate education, to evaluate the effectiveness of storytelling in promoting climate resilient attitudes and behaviors among children in vulnerable communities. A qualitative ethnographic approach will be employed, utilizing storytelling sessions, semi-structured interviews with teachers and storytellers, and focus group discussions with learners. Thematic analysis will be used to identify key environmental themes within traditional narratives. The study will engage 50 teachers, 20 community members, and 100 learners aged 4-8 from selected vulnerable communities in Uganda. Preliminary findings suggest that cultural storytelling fosters deep emotional and cognitive connections to climate issues, enhancing engagement and

comprehension. Integrating storytelling into learner's programs can strengthen climate resilience education, preserve cultural heritage, and promote sustainable environmental behaviors.

Key words: *Cultural Storytelling, Climate Resilience, Indigenous Knowledge, Environmental Sustainability*

INTERVENTIONS IN EARLY CHILDHOOD DEVELOPMENT AS SUPPORT FOR CULTURAL IDENTITY

Preschool Programs and the Promotion of Local Cultural Identities in Urban Côte d'Ivoire: A Social Psychological Perspective

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Abstract

In an African context where globalization and urbanization are profoundly reshaping lifestyles and cultural reference points, early childhood represents a critical stage for the transmission of cultural identities. This study examines how preschool programs in urban areas of Côte d'Ivoire contribute — or fail to contribute — to the promotion of local cultural identities among young children. Drawing on concepts from social psychology, including socialization, social identity, and cultural representations, this research uses a mixed-methods approach combining content analysis of educational programs, interviews with educators and parents, and observations in preschools across Abidjan. Preliminary findings reveal a marginal presence of Ivorian cultural references in urban preschool curricula and teaching practices, largely overshadowed by standardized educational models. This situation raises important issues for children's identity development and the preservation of cultural heritage. This presentation offers practical recommendations to enhance the integration of local cultures into preschool education and foster a more rooted and inclusive socialization process for young children in urban Côte d'Ivoire.

Keywords: early childhood, cultural identity, preschool programs, social psychology, Côte d'Ivoire

'Ngana Tanu': Recognizing 'Innate Potency' to Grasp, to Learn and to Know through Formal School Systems of Zambia

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Abstract

Education which is diversely practiced through formal, regional and cultural educational practices include *Moral education* which aims at helping children to develop moral virtues; and *Character Education* which helps children to know, to desire, and to do the good (Ryan 1988). In Africa education is conceptualized through culturally embedded motivational and cognitive assessment systems that integrate skill and knowledge about all aspects of life and was traditionally implemented in the child's daily routine (Nsamenang, 2006, Akinsola, 2011). A qualitative hermeneutic research that was conducted among the Lozi speaking people of Western Zambia, to explore embedded traditional, cultural, motivational and cognitive assessment practices through which child intelligence is assessed, reviewed that primary intelligence exists as innate intelligence '*Ngana Tanu*' (Lozi) - innate potency (Simatende, 2013), that waits only abstraction and actualization through an education system or curricula that takes cognizance of social cultural variations and influences of what education and assessment procedures are used in the local cultural contexts. Education systems must, therefore, explore cultural contexts that house the given 'natural potency' (innate power), and appropriate environments and tools that will enhance its abstraction and development. When there is a good fit between what the learner has in mind and what is offered in the educational program, there are likely to be improvements in motivation to participate, to attend regularly, and to stick with the program until completion (Ticht 2000). Research insights in the local context of education have the potential to contribute to the improvement of the national education curriculum.

Effectiveness of culturally responsive practices towards acquisition of cultural identity in early years: Cultural Grounding: The Development of Cultural Identity in Early Years

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Abstract

During early years, children are intentionally and unintentionally socialized by parents and caregivers. The learning shapes the child's cultural identity depicted in their later years. Acquisition of cultural identity can be seen through naming, language development, initiation practices and kinship identity among others. While the role of cultural Practices like naming and initiation are impactful in identity, the socio-economic environment where a child is raised also plays a significant role in shaping a child. Society has continued to experience disconnect between a person and some culturally responsive practices resulting to weak cultural identity. There are challenges in the general involvement of people nurturing the children which may be influenced by their nature of preparedness and perception in their role in shaping the children's cultural identity. Other factors like the type of socio- economic environment, the impact of schooling and some aspects of modernization have a great impact on culturally responsive practices. This paper will examine the effectiveness of culturally responsive practices towards acquisition of cultural identity in early years. There is need for interventions early enough, either to enhance or correct that which is inculcated in the early years as the children grow and develop their cultural identity. Some of the interventions include among others creating awareness to the parents and caregivers on their role in shaping the child's cultural identity, identifying and advocate for aspects of modernization that can be used to enhance culturally responsive practices, proposal of adoption of content in the curricula that support cultural identity and creation of platforms that enhances reinforcement of culturally responsive practices towards cultural identity

Key Words: Acquisition, Cultural Identity, Responsive practices, Strategies

Cultural Responsiveness of Early Childhood Care and Education in Three Metropolitan Cities: Unlocking Conceptions, Curriculum Orientations and Pedagogical Practices

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Abstract

The ECCE contexts are settings where children get the first experience of care and education outside of their home. Hence, children need to access and engage in cultural practices similar to their homes and communities. In other words, the ECCE environment should be context-sensitive. As regards, culture is a vital element in designing ECCE programs since it impacts the totality of children's development. Thus, ECCE environment and programs need to be culturally responsive or relevant to children by upholding indigenous values. Cultural responsiveness in preschools constitutes culturally relevant curriculum, culturally responsive instruction/pedagogy and culturally enriched distal and proximal environment. Taking this into consideration, the main purpose of this research was to investigate the cultural responsiveness of ECCE in three Amhara metropolitan cities particularly focusing on conceptions, curriculum contents and pedagogical practices. The research followed both quantitative and qualitative research approaches with sequential QUAL-quant exploratory mixed research design in which data were collected from teachers and parents using questionnaire, semi-structured interview, observation and document analysis. After securing the quality of the data through proper screening and inspection, thematic and content analyses were used to analyze the qualitative data whereas the quantitative data were analyzed through percentage, mean, standard deviation, one-sample t-test, and independent samples t-test. The result revealed that the perception of parents and teachers towards culturally responsive preschools is found to be a little above the test value. Both parents and teachers have a partial view to clearly put the full packages of tangible and intangible cultural issues that characterize culturally sensitive preschools. Both the indoor and outdoor environment of the preschools lack cultural sensitivity. Besides, preschools have no curriculum; their annual plans did not prepare in a way that invites to use cultural resources in the teaching process. The preschool teachers' practice of using cultural resources in teaching

children in the preschools is almost two-third of the expected level. Such practices are affected by the absence of curriculum, and problems of community awareness and inputs. Therefore, it is recommended that continuous awareness raising trainings for both teachers and parents; design of comprehensive culture-informed preschool curriculum and/or syllabus; and close supervisory support should be availed in the preschools.

Digital Technology: an element of Inclusion for pre-service teachers doing teaching practicum in disadvantaged communities at an open distance e-learning institution of South Africa

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Due to the Covid-19 pandemic, institutions of higher learning were forced to adopt digital technology for teaching practice (practicum) supervision. Pre-service teachers were unprepared for this shift from traditional face-to-face methods to the integration of digital technology in their supervision. Using the critical diversity literacy (CDL) framework, this qualitative study examined the experiences of pre-service teachers from disadvantaged communities regarding privilege and oppression in accessing education support through teaching practicum supervision, influenced by their geographical background. Two hundred and four (204) pre-service teachers from underprivileged communities completed an online questionnaire. Eight (12) lecturers who conducted online supervision were interviewed using semi-structured interviews. The online student supervision guidelines for teaching practicum, developed at the university, were also analysed. Data was analysed thematically, revealing several key findings: digital technology acted as a catalyst for the inclusion of marginalized students. Pre-service teachers were able to access and participate in teaching practicum offerings for the first time. Students were not disadvantaged by their geographical location which is characterised by poor road infrastructure. Furthermore, pre-service teachers from disadvantaged backgrounds experienced greater equity, rather than facing discrimination, due to the use of digital technology. The study presents recommendations to help higher education institutions to improve the integration of digital technology during teaching practicum to include diverse axes of difference.

Keywords: critical diversity literacy, digital technology, inclusion, pre-service teachers, teaching practicum supervision

Promoting Inclusive and Culturally Responsive Early Childhood Development through Home-Based Interventions in Uganda

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Abstract

Early Childhood Development (ECD) interventions play a vital role in nurturing cultural identity, particularly in underserved communities. In Uganda, limited access to formal pre-primary education has necessitated innovative, locally grounded approaches. This study explores the feasibility, cultural responsiveness, and gender inclusivity of the Scaling Inclusive Home-Based Early Learning Initiative (SIHELI) in Kalaki District. The central research question was: How can inclusive, home-based early learning interventions support culturally grounded early childhood development in marginalized rural communities? The study is grounded in Lewin's Field Theory, which views behaviour as a function of the dynamic interplay between individuals and their environment. This framework supports a deeper understanding of how home-based ECD centres emerge from and respond to local socio-cultural contexts, and how interventions can be designed with and for communities. Using a qualitative, exploratory design, data were collected through site visits, key informant interviews, and focus group discussions with caregivers, community leaders, and local government officials. Content analysis revealed strong community acceptance of home-based ECD centres as culturally congruent alternatives to formal schooling. These centres reinforce indigenous child-rearing practices and promote women's leadership as primary caregivers. The study concludes that home-based ECD models offer a culturally affirming, gender-inclusive, and cost-effective strategy for expanding

early learning in rural Uganda. For successful scale-up, ECD interventions should be co-designed with communities, integrate local knowledge systems, and ensure sustained training and support for caregivers.

Key words: Early Childhood Development, Home-Based Learning, Community-Based Interventions

Interventions in early childhood development as support for cultural identity

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Abstract

The early childhood development phase is a pivotal moment to nurture the essential cultural identity and competency skills that will enable children to grow into confident, responsive, and resilient individuals, and will contribute positively to their overall well-being and future. The purpose of this article is to explore intervention strategies which support cultural identity and competence in early childhood development stages. It identifies and unpacks key ideas and concepts related to the topic of cultural identity in early childhood development. To source intervention and support strategies, literature was reviewed on ECD programs to ensure cultural relevance. Discussions on several reasons why cultural identity is important and provides intervention strategies and support in ECD is also provided. Research suggests that a child's cultural identity plays a vital role in their development and sense of self. As children grow, having a strong cultural identity gives them a sense of belonging, security, and purpose (The Momkind, 2024). Supporting cultural identity and competency in early childhood involves creating an environment where all stakeholders collaborate to embrace diverse cultural practices and provide necessary supports for children's holistic development. Moving forward, further research on the extent to which cultural identity, competency, beliefs, and practices are associated with specific aspects of early childhood development will help enhance our knowledge of the role of cultural identity in children's social and emotional development.

Keywords: Culture, identity, competency, intervention, early childhood

The role of ECD in supporting cultural identity in South African children.

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Abstract

Early childhood is a critical period for cognitive, emotional, and social development, during which cultural identity begins to form and take root. Interventions in early childhood development (ECD) that intentionally support cultural identity can play a vital role in promoting a sense of belonging, self-esteem, and community cohesion among young children. This abstract explores the intersection of ECD and cultural identity, emphasizing how culturally responsive pedagogies, language preservation, and inclusive family engagement strategies can positively impact developmental outcomes. By integrating cultural knowledge, practices and values into early education programs, such interventions not only foster individual well-being but also contribute to the resilience and continuity of cultural communities. This poster exemplifies educational practices that recognize cultural identity as a core development domain, asserting that the recognition is essential in a culturally diverse society such as South Africa for purposes of seeking to uphold equity, inclusion, and social justice from the earliest stages of a child's life".

Keywords: Cultural Identity, ECD, intersectionality, developmental outcomes, responsive pedagogies.

Impact of School Feeding Programme on children's anthropometry and learning outcomes in Chikwawa District, Malawi

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Abstract

In order to improve school enrolment in Malawi, the government is implementing a School Feeding Programme in Chikwawa, one of the worst hit Tropical Cyclone Freddy towns where thousands of people died and others displaced following heavy rains and strong winds which damaged crops, animals and infrastructure in Malawi. Despite well

implemented programme, there remains a need to comprehensively assess the impact of the School Feeding Programme on nutrition and learning outcome. The study aims to assess the effects of the programme on school children's nutrition status and learning outcome. It is hoped that this study will help establish the impact of School Feeding Programme and its role in improving anthropometry and learning out comes. This will in turn help inform policy makers who make research based policies that benefit children in schools. Quantitative research methods where a between-subjects cross-sectional quasi-experimental design comparing three school feeding and three non-school feeding preschools were sampled through multi-staged stratified random sampling technique from Chikwawa District in Malawi. 208 preschool children were administered with Zambia Child Assessment tools (ZamCAT). Data variables were analyzed and generated descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS version 20), WHO anthro and STATA version 17 to determine significant differences and relationship between SFP and non-SFP schools. The results revealed significant relationships between anthropometry and learning outcome. At alpha 0.05, a strong positive relationship was found between MUAC and letter naming scores ($R=0.046$). The study also found that relationship existed between height for age and letter naming scores ($R=0.037$). Therefore, policies on SFP in early education should be promoted to ensure that children develop optimally and holistically as they pursue their education.

Key: *Cognitive skills, Cyclone Freddy disaster, Education, Malawi, School Feeding Programme*

Reflections from The Letlotlo Project: the potential of community glimmers as a foundation for trauma-informed, resilience-focused interventions for South African children and youth

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Abstract

Trauma, disconnection, and structural adversity have perpetuated cycles of poverty and adversity within the South African context and continue to do so. More 3 decades post-apartheid, South Africa remains the most unequal society in the world, with Black women and children most affected. In this presentation, we propose a framework to understanding embodied resilience, not as survival or “doing better than expected” but rather to experience fullness, peace, awe, reverence, and joy amidst suffering. We ground this perspective in Polyvagal Theory (PV) that unpacks the role of the vagus nerve in regulating the autonomic nervous system to facilitate the flow of emotions and healing through safe spaces characterised by safe co-regulation. Method: The data constitutes reflections of the research team (academic and community partners) on the case of an open mic night as a powerful example of a community level glimmer. Findings: In our findings we present reflections on how community level glimmers, rooted in African cultural practices, can: 1) foster a collective sense of felt safety; 2) facilitate a sense of belonging and a space for safe co-regulation; and 3) facilitate emotion regulation grounded in nervous system regulation. The findings lead to crucial insights into fostering embodied resilience and effective emotional co-regulation in ways that enhance relational supports, agency and mastery, effective emotion regulation, and meaning-making. It is critical for future resilience-focused interventions to incorporate Polyvagal Theory in culturally and contextually sensitive ways to promote resilience effectively.

Key words: Community glimmer, intervention, Polyvagal Theory, Resilience

Can A Teenage Mother Raise A Holistically Developed Baby? A Case of Kenyan Mothers

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Abstract

In African culture teenage pregnancies are in most cases unwanted, unplanned and out of wedlock. Traditionally such girls were forced to get married to old rich people or become concubines to the aged old man where child care faced myriad of challenges. Today, teenage pregnancy and early child care are issues that call for reasoning into the underlying causes of adolescent pregnancy and interventions are put in place for holistic development of both the teenage mother and their babies. There is international concern on links between early pregnancies, early marriage, and child care to ensure the implementation of Sustainable Development Goals (SDGs) by 2030. This paper presents

qualitative findings from observation and interviews collected from 37 teen moms purposively sampled in Kenya. The aim of this study was aimed at best practices to facilitate every child a supportive environment to grow and achieve their developmental milestones. Convoy Model of Social Relations was adopted for the study. Findings revealed that interventions such as campaign on girl child rights, appropriate comprehensive sexuality education for all young people, preventing early marriage, sexual violence and building gender equitable society by empowering girls, counselling men and boys on cognitive restructuring for proper decision making. They also indicated love and acceptance by society and availability child care centers with in-house nurses to care for children with health issue and ensure proper nutrition as teenage mothers continue with their education. The study recommends society acceptance, supportive environment to both teenage mothers and their babies for their holistic development.

Keywords: teenage pregnancy, early child care, implication for counselling

Integrating ICT learning content into mother tongue to strengthen identity formation in early childhood education in Mpumalanga Province.

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Abstract

In South Africa, English and Afrikaans are often used as main languages of teaching and learning in formerly Model C, or private schools. While these schools are thought to provide higher academic performance, they also contribute to the progressive loss of African language and cultural identity among young learners. Using a qualitative case study technique, the study interviewed teachers, ICT facilitators, and curriculum advisers from selected public schools involved in the Department of Basic Education's Incremental Introduction of African Languages (IIAL) project. Data were gathered via semi-structured interviews, classroom observations, and digital learning material analysis. The research looked at how mother tongue information, given via accessible ICT platforms, might reinforce cultural identity while complementing early learning objectives. The results suggest that ICT is an effective tool for bringing indigenous language material into early childhood education. Tablets, digital storybooks, audiovisual resources, and language games in isiZulu, Siswati, and Sepedi improved engagement and content retention. Culturally appropriate tales, common idioms, and values embedded in their native language enriched learning experiences. However, structural issues such as inadequate access to digital infrastructure, lack of localized material, and insufficient teacher training in use of ICT tools for language education were impediments. Despite these, ICT integration with mother tongue education strengthened learners' cultural identification from foundation level. Indigenous language material in digital media aided language learning and affirmed learners' social and cultural roots. IIAL strategy combined with targeted ICT investment and teacher development is likely to provide scalable solutions to identity gaps in early childhood education.

Keywords: Mother Tongue Instruction, ICT Integration, Early Childhood Education, Cultural Identity Formation, Indigenous African Language

USING CULTURAL APPROACHES TO ENHANCE INCLUSIVITY FOR YOUTH WITH DISABILITIES

Harnessing Cultural Approaches to Leapfrog the Achievement of Inclusive Education: Perspectives from the Cape Coast Metropolis, Ghana

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Abstract

There has been minimal success in implementing inclusive education in Sub-Saharan Africa, despite the growing understanding of its values and objectives, along with increased investments. This article will argue that revitalizing

indigenous cultural practices, values, and wisdom should serve as a foundation for cultural eclecticism, establishing a theoretical basis to challenge cultural imperialism and ontological individualism. This approach supports inclusive education for youth with disabilities in the Cape Coast Metropolis. The interpretative phenomenological analysis (IPA) will serve as the research design. Interviews, focus group discussions, and participant observations will be conducted to gather detailed information from 10 community members selected from the identified experts who possess cultural knowledge and insights into cultural approaches that can promote inclusive education among the youth in the study area. It would be argued as part of the findings that cultural approaches and practices such as “Sankofa”, among others, are indispensable in the achievement of inclusive education among the youth in the study area. It would also come to light that Africans were aware of and practiced an inclusive society. It could be concluded that Ghana's current inclusive education policies and practices do not factor in cultural approaches and practices. As a result, it would be recommended that policymakers, curriculum developers and implementers and researchers be made to explore relevant cultural approaches and practices that promote inclusive education and adapt them for the development of the youth in the study area and beyond.

Keywords: Inclusive Education, cultural approaches, eclecticism and imperialism

Oral Traditions and Storytelling as Therapeutic and Educational Tools for Youth with Disabilities in Kenya

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Abstract

Oral traditions and storytelling have been key in preserving cultural values and promoting communal resilience across African societies. However, their potential as therapeutic and educational tools for youth with disabilities remains underexplored. This study examined how culturally grounded storytelling can enhance psychosocial well-being, inclusive learning, and identity development among youth with disabilities in Narok County, Kenya. Anchored in Afrocentric Social Work Theory and the Resilience Framework, the research employed a qualitative, participatory action research (PAR) design. The study involved 48 participants: 20 youth with disabilities (aged 10–24), 10 caregivers, 6 special needs educators, 5 traditional storytellers, and 7 community-based rehabilitation workers. Data were collected through in-depth interviews, focus groups, participant observation, and storytelling circles, using disability-sensitive tools such as visual aids and sign language interpreters. Thematic analysis of the data revealed that storytelling fosters emotional resilience, cultural belonging, and improved cognitive engagement among participants. It also reduces stigma, strengthens peer support, and facilitates the transmission of life skills in accessible forms. The findings advocate for integrating indigenous storytelling into inclusive education, psychosocial support, and child protection programs. This study calls for policies that formalize storytelling as a community-driven, culturally relevant intervention for disability inclusion, bridging modern social work practices with indigenous knowledge.

Key Words: Afrocentric Social Work, Disability Inclusion, Indigenous Knowledge Systems, Psychosocial Support, Storytelling

Decolonizing barriers for Inclusive Education of Learners with visual impairments

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Abstract

Inclusive education for Learners with Visual Impairments (LVIs) in rural schools is a significant concern in Global South countries. This Concern is compounded by the colonial legacies which have contributed to exclusionary educational practices, creating barriers that hinder full learning participation and accessibility for these learners. This paper explores decolonization of barriers to enhance inclusive education of LVIs in Lesotho rural schools. African Communalism theory was adopted for decolonising barriers and exploring culturally responsive and inclusive strategies that foster rural community participation. This participatory case study was conducted in Berea District, Lesotho, involved focus group discussions with two groups of six purposively selected learners, totalling twelve

from two rural mainstream primary schools. Thematic data analysis was used to identify key themes and research findings. The findings indicated that rural schools face unique challenges for effective inclusive learning of LVIs due to isolation, infrastructural limitations, and deep-rooted cultural attitudes towards impairments. These findings highlight the need to shift from colonial exclusive practices to a highly localized communities, emphasizing the importance of cultural sensitivity, community empowerment, and engagement in enhancing inclusive learning. The study offers practical recommendations for decolonising rural school barriers through locally tailored strategies, underscoring the significance of community-driven approaches to disability awareness and inclusion. It advocates for a holistic, decolonial approach to transforming educational practices for quality provision of education to LVIs in rural Lesotho schools.

Keywords: African Communalism, Barriers to learning, Community participation, Decolonization, Rural Schools, Visual Impairment.

Reviving Letšema approach in transforming Communication Support in South African Special Schools

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Abstract

Effective implementation of augmentative and alternative communication (AAC) depends highly on Letšema, an African practice that describes collaboration among multiple stakeholders such as teachers, class assistants, school nurses, speech and occupational therapists. This paper examines existing barriers to and facilitators of Letšema from a stakeholder perspective. Individual interviews were conducted with N=25 stakeholders including, class assistance, school nurses, and teachers, at five special schools in South Africa. Qualitative approach was followed and a phenomenology research design was implemented. Following thematic data analysis, we identified themes that show different experiences of Letšema in AAC implementation. Factors were identified that can have both positive and negative impact on Letšema between relevant stakeholders. This includes the significance of Letšema in special schools, knowledge about AAC, Importance of communication among stakeholders and barriers preventing the effective implementation of Letšema. Based on the findings of the study, researchers recommend continuous in-service development to all relevant stakeholders, open lines of communication and support by district-based teams, as such efforts may improve the implementation of AAC in special schools.

Keywords: Letšema approach, Communication Support, Special Schools

Teacher Experiences in Supporting Learners with Learning Difficulties in Leolo Circuit Public Schools - A Case of foundation phase teachers.

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Abstract

Foundation phase teachers play an important role in supporting learners with learning difficulties (LD) by implementing inclusive strategies that enhance academic and social development. The study aimed to explore how foundation phase teachers support learners with learning difficulties. This qualitative study will be conducted in five primary schools. In each school four foundation phase teachers will be interviewed face to face or telephonically. a case study design will be employed in this study. Data will be collected through semi structured interviews and document analysis. Data will be analysed using thematic approach. The various forms of teacher support, including inclusive practice, individualized education plans (IEPs) and professional development programs. Research indicates that effective teacher support enhances engagement, improves learning outcomes, and boosts the self-esteem of learners with LD. However, challenges such as limited training, large class sizes, and inadequate resources allocation often reduce optimum support. Recommendations include effective professional development for teachers, collaborative partnerships with special educators, and policy reforms to ensure equitable access to learning aids.

Key Words: Learning difficulties, teacher support, inclusive practices, learning outcomes, overcrowded classes.

EXPLORING THE EXPERIENCES OF MAINSTREAM FOUNDATION PHASE TEACHERS IN TEACHING LEARNERS WITH AUTISM SPECTRUM DISORDER (ASD) IN GAUTENG WEST

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ABSTRACT

Educating all learners including those diagnosed with Autism Spectrum Disorder (ASD) in inclusive learning environments is still a challenge in many schools. Despite various policy frameworks that seek to promote inclusion, some teachers still believe that learners with ASD should be taught in exclusive learning environments. The purpose of the current study was to explore the experiences of Foundation Phase mainstream teachers in teaching learners with ASD in Gauteng West District, South Africa. The study was framed within an interpretivist paradigm and adopted a qualitative research approach. Since the study focused on human subjects, phenomenology was the most suitable research design. Mezirow's Transformative Learning theory was used to guide literature and data analysis, and to enforce the transformative agenda of inclusion. A purposive sampling strategy together with inclusive criteria were used to identify and recruit twelve (12) Foundation Phase teachers from six (6) different mainstream schools in the Gauteng West District. Data was gathered through a qualitative questionnaire which was emailed to the twelve (12) participants and individual interviews that were scheduled with each of the participants. Thematic analysis was used to analyse the data. Key findings suggest that most teachers in the Foundation Phase of mainstream schools are reluctant to teach learners on the Autism Spectrum because they feel incompetent and ill-equipped, and they also noted a general lack of support from structures such as School Management Teams (SMTs) and School-Based Support Teams (SBSTs). The participants were also concerned about the effects of admitting learners with ASD into mainstream classes on the rest of the said classes. Based on the findings, the current study recommends that a more comprehensive study be conducted with a larger sample that will include teachers from various provinces. The study further recommends that more intensive capacity-building workshops be initiated to reskill mainstream teachers in teaching all learners including learners with ASD. Lastly, institutions of higher education should consider initiating programmes that specialise in training educators to teach learners on the Autism Spectrum in mainstream classes.

Keywords: Autism Spectrum Disorder, Foundation Phase, Learners with Special Educational Needs (LSEN), inclusion, teaching, support

LITERACIES PEDAGOGIES

Bridging gaps in literacy and resilience through culturally enhanced songs in crises affected areas

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Abstract

The Sustainable Development Goal (SDG) 4.6 advocates for universal literacy to be attained by 2030. However, children in conflict affected areas like the North-west and South-west regions of Cameroon are yet to attain this goal

due to the shutting down and looting of schools, other social amenities and indiscriminate killing. As a result, many children who have been out of school for over three years, are displaced and traumatized. Efforts by foreign organizations to support literacy and resilience in these contexts have not been sustainable due to the foreign and abstract nature of their tools and strategy in our local context. On this basis, this study aims at assessing the impact of culturally enhanced local songs in building literacy and resilience among internally displaced children. The intervention employed a quasi-experimental design with a pre-test and post-test including an experimental and control group with a sample of 39 level 2 (8 to 14-years-old) internally displaced children drawn from primary schools in the South-west regions of Cameroon. The intervention which lasted for a month (2 hours * 2 sessions weekly = 16 hours) consisted of pupils actively engaged in literacy and resilience enhanced local songs. Songs were selected through observation of children's play time developed and enhanced using the principles of sustainability and availability of local materials. Pre and post-test comparisons using the 'Burt Fixed' reading and 'Word Their Way' spelling test revealed an overall average improvement of 4.73 in reading and 7.4 in spelling in favor of the experimental group. Children's resilience also improved on average by 1.6. We thus recommend that teachers can enhance and incorporate local songs in literacy instruction as well to promote resilience amongst children in crises affected areas.

Key Words: Literacy, resilience, culturally enhanced songs, Crises affected areas

Voices of the Little Ones: Exploring Children's Perspectives on IsiNdebele Folktales in Early Childhood Development Programmes

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Abstract

While the role of storytelling in early learning has long been acknowledged, little research captures the voices of children themselves in evaluating the meaning and impact of indigenous stories. This study presents a child-centred inquiry into how IsiNdebele folktales are experienced and interpreted by young learners within Early Childhood Care and Education (ECCE) centres in South Africa. A qualitative research design was adopted, grounded in Participatory Action Research (PAR) and informed by Vygotsky's socio-cultural theory, emphasising the child's active role in co-constructing knowledge through social interaction and culturally meaningful tools. The sample included twenty (20) children aged 4–5 years across four (2) ECCE centres. Children were engaged in storytelling circles, drawing sessions, and informal dialogues to express their responses to selected IsiNdebele folktales. Findings show that children not only remembered key characters and plot elements but also internalised values such as kindness, bravery, and communal responsibility. Many children reimagined the stories in their play, drawings, and conversations, indicating deep emotional and cognitive engagement. The storytelling sessions encouraged children to express their own experiences and fears using metaphors from the tales, suggesting that folktales served as both pedagogical and therapeutic tools. This study highlights the importance of positioning children as meaning-makers in culturally grounded pedagogies. With the study proposes a model for incorporating children's voices into ECCE curriculum development, advocating for storytelling as a dialogic and child-responsive practice that bridges cultural tradition and developmental science.

Keywords: Child voice, indigenous storytelling, IsiNdebele folktales, cultural identity, ECCE, participatory research, Vygotsky, socio-emotional development, narrative learning, early years

Reviving Indigenous Storytelling as a Tool for Cultural Identity and Early Childhood Development in South African ECCE Centres

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Abstract:

Storytelling, once a central method for moral teaching, identity formation, and social cohesion, has been largely overshadowed by westernised instructional models. In the quest to bridging modern pedagogical approaches with indigenous wisdom, this study explored the revitalisation of traditional storytelling as a culturally responsive tool in Early Childhood Care and Education (ECCE) settings in South Africa. An ECCE Storytelling Project was implemented in two (2) community-based ECCE centres, where IsiNdebele folktales were re-introduced as part of the curriculum. The study explored how indigenous storytelling—specifically through IsiNdebele folktales—could

support cultural identity development, language enrichment, and social-emotional learning among young children in ECCE settings. Underpinned by Vygotsky's socio-cultural theory, which emphasises the role of social interaction, language, and cultural tools in the cognitive and emotional development of children, the study adopted a qualitative research design, employing Participatory Action Research (PAR) to engage ECCE practitioners as co-researchers in co-developing and implementing storytelling sessions. Twelve (6) ECCE practitioners, twenty (20) children aged 4–5 years and elders were purposively sampled. **Key findings** revealed that, children demonstrated improved vocabulary, narrative comprehension, and expressive language skills. The use of familiar cultural contexts in folktales enhanced children's self-confidence and identity affirmation. Practitioners observed notable gains in cooperative play, emotional empathy, and attentiveness during story-based activities. The involvement of elders in delivering folktales strengthened intergenerational ties and promoted respect for indigenous knowledge systems. This study reflects on how indigenous storytelling promotes early critical thinking, empathy, and values transmission while supporting practitioners' culturally relevant pedagogical practices and embeds storytelling as a structured intervention to pedagogical approaches in ECCE, advocating for policy recognition of indigenous methods as legitimate African educational tools.

Keywords: Indigenous storytelling, IsiNdebele folktales, cultural identity, Vygotsky socio-cultural theory, resilience, language development

Home-grown '4-in-1' Literacy Model intervention: A prototype for boosting resilience and Ubuntu among rural youth motorists in Rwanda

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Abstract

Although many studies explored resilience, ubuntu, and social justice from various perspectives, there has been limited research on home-grown interventions on resilience and social justice, especially among youths in multilingual settings. Yet, Sustainable Development Goal (SDG) 4 encourages countries to promote lifelong learning opportunities for all by strengthening inclusive and equitable quality education. This paper strives to address this gap by initiating the home-grown intervention coined "4-in-1 Literacy Model," which trained 213 Rwandan rural youth motorists in four languages, namely English, French, Kiswahili, and Kinyarwanda, in the vicinity of the University of Rwanda. Using the Ubuntu Translanguaging theory and horizontal reading technique, the 4-in-1 Literacy Model intervention boosted the rural youth motorists' proficiency and literacy skills in four languages concurrently, uplifting their resilience, social cohesion and the spirit of togetherness. As implication, the 4-in-1 model led to significant improvements, not only in quadriliteracy but also in resilience behaviours and team spirit among the participating Rwandan youth-motorists. Hence, the 4-in-1 intervention is recommended to other African youths to reinforce their literacy skills and their resilience.

Key words: 4-in-1 Literacy Model, Ubuntu translanguaging, rural youth motorists, Rwanda.

Differentiated Instruction and Children's Foundational Schools

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Abstract:

Differentiated instruction has gained global recognition as a key strategy for addressing diverse learner needs, particularly in the early stages of literacy acquisition. This study explores the influence of differentiated assessment on the development of foundational reading skills among lower primary learners in Central Division, Kampala Capital City Authority, Uganda. Grounded in Vygotsky's Sociocultural Theory specifically the Zone of Proximal Development (ZPD) the research aims to investigate how assessment practices tailored to individual learner profiles can enhance reading outcomes in early education settings. A **convergent parallel mixed methods design** will be employed, enabling the integration of both qualitative and quantitative data. Data collection tools include semi-structured interviews with infant class teachers, focus group discussions with children, and structured questionnaires administered to heads of infant sections. This multi-perspective approach seeks to capture the

complexities of classroom assessment practices and their direct and perceived impact on children's reading development. The study addresses a critical gap in the contextual understanding of differentiated assessment within Uganda's public education system, where standardized approaches often overlook learner diversity. By examining how adaptive assessment strategies align with learners' individual needs, the research aims to contribute both theoretical insights and practical implications for instructional design and policy development in early grade reading programs. Findings from this study are expected to inform teacher training, curriculum development, and inclusive pedagogical practices aimed at improving foundational literacy outcomes in sub-Saharan Africa and similar educational contexts.

Key words: Differentiated Instruction, Differentiated assessment, Foundational reading skills.

Modernity and Indigenous Knowledge in Early Childhood Education: Exemplification of the Kondoa Rock Art Paintings

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Abstract

Background: Indigenous communities across the world are today demanding educational provision that respects their diverse cultures, languages and general life (World Education Forum, 2000). Integration of indigenous languages into the curriculum and instruction, recognition of the socioeconomic activities in teaching and learning, recognition of the undermined indigenous technology, and curriculum reviews are used as strategies to balance modern and traditional knowledge. However, little remained known on the way rock art paintings as cultural resource can be used to promote knowledge and skills used by ancient communities to thrive. **Purpose of the Study:** This study was informed by Freire (1992) who argues that underestimating the sociological experiences is evidence of an elitist ideological valorisation that leads to scientific, ideological, and epistemological error. The researcher engaged 10 purposely sampled informants to share about the knowledge and skills that children in before primary can benefit at the Kondoa Rock Arts Paintings. **Procedures:** Adhering to ethical issues, in-depth face-to-face individual interviews were conducted with elders and knowledgeable staff at the Kondoa art paintings. **Results:** Through the content analysis it was realized that the Kondoa art paintings are embodied with knowledge ranging from promoting inclusive community, innovative skills, sustainable knowledge, communalism, Ubuntu, and creativity. **Conclusions and Recommendations:** The Kondoa art paintings is endowed with vast knowledge and skills that could be taught to young children to grow them with positive minds for their societies, and as active participant for the sustainable society when they are old. Therefore, educators' knowledge and positive attitudes towards such cultural resource would promote balancing modern and indigenous knowledge for relevancy. The collaboration between pre-primary teachers and the staff at the Kondoa art museum and those at the rocks seem weak. This study, therefore, suggests that there should be collaboration between parents and teachers and the staff for effective utilization of place for teaching and learning.

Keywords: Heritage, knowledge and skills, sustainable future, young children, and Kondoa arts paintings

FATHERHOODS

Tapping into the Traditional Conceptualization of Fatherhood in Developing parenting programs for Kenyan Fathers in the 21st century

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Abstract

Research shows that fathers' involvement in childcare is beneficial to children's growth and development. However, in recent times, childcare responsibilities are changing in Kenya due to globalization and women engaging in paid job opportunities. As far as there has been an increase in fathers' involvement in childcare in two parent families, there has also been a surge in run-away fathers, fathers shirking their obligations and women empowerment that has made them believe that the roles of fathers in their children's life is no longer significant. Whereas the important role

of extended family members is diminishing, rising cases of children being raised solely by single mothers in Kenya, which has been linked to negative children behavior outcomes is worrying. We analyzed documented literature on the traditional roles of fathers alongside interview reports of contemporary fathers from Kenya on their caregiving roles. Our findings indicated that traditionally, fathers were perceived to be the heads of households, provider of legitimacy to their children, provider of protection and valued children as source of wealth and continuity of lineage. These beliefs provided a strong sense of caregiving responsibilities to fathers and numerous benefits to children such as social identity, physical growth and emotional wellbeing. The interview reports showed that contemporary fathers feel that they are important in their children's lives and are willing to bond with them in early childhood. Nevertheless, they find it very challenging to tolerate economically empowered mothers of their children, highly inquisitive children, and the current demands on fathers to take up active caregiving roles without adequate induction. The study suggests that the presence of fathers in children's lives in Kenya remains paramount. There is a need to incorporate traditional beliefs about fatherhood and essential childcare skills into parenting programs. Such programs can reshape the attitudes of contemporary fathers and mothers about the significance of fathers in child care, resulting in far-reaching benefits.

Key Words: Fathers, Caregiving, Interventions, Empowerment

Promoting Ubuntu-Based Father Inclusion in an Inclusive Home-Based Early Learning Project in Marginalised Rural Communities in Zimbabwe

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Abstract

Only 30% of children in Africa participate in any organized ECD services, with children with disabilities faring worse. Father-inclusive ECD initiatives improve enrolment, participation and retention of children in ECD services; family, maternal and child well-being; and father - child attachments. Engaging fathers and other male caregivers in inclusive ECD services is invaluable noting that fathers usually reject children with disabilities in Africa. Most children with disabilities live in developed countries, where access to inclusive ECD services is very low. This study explores challenges and initiatives for ubuntu-based father inclusive interventions in remote rural areas in Zimbabwe. Caregivers of young children with some disabilities are given the opportunity to work with fathers in providing Ubuntu-based inclusive home-based early learning interventions. Qualitative data were generated from a purposive sample of stakeholders and caregivers of children with diverse impairments ($n=20$) from two ECD inclusive home-based centres in one remote rural district in Zimbabwe. Thematic analysis identified implementation challenges including negative gender norms; decline in the Ubuntu-based systems due to globalisation, adoption of Western ideologies, individuation and nucleation of families, competing occupational, religious and political demands; physical absence and maternal gatekeeping for fathers and other male caregivers. Several initiatives have the potential to overcome these challenges including indigenous knowledge - based income-generating projects, nutritional support, playing games, telling culturally relevant stories, teaching of numeracy and literacy by men. Findings from this study informed the design of ubuntu-based father-inclusive ECD initiatives in remote areas in Zimbabwe.

Keywords; early child development, father inclusive initiatives, Ubuntu philosophy, Indigenous Knowledge systems.

Contextualizing Gender-Responsive Pedagogy in the Home based Model to increase participation of Fathers in Childcare in Uganda, Ghana and Liberia

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Abstract

Introduction: Gender Equity and Inclusion has become a cornerstone for provision of services to people who deserve it irrespective of their condition and status in society. **Purpose:** The purpose of this study is to show how

gender equity in education can be promoted to empower girls and women, boys and men proportionately, allowing them to have better well-being, economic development, and societal progress. This paper highlights the challenges that gender implementers have to deal with and show some opportunities that have been used to support implementation of gender equity and inclusion activities. **Theory:** This study is based on Julian Steward's (1955) eco-cultural theory in which he explains how cultural practices and beliefs shape people's adaptation to their physical and social environment. **Methodology:** Ethnographic methodology was used to conduct this study based on interaction with communities in their settings and learning from them. **Findings:** Through discussions and observations of joint child care activities, we learn why men and women do what they do and what kind of factors are at play. These include parental and peer pressure are strong factors, while the role of older men get stronger in public but more relegated in private. **Conclusion:** In marginalized communities that stay in deep rural parts of Africa, where there are limited opportunities for anyone to deliver gender equity and inclusion activities, culturally appropriate gender responsive activities help to unpack social inequalities, providing space for women and men to gain their fundamental right to contribute more fully to their communities and economies. **Recommendation:** Listening to both genders and the reasons for doing what they are doing in public that contradict what they do in private is key to understand their perspective.

Key words: Gender-Responsive Pedagogy, Home based early learning Model, participation of Fathers

RESILIENCE, INTERSECTIONALITY, UBUNTU, AND SOCIAL JUSTICE

Silent Struggles: Discovering Often Overlooked Experiences of Left-Behind Migrant Spouses among Ibadan Residents, Nigeria

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Abstract

Migration is increasingly common in Nigeria, with many individuals especially men leaving their families behind in search of better economic opportunities. While this can help financially, it often leaves the other spouse behind with more stress and responsibility. In places like Ibadan, these left-behind spouses, mostly women, experience some silent struggles which include loneliness, being overworked, and being unsupported. They may also struggle with emotional problems like anxiety or sadness. Although several studies have focused on the economic benefits of labour migration, little attention has been paid to the psychological well-being of the spouses left behind, especially in the Nigerian context. This study will fill these gaps by focusing specifically on investigating the psychosocial predictors of psychological well-being of left-behind migrant spouses in the Ibadan metropolis. A cross-sectional survey design was adopted using snowballing sampling technique to collect data from 242 participants with a mean age of 35.04 and a standard deviation of 5.85 using a 71-item structured questionnaire. Findings revealed that marital satisfaction, communication pattern, resilience, and perceived social support jointly significantly predicted psychological well-being ($R=.423$, $F(4,237) = 12.897$, $p<.001$) while resilience ($\beta = .31$, $t = 5.29$, $p < .01$) and perceived social support ($\beta = .27$, $t = 4.17$, $p < .01$) are significant independent predictor of psychological wellbeing. This study has shown that resilience and perceived social support play significant and independent roles in shaping the psychological well-being of left-behind migrant spouses in Ibadan. These findings highlight the importance of strengthening personal coping abilities and reinforcing community and family support systems for this population. Promoting resilience-building strategies and accessible support networks can serve as effective interventions to improve the overall well-being of left-behind spouses in Nigerian settings.

Keywords: Psychological well-being, perceived social support, marital satisfaction, resilience, communication patterns, Left-behind spouses of migrants.

Migration, chronobiopsychological rhythm and school performance among primary school pupils in cocoa-growing areas of Côte d'Ivoire

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This study examined the relationships between migration status, chronobiopsychological rhythms and school performance among primary school students in rural Côte d'Ivoire. The last grade students in primary school (CM2) ($n = 521$; age: 9 to 12 years) in two study sites provided information on their ethnic origins, information that allows the classification of their chronobiopsychological rhythms (e.g., meal and sleep schedules and specific biopsychological tests). These rhythms were classified as being of a strength that is insufficient (unfraliminary), sufficient (liminary) or particularly strong (superliminary) with respect to their functional synchronization with environmental and cultural time cues. Ethnic groups were classified as being indigenous to the study site (allochthonous: Akan ethnicity), within-in country migrants (allogeneic: Gour ethnicity) or international immigrants (allochthonous: Non-Ivorian). When children in the same ethnic group classification were compared, those with chronobiopsychological rhythms that provided functionally adequate or particularly strong entrainment to time cues showed better school performance their peers who had rhythms that were poorly entrained with time cues. This pattern was seen among children in all three ethnic classifications. In addition, in each of the chronobiopsychological rhythm groups, children from the ethnic group indigenous to the study sites had better school performance than the children of national migrants and international immigrants. Thus, there was no interaction between ethnic groups and chronobiopsychological rhythms. The results indicate that indigeneity to the area in which their school is and functional synchronization between their biological and psychological rhythms with environmental and cultural time cues advantage in children in the acquisition of foundational academic skills.

Keywords: Côte d'Ivoire, Migration, chronobiological rhythm, chronopsychological rhythm, school performance

Community Resilience through Dancing and Enhancing Mental Health amongst the Bangwa People in Buea, Cameroon.

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Abstract

Introduction: Navigating adversity can be deeply ingrained within dancing and building of resilience as coping skills to face everyday challenges posed by society. This study focuses on individuals who have been displaced by the ongoing socio-political crisis in the North West and South West Regions of Cameroon. They have device coping strategies known as “Leya Lewoh” dance community to enhance their mental health amidst adversities. Communities differ in nature, discipline and context, each community has its own characteristics, the “Leya” dance community is unique in attire, dancing style, cohesion and community support. Resilient dance communities can decrease the impact of disasters, hazards and other crises and enhance mental health. **Objective of the study:** To explore mental health, the cultural, and financial benefits of “Leya” dance community. **Methodology:** The ethnographic approach a qualitative research method used for the understanding cultural phenomena was used. **Participants:** The participants were specifically, Lewoh people residing in Buea. Fifty participants with age range from (18-60) years including drummers, singers and instructors were purposively selected. The instrument for data collection were observations and in-depth interviews. **Theory:** Norman Garmezy (1992), Resilience theory. **Data Analysis:** The data was examined through the thematic data analysis process. **Findings:** Findings revealed that through community dance people connect with their heritage and protect culture is a source of physical, mental, and spiritual healing. There were three unique healing and therapeutic properties: emotional regulation, maintaining presence, and addressing stressors. Conclusively, the integration of community dance/movement therapy is important in enhancing mental health and wellbeing in the communities.

Keywords: Community, Resilience, Enhancing, Leya Dance Community, Mental Health

Through Ubuntu to Collective Resilience Building in Armed Conflict Contexts: A Qualitative Study of Cultural Community-Based Responses to Armed Conflict in Nso, NW Cameroon

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Abstract

Background & Aims: Armed conflicts in Africa, such as the protracted crisis in Cameroon’s Anglophone regions, tend to disproportionately displaced communities, erode social trust, and disrupt intergenerational cohesion. Faced with these conflicts, Western humanitarian interventions often prioritize individual trauma healing and institutional peacebuilding. However, faced with the same conflicts, indigenous African systems like *Ubuntu* - rooted in relationality (“*I am because we are*”). This study thus examines how the Nso community in Cameroon’s conflict-ridden Northwest Region employs Ubuntu-inspired practices or responses to mitigate violence, foster healing, and rebuild collective agency. **Methods:**

This study utilized a qualitative, community-based participatory research (CBPR) design. This design involved: forty (40) **in-depth interviews** with elders, youth, women’s groups, and traditional leaders; and **participant observation** of conflict-resolution rituals. Data were thematically analyzed through the lens of *Ubuntu* ethics and sociocultural theories of resilience. **Key Findings and Recommendations:** Nso communities revived ancestral practices to de-escalate violence and reintegrate conflicting parties. The study recommends integration of indigenous

knowledge into trauma interventions to reconcile modernity and tradition in post-conflict youth development programs

Key Terms: Ubuntu, armed conflict, collective resilience, indigenous peace building, community-based interventions

The Impact of Cognitive Reappraisal and Expressive Suppression on Healthy Relationship among Married Couples: Moderating Role of Religiosity

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Abstract

The study examined the Impact of Cognitive Reappraisal and Expressive Suppression on Healthy Relationships among Married Couples: Moderating Role of Religiosity. The study sampled 500 married individuals (70.6% females, 29.4% males) with an average age of 38.38 years ($SD = 7.70$). Participants were drawn from diverse occupational backgrounds, with 70.6% being academic staff. A cross-sectional survey design was employed, using standardized psychological instruments to measure the key study variables. Cognitive reappraisal and expressive suppression were measured using the Emotion Regulation Questionnaire (ERQ). Healthy Relationship was measured using Adaptive Relationship Scale and Religiosity was measured using Religiosity Scale. The findings highlight the importance of Cognitive Reappraisal and Expressive Suppression in Healthy Relationships among Married Couples, and Religiosity moderated the relationship between the two independent variables (Cognitive Reappraisal and Expressive Suppression) in healthy relationships among married couples. It was suggested that due to African culture and their believe system, health professionals in Psychology and Religion will be highly needed in promoting healthy relationships among married couples.

Keywords:

Navigating Discrimination: Resilience among South Africa's Sexual and Gender Minority Communities

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Abstract

Sexual and gender minority (SGM) communities in South Africa continue to experience systemic and interpersonal discrimination, despite the country's progressive legal framework on LGBTQIA+ rights. This theoretical paper explores how resilience is enacted and sustained among SGM individuals in the face of persistent structural and social adversity. Drawing on Minority Stress Theory and Intersectionality Theory, this paper critically examines the interplay between discrimination, identity, and adaptive coping mechanisms within a socio-political context marked by both legal inclusion and cultural exclusion. Minority Stress Theory foregrounds the unique, chronic stressors faced by SGM populations, including prejudice, internalized stigma, and expectations of rejection. However, it has been critiqued for insufficiently engaging with the structural determinants of health and the heterogeneity of lived experiences. Intersectionality Theory, as developed by Black feminist scholars, provides a critical lens to interrogate how race, gender, class, and sexuality interact to shape resilience strategies. Together, these frameworks allow for a nuanced conceptualization of resilience not merely as individual psychological traits, but as relational, collective, and context-specific acts of survival and resistance. This paper proposes an expanded model of resilience that centers relationality, community solidarity, and resistance practices as central to the wellbeing of SGM individuals in South Africa. It examines how informal support networks, activist spaces, cultural expression, and everyday acts of defiance serve as vital sources of strength. By theorizing resilience within these intersecting frameworks, the paper offers insights into how SGM communities navigate marginalization and create affirming environments that foster dignity and belonging. Ultimately, this theoretical contribution seeks to inform future empirical research and interventions that move beyond deficit-based approaches, emphasizing the strengths, agency, and resistance of SGM communities in the Global South.

Keywords: Resilience, Sexual and Gender Minorities, LGBTQIA+, Intersectionality, South Africa

Afrocentric Solutions And Interventions To Building And Creating Community Resilience, In The Case Of The Highfields Community In conjunction With The Combined Harare Residents' Association And Other Local And International Partners.

Tinashe Munezvenyu

Abstract

The aim of this study is to assess the multifaceted approaches to building and creating community resilience, focusing on the subareas of conservation, agro-ecology, sustainable land use and management, capacity building, income generation projects, small to medium enterprises, community development and mobilization, waste management and segregation, vermiculture, and permaculture as well as community cooperation, partnerships, collaboration and creation of synergies. A qualitative research design will be utilized, making use of the case study design method, as well as, physical observations, questionnaires, structured interviews and surveys, in order to assess, monitor, and evaluate the appropriateness, efficiency and effectiveness of these programs, measures and activities in building resilience, as well as a sense of belonging, stewardship, cohesion, reciprocity, connectedness, mutuality and oneness within the Highfield suburb of Harare, in conjunction with the Combined Harare Residents Association, Highfields Chapter. A combination of purposeful sampling, random sampling and systematic sampling was used in order to focus on key result areas in a way that encompasses all facets of the various programs both randomly and non-randomly to ensure both equiprobability as well as equal representation where need be. The major findings of the study were that these afro-centric, contextual and tailor made programs enhanced and strengthened community resilience, improved community- based awareness and capacity, empowered residents, unified the community, brought a sense of responsibility, collectivism, interconnectedness and ones, as well as a host of environmental, ecological and physical benefits as well. The conclusion and recommendations from and during the course of the program were to find ways of scaling up the programs and operations, enhancing visibility and support from other community stakeholders and residents as well as ensuring the sustainability of the programs and activities beyond the lifespan of the initial grants and donor funding.

Fostering Gratitude: Teaching Character Strengths to Children Aged 4-8 in Rural Kenyan Turkana and Ethiopian Amhara

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Abstract

Background: Gratitude commonly reflects high moral standards with important implications for positive relationships in a community. Similar to any skill, gratitude can be taught to children through methods including scaffolding, modeling, conversation, and niche selection, which immerses children in gratitude-related activities. Not many studies exploring gratitude have involved children and especially from LMICs. Most studies have been conducted with adult populations with just a few with children and most in Western, Educated, Industrialized, Rich, and Democratic (WEIRD) societies particularly from the United States. The current study aims to explore how gratitude is taught for 4-8 year olds in home and school settings in rural Kenya and Ethiopia with the hope that intervention programs to foster this virtue can be developed. **Methods:** This study used phenomenological approach to explore how young children age 4-8 years are taught gratitude both at home and in school. Data were collected through key informant interview (n=13) and Focus Group Discussions (n=8, that involved parents, ECDE teachers, community leaders, and community mobilizers). **Results:** In school setting in both Turkana and Gondar communities, teachers help children develop the character of gratitude through extracurricular activities that model appropriate behavior for children; a major one being gratitude. The Amhara parents teach and socialize their children to be grateful by encouraging them to say thank you when they receive good things such as new clothes, school materials, and candies. Turkana parents teach children to be grateful through practical assignments that require them to behave responsibly, respectfully and confidently among other characteristics. **Conclusion and recommendation:** The study concludes that children are consciously taught to be grateful in both school or home settings through practical activities set by caregivers or accessible to children. Children can also learn from each other highlighting the possibility of developing interventions to teach gratitude for use by various age groups in the community.

Key words: Gratitude, Character Strengths, moral standards,

Social, Emotional and Academic Self-Efficacy Beliefs as Predictors of Resilience and Academic Achievement among Children

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Abstract

The aim of this study was to establish the influence of social, emotional and academic self-efficacy beliefs as predictors of resilience and academic achievement among children in Bungoma County, Kenya. The study was anchored on social cognitive theory developed by Bandura in 1986. This study used correlational research design. The study sample comprised of 195 children who were in school. Two types of sampling procedures; proportionate sampling and simple random sampling were used to select the sample. Demographic data were analyzed by use of descriptive statistics and social, emotional and academic self-efficacy while Pearson Moment Correlation Coefficient was used to determine the linear correlation, that is, strength and direction of the relationship between resilience, academic competence and the self-efficacy (academic, emotional and social self-efficacy). The findings showed that academic competence and self-efficacy had significant influence on the resilience among students. The linear correlation coefficient (r) between resilience and academic competence was found to be positive and significant at 1% significance level ($r = 0.275$, $0.000 < 0.01$). This indicates a significant association between academic competence and resilience. The findings also showed that that academic self-efficacy and social self-efficacy had significant positive correlation with the resilience among students at 1% significance level ($r = 0.236$, $p\text{-value} = 0.001 < 0.01$, $r = 0.221$, $p\text{-value} = 0.002 < 0.01$ respectively). These findings indicates that there was a significant positive association between academic self-efficacy and social self-efficacy, and resilience among students. The findings also showed that emotional self-efficacy had significant negative linear correlation with the resilience among students at 1% significance level ($r = -0.265$, $p\text{-value} = 0.000 < 0.01$, see table 4).

Key Words: Social, emotional and academic self-efficacy, resilience, academic achievement

Exploring transgenerational trauma experiences among children of war veterans in Hurungwe District, Zimbabwe

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Abstract

Background: War-related trauma can have lasting psychological effects on war veterans and subsequent generations. In Zimbabwe, little is known about how such trauma is transmitted across generations. Using Goodman's Transgenerational Trauma and Resilience Genogram and Bronfenbrenner's socioecological theory, this study sought to identify risk and protective factors related to resilience and transgenerational trauma (TT) among war veterans, and their children. **Methods:** A convergent mixed-methods design was employed. Quantitatively, a cross-sectional survey of 100 children of war veterans (CWVs) to get key sociodemographic factors that increase the likelihood of developing trauma symptomatology in adult children of war veterans. CPTSD symptoms, measured by the Initial Trauma Questionnaire, served as the dependent variable. Multiple linear regression examined associations between CPTSD symptoms and social support, trauma exposure, and socio-demographic variables. Qualitatively, seven purposively selected CWVs participated in semi-structured interviews. Reflexive thematic analysis explored their lived experiences of TT. **Results:** Younger age (18–30), higher education, and greater trauma exposure were significantly associated with elevated CPTSD related symptoms. Social support was not a significant predictor. Qualitative analysis revealed four key themes: adverse experiences, silence around trauma, emotional distress, and intergenerational influences, highlighting cultural and structural mechanisms of trauma transmission. **Conclusions:** Parental war experiences and ongoing adversities contribute to transgenerational trauma, particularly among younger, educated CWVs. Cultural silences, traditional family roles, and structural challenges perpetuate trauma across generations. Findings underscore the need for culturally sensitive mental health interventions and further research on TT in African contexts.

Keywords: transgenerational trauma, CPTSD, children, war veterans, mental health interventions

Action for Paid Childcare Sector Transformation (ACT) project in Advancing Gender Equality and Social Inclusion.

Ruth Muendo

World University Service of Canada

Abstract

The Action for Paid Childcare Sector Transformation (ACT) project was established to address the systemic barriers facing women working in paid childcare in Kenya and Malawi. Despite their crucial role in providing care services, childcare providers particularly women—face low wages, poor working conditions, and limited recognition. Many operate informally, without legal protections, access to financial services, or pathways for professional advancement. This initiative is rooted in a gender-transformative, systems-based approach, recognizing that meaningful change requires collaboration among multiple ecosystem actors, including government agencies, women's rights organizations (WROs), financial institutions, and business service providers. We conducted a Gender Equality, Social Inclusion (GESI), and Environmental analysis in three counties in Kenya: Nairobi, Kisumu, and Kakamega. The analysis utilized frameworks including WUSC GESI Analysis Guidance (GAC) Feminist International Assistance Policy (FIAP) and 5Rs framework, CARE's Gender Equality Framework, and WUSC's Environmental Analysis Guidance. These frameworks' foci included recognizing unpaid care work, ensuring childcare workers' representation, fostering sustainable gender-transformative change, and integrating climate change considerations into the childcare sector. A consultative, intersectional, and participatory approach was utilized in the study combining secondary literature reviews and primary data. Out of the planned 30 focus group discussions, 21 (70%) were completed, and 37 (82%) key informant interviews out of the planned 45 ensuring diverse representation and inclusive insights. Findings from the study showed that the perception of childcare as informal or supplementary work contributes to underinvestment and marginalization of caregivers despite the centrality of their roles in enabling women to participate in productive work. Gatekeepers, including older women, men, community elders, and religious leaders, shape and reinforce these norms. While some were found to uphold restrictive beliefs that limit inclusivity and professionalization, others especially those already working in the sector actively support gender-equitable caregiving and advocate for policy reforms, demonstrating their potential to drive positive change in the sector. The presentation will focus on highlighting the opportunities as highlighted by the advocates of care work in an effort to demonstrate resilience, ubuntu and social justice.

Keywords: Paid Childcare, ubuntu and social justice, Gender Equality, Social Inclusion
VIOLENCE

Silent Struggles, Strong Voices: Schoolgirls' Narratives of GBV and Cultural Resilience in Uganda

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Abstract

This study explores the lived experiences and perceptions of primary school girls in the Busoga sub-region of Uganda regarding gender-based violence (GBV) within and around school environments. Through a qualitative, child-centered approach, in-depth interviews and visual storytelling were employed with girls aged 12–14 to capture their voices on sensitive issues such as sexual exploitation, emotional abuse, peer bullying, and the broader cultural and structural factors that silence or shame survivors. The narratives reveal a harrowing reality where schoolgirls are frequently exposed to multiple forms of GBV—ranging from rape and defilement on their way to and from school, to sexual coercion by teachers and peers within school settings. These experiences often result in school dropout, early pregnancy, psychological trauma, and social exclusion. The girls' testimonies also highlight systemic failures, such as victim-blaming by family members and educators, lack of safe reporting mechanisms, and stigmatization by peers. Despite these challenges, the study uncovers threads of resilience woven through cultural, communal, and personal responses. Girls expressed a strong desire for education, resistance to harmful advances, and reliance on supportive figures such as mothers, peers, and occasionally, sympathetic teachers. Some participants voiced aspirations to return to school, while others engaged in informal peer protection networks—an embodiment of Ubuntu in action. This paper calls for culturally grounded, context-sensitive interventions that honor the voices and agency of schoolgirls. It advocates for the integration of indigenous knowledge systems, community-led child protection structures, and gender-sensitive school policies to ensure safer learning environments. By foregrounding the lived realities of girls, this research contributes to the broader discourse on cultural resilience and the urgent need for responsive, inclusive interventions in the fight against GBV in African educational settings.

Keywords: schoolgirls, gender-based violence, child-centered, resilience

Cultural resilience and responsive interventions to fight Gender based violence (GBV) - A Case Study of the Diocese of Zululand Anglican Church of Southern Africa (ACSA).

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Abstract

Gender based violence (GBV) is one of the most significant social issues affecting the world. The prevalence and patterns of GBV are also common in South Africa. During the global coronavirus outbreak, GBV intensified as victims were no longer able to escape their attackers. This was a recognition that GBV is extremely a concerning issue. Although the focus on GBV has been on women, it is important to note that GBV affects both women and men. All sectors of society are called to fight against GBV including the Church. The Church as an institution that adhere to biblical peace beliefs and teachings can play a critical role in addressing GBV, leveraging cultural and spiritual strengths. The study explores the Diocese of Zululand Anglican Church's response to GBV through the lens of cultural resilience. There has been GBV studies carried in other Dioceses within the Anglican Church, the dynamics are distinct with the Diocese of Zululand which is located in the northern region of KZN where traditional cultural practices play a significant role. The study follows participatory action research (PAR) design and guided by qualitative methodology. PAR pays specific attention to the inclusion and participation, where study participants are called to engage in the research process as core researchers. The sample size of n=10 church members will be selected using non-probability purposive sampling method of data collection. The study reveals how the Anglican Church Diocese of Zululand culturally responsive interventions can contribute to reducing GBV and promote positive change in the society.

Key words: Gender based violence, Cultural resilience, Responsive interventions

Conceptualizing Protective Factors among Children Exposed To Community Violence: Strengths-Based Approaches

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Abstract

Community violence affects children mental health and disrupts learning. There exists much reviews on existing research on protective factors (Marsden and Lee, 2022). However, there are limited efforts to conceptualize protective factors among children exposed to adversity. One consequence of the focus on risk factors is that efforts to conceptualize protective factors have tended to be developed by starting from a risk-oriented perspective. The protective factors model (also called promotive) describes an interactive relation between stress and personal attributes that accounts for an individual's level of adjustment either dampen or amplify the impact of stress as a variable (Troy and Mauss, 2011). In relation to this study, protective factor models test how protective factors moderate the effect of risk on the predicted outcome, and alter or modify the child's response to the risk factors. To develop a better understanding of how protective factors might be understood to operate, this paper adopts a different starting point. Instead of beginning from a risk - or what is sometimes called a deficits based approach (Maruna & Lebel, 2003) - to understanding why people engage in and disengage from crime, the conceptualization of protective factors laid out in this paper takes a strengths-based approach. Broadly described, strengths-based approaches focus on identifying and developing individual and contextual strengths and skills that support adaptation to school and prevent development of pathology in children. These can be linked to protective factors, but are not necessarily the same thing (Jones et al., 2015) and have been described as a potentially useful means of conceptualizing what protective factors are and how they work (Dickson et al., 2018). A paper on conceptualizing protective factors among children exposed to community violence is timely and unravels a lot of information that support paradigm shift from deficit focused intervention to strength focused intervention. The paper is drawn from a study conducted in two Kenyan communities exposed to sporadic violence.

Keywords: Protective factors, risk factors, deficit focused approaches, community violence, Strengths-Based approaches

Reflections on childhood resilience nurturing in informal urban communities: Case of Kenya and South Africa

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Abstract

A majority of children who live in hostile low resourced urban settings in sub-Saharan African cities flock to informal schools' settings located in slums including on weekends and holidays. These schools serve as a safety net in response to unmet needs of safety and protection. Exposure to violence and high crime, which is as a consequence of low life statuses and other myriads of challenges threaten their psychosocial wellbeing, learning progression and future endeavors. The implications of these have the potential to delayed remediation or intervention to children's unmet psychosocial and educational needs. This poster reflects on a study with children in urban low resourced/informal settlements of Kenya and South Africa. A sample of 178 children and 27 teachers participated in this study with strict adherence to ethical considerations. Qualitative data was accrued and analysed thematically. Findings indicated that, children had their own creative ways of '*killing time*' that kept them safe. Although teachers and educators were in positions to nurture resilience using embed creative strategies at school levels and other restorative practices over the weekends and holidays, children's everyday interactions required a lot of self-agencies. The findings presented points of reflection focusing on the importance of children's unique psychosocial and educational contexts within poor urban settings as transformational sites. Although challenges within city settings remain opaque to children's risk interventions, resilience nurturance that taps into interdisciplinary and

multi-disciplinary support agencies can go beyond the scope of teachers' efficaciousness. Suggestions for future studies targeting children in informal urban settings are also **presented**.

Key words: resilience, schools, children, risk, teachers/educators, urban informal/ low resourced, Kenya, South Africa.

TEACHER ISSUES

Certification of Early Childhood Development Caregivers in Emergencies: A Case of Selected Refugee Settings in Uganda

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Abstract

In contexts of forced displacement, cultural resilience and continuity for children become increasingly vulnerable. Access to quality early childhood care and education (ECCE) is vital, not only for developmental support but also for sustaining cultural identity and indigenous caregiving traditions. This study investigated the status of early childhood Development caregivers in selected refugee settlements in Uganda, with a focus on certification, training needs, and policy constraints. Guided by an interdisciplinary framework, the study integrates education, development, and social justice perspectives to explore: (1) current levels of caregiver certification, (2) policy barriers for refugees seeking professional recognition, (3) government requirements for training, and (4) gaps in services for children under three. A mixed-methods approach was used, combining questionnaires, interviews, and observations. Data were collected from 113 caregivers and 6 refugee camp administrators. Findings indicate that most caregivers had incomplete secondary education (55.8%), with 19.5% having no formal training. Only 2.7% held a diploma in Early Childhood Development (ECD). Barriers to certification included restrictive enrolment criteria and lack of accessible, context-responsive training programs. Furthermore, many centres prioritized formal schooling over culturally appropriate play-based learning, particularly for children under three. The study underscores the need for culturally responsive caregiver certification systems that recognize indigenous knowledge and informal caregiving experience. Strengthening ECCE in emergencies through inclusive, collaborative interventions among government, NGOs, and international partners can enhance both educational outcomes and cultural resilience in refugee communities.

Keywords: Cultural Resilience, Refugee Education, Caregiver Certification, Indigenous Knowledge.

Fostering cultural identity through Coding and Robotics: Student Teachers' preparation for digital literacy in indigenous Learning Contexts

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Abstract.

In rapidly globalizing world, preserving, promoting indigenous languages and cultural identity within education is both a necessity and an opportunity. This study sought to introduce student teachers to skills in coding and robotics as a pedagogical approach to teaching learners (ages 4–8) to affirm and promote South African cultural identity through linguistically and culturally diverse content. The study explored how storytelling, play-based learning, and indigenous knowledge systems can be interwoven into pedagogies of early science, technology, engineering, and mathematics (STEAM) education in culturally responsive manner. The study explored the integration of the Siswati language with 21st-century digital skills—specifically, coding and robotics—to empower pre-service educators in designing culturally relevant teaching and learning experiences. Grounded in principles of culturally responsive pedagogy, the study aimed to equip teachers with practical tools embedded in Siswati language and traditional narratives into early STEAM. Ancestral knowledge was fused with emerging digital technologies that sought to foster cultural pride, language revitalization, and learner engagement. Technological Pedagogical Content

Knowledge (TPACK) Theory was utilized. 32 student teachers were purposively sampled. Through Participatory Action Research, the participants engaged in practical coding sessions and reflective assessments to examine the effectiveness of coding and robotics in fostering cultural identity and digital literacy. Data generated were analysed using Critical Discourse Analysis. Findings suggested that integrating coding and robotics not only strengthens listening, comprehension of cultural identity and digital literacy, but also enhanced collaborative problem-solving, creativity, and adaptability. This study recommends that ECCE teacher training programmes be anchored in transformative models that integrate indigenous languages and cultural content into digital STEAM education, reinforcing learners' sense of identity while equipping them with skills necessary to navigate the digital age with confidence and cultural grounding.

Keywords: Early Childhood Development, Cultural Identity, STEAM, Coding and Robotics,
Bridging Culture and Inclusion: Teacher Trainees' Perspectives on Practices Supporting Youth with Disabilities in Uganda

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Abstract

This qualitative study explored culturally grounded practices that teacher trainees perceive as effective in promoting inclusivity for youth with disabilities in Uganda. Conducted within the Faculty of Special Needs and Rehabilitation at Kyambogo University, the study involved 40 teacher trainees across three programs: Postgraduate Diploma in Special Needs Education (n = 10), Bachelor of Teacher Education – Special Needs Education (n = 4), and Bachelor of Education – Special Needs Education (n = 26). Data were collected through open-ended questionnaires and analyzed using thematic analysis. Findings revealed the strong recognition of community-based support systems, local languages in instruction, and storytelling as inclusive pedagogical tools. Participants highlighted respect for traditional knowledge, extended family involvement, and peer support as critical cultural elements fostering inclusive learning environments. However, participants also noted tensions between modern curriculum demands and indigenous practices, calling for greater integration of cultural relevance in teacher training and classroom strategies. This study addresses a gap in the literature regarding how teacher trainees conceptualize culturally appropriate practices in Uganda's special needs education context. It concludes by recommending the systematic incorporation of culturally responsive practices into special needs education programs, which would enhance the effectiveness and sustainability of inclusive education in Uganda and similar contexts.

Keywords: Cultural approaches, inclusive education, teacher trainees, disability inclusion, indigenous practice

Exploring Teachers' Perspectives on the Influence of Cultural Beliefs and Practices in the Inclusion of Youth with Disabilities

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Abstract

This study examines the influence of cultural beliefs and traditional practices on the inclusion of youth with disabilities in educational and community settings in South Africa, with a particular focus on teachers' perspectives. Grounded within transformative learning theory, the research explores how teachers navigate socio-cultural norms that shape perceptions of disability and inclusion, and how critical reflection fosters a shift toward more inclusive practices. Using a qualitative case study design, data were collected from ten purposefully selected teachers five from a rural and five from an urban school through focus group discussions, classroom observations, and analysis of school inclusion policies and teaching materials. Thematic analysis revealed that while some cultural beliefs, such as viewing disability as a form of ancestral punishment, perpetuate stigma and exclusion, other traditional practices when critically engaged can promote inclusive teaching and strengthen school-community collaboration. The findings highlight the significance of teacher reflection in challenging exclusionary norms and highlight the role of teacher agency in driving cultural and pedagogical transformation. The study recommends culturally responsive teacher training, enhanced community-school dialogues, and the integration of local cultural knowledge into inclusive education strategies. By positioning teachers as key agents of change, this research contributes to the broader discourse on inclusive development and social transformation in African contexts.

Keywords: Cultural beliefs, disability inclusion, inclusive education, stigma, transformative learning

Connecting Cultural Diversity and Disability: Strategies for Inclusively Uplifting Disadvantaged Young People

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Abstract

In an increasingly multicultural world, fostering inclusive environments for youth with disabilities demands a nuanced understanding of both cultural diversity and disability. This research explores the intersection of cultural identity and disability inclusion, focusing on strategies that holistically uplift disadvantaged young people who are often doubly marginalized. Drawing on interdisciplinary frameworks from disability studies, cultural anthropology, and inclusive education, the study investigates how culturally responsive approaches can break down barriers and promote equitable participation for youth with disabilities. Through a qualitative methodology, including interviews with community leaders, educators, and youth themselves, as well as case studies from culturally diverse regions, the research identifies effective practices that integrate cultural values, traditions, and community assets into inclusive programming. Key findings highlight the importance of culturally relevant pedagogy, family and community engagement, and indigenous knowledge systems in shaping more inclusive educational and social spaces. Additionally, the study examines the impact of language, identity, and systemic bias on access and empowerment. The research underscores that cultural competence among service providers is critical to tailoring interventions that resonate with the lived experiences of diverse youth with disabilities. By considering culture as a strength rather than a barrier, this study advocates for a shift in inclusion strategies, moving beyond universal models to those that are locally grounded and culturally affirming. Ultimately, this work contributes to policy and practice by offering actionable strategies to create environments where all young people, regardless of ability or cultural background, can thrive with dignity and agency.

Keywords: community, cultural values, inclusive education, inclusive policy, indigenous, young people

STORIES OF CONTEXT RELEVANT MODELS AS A ROUTE TO RESILIENCE AND EMPLOYABILITY OF INTERNALLY DISPLACED YOUTH

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Abstract

Variability in culture and socio-political ideologies in Africa has led to crises with devastating consequences on human development. The crises in the English-speaking regions of Cameroon have left millions of youths displaced and frustrated with little or no aspirations to thrive. A few of the youth have however been able to thrive amidst the difficulty. This study aims to document the stories of youth that have been resilient within this situation and use it to foster the resilience and employability of the of weak and hopeless Internally Displaced Youth (IDY). Specifically, the study aims to examine the impact of networking and soft skills extracted from the stories of context relevant

models on resilience and employability. It employed an embedded sequential exploratory design beginning with a qualitative phase that documented the stories of 18-30-years old resilient IDYs through interviews and a baseline quantitative survey on resilience, hope and employability used to select study participants for the quasi-experimental phase. A pre and post-test design with a sample of 30 (15 control and 15 experimental) least performant IDYs on the base-line survey/pretest. The intervention constituted 18 (2 hours per session*3 days in week for 3 weeks) sessions of fun-filled and engaging story telling on networking and soft skills earmarked in the models' experiences. Thematic analysis was used for the qualitative data while descriptive and inferential analysis was used to compare within group and across group differences. The findings revealed that IDYs exposed to the stories of context relevant models were more resilient and employable than those without the exposure. Motivating context relevant stories are valuable in improving resilience and employability of depressed youth in crises situation. Scaling this intervention to other crises affected areas is essential to support other youth in deplorable situation.

Key words: Resilience, stories, context relevant models, employability, networking, soft skills

THE ROLE OF INDIGENOUS KNOWLEDGE IN SUSTAINING CULTURAL IDENTITY

The role of indigenous knowledge in sustaining cultural identity.

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Abstract

This article explores how indigenous knowledge plays a vital role in sustainability of cultural identity. Indigenous knowledge involves traditional ecological knowledge and human-environmental interactions for sustainability which serve local communities. It has value for the culture it upholds. The article also discusses cultural identity as a dynamic entity which is not time and space bound especially in this modern era where people's mobility is very fluid and the use of technology to exploit environments and resources is increasingly developing. It is multifaced and conceptualised as a constantly moving narrative depending on how individuals see themselves and how are perceived by others. This article will unpack language, culture and identity as pivotal issues to understand indigenous knowledge and cultural identity. Local communities have undergone constant cross-cultural changes and interactions in the process of indigenous knowledge production and development. They are not 'frozen', 'non-innovative', 'black boxes' for outsiders to unfreeze or give life to them. It is therefore, important for governments, policy makers, researchers, educators and other role-players to form an interplay with the local communities if they want to yield meaningful results. The article will further examine indigenous knowledge and cultural identity from a global perspective and in three African countries. In conclusion, this article calls for the above-mentioned role players to underscore the importance of indigenous knowledge in cultural identity for local communities' sustainable development.

Keywords: Indigenous knowledge, sustainability, cultural identity

Exploring Traditional African Approaches to Adolescent Mental Health in Kenya: A Cultural Response to Eurocentric Models.

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Abstract

A study conducted by the Kenya-National Adolescent Mental Health Survey (2022), showed that over two-fifths (44.3%) of adolescents experience a mental health problem, while one in eight (12.2%) met criteria for a mental disorder by DSM-5. Further, despite the increasing global crisis of mental disorders and significance of mental health to guarantee achievement of sustainable development goals and general well-being, it is evident that existing interventions are Eurocentric, limiting the expression of socio-cultural realities of Kenyan youth making them inadequate and insufficient. This suggests the urgency for innovative measures to check the prevalence, reach, and intensity of mental illnesses. This study explored how indigenous African practices characterized by collectivism, spirituality, storytelling, and other traditional practices have enhanced the mental well-being of African youths. This study utilized a qualitative approach through interview schedules as the main data collection tools. The study population consisted of village elders, clan leaders, and opinion leaders in selected Kenyan communities to explore culturally based strategies of coping with mental distress and promoting wellbeing. The study also explores the applicability and limitation of Western models of psychology in handling adolescent mental health in an African context. By highlighting the difference between Eurocentric models and local contexts, the research aims to find culturally responsive possibilities for mental health care that harmonize traditional and contemporary knowledge systems. The findings are expected to inform decolonization of mental health concepts, inform culturally responsive interventions for youth well-being, and improve policy and practice in Kenya's education and mental health arenas.

Keywords: indigenous African practices, mental disorders, Mental Health

The Role of Indigenous Knowledge in Sustaining Cultural Identity in Zimbabwe

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Abstract

The purpose of this study was to assess the role and impact of indigenous knowledge in sustaining cultural identity, as well as how it can be best utilized and promoted to this end. This study was centered on the various Shona tribes and indigenous ethnic groups within Zimbabwe by undertaking a cross-sectional systematic investigation and review of all the historical narratives, oral traditions, customs, rituals and practices that constitute, inform and makeup traditional Shona culture and ways of life and day to day existence, both historically and presently. This study used a qualitative research design incorporating a variety of data collection and assessment tools, such as structured interviews with tribal, family and community leaders, case studies of typical Shona families, clans and tribes, as well as systematic reviews of historical and contemporary traditional Shona literature, comparing three of the major Shona tribes, namely, the Karanga, Zezuru and Manyika. Purposeful and snowballing sampling techniques were used in order to deliberately target relevant individuals, sources and information, which in turn would lead us to further information and sources relevant to the study. The data collected was presented in a narrative form and analyzed using thematic analysis. The finding showed the significant and pivotal role played by indigenous knowledge in sustaining cultural identity, such as by providing a foundation for understanding and interpreting the world, promoting and promulgating healthy cultural practices, and fostering social cohesion, interdependence, sense of belonging and unity. The conclusions and recommendations centered and focused on finding ways to preserve, promote, refine and promulgate indigenous knowledge in the most appropriate, contextual, applicable, useful and effective manner in order to enhance and sustain cultural identity.

Keywords: Indigenous Knowledge, cultural identity, oral traditions

Matrilineal Succession and the Development of Cultural Resilience among the Kom People of Cameroon

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Abstract

Cameroon has a rich cultural diversity of over 256 ethnic groups facing the challenge of cultural erosion and threatening extinction of some due to the impacts of colonialism, inter-tribal marriages, migration, education, media, tribal and civil wars, rapid urbanisation and globalization. Despite these threats, some cultures like the Kom culture have survived and can be said to be resilient. With theoretical foundations from John Hartung's (1985) theoretical analysis of matrilineal inheritance, this study explores the intricate relationship between matrilineal succession and the development of cultural resilience among the Kom people of Cameroon, a country dominated by patrilineal systems. Specifically, the study sought to: 1. Find out how inheritance by nephew (sister's son) influence the cultural resilience of the Kom people. 2. Find out how alternative succession (in the absence of sister's son) influence the cultural resilience of the Kom people and 3. Find out how power dynamics (male domination) influence the cultural resilience of the Kom people. It is a qualitative study that utilizes a phenomenological research design focused on lived experiences through interviews, observations, and analysis of narratives to gather in – depth information. Findings reveal that maternal first male either end up in the village or stay close to the village as he is bound by tradition to “look after” the inherited family compound which he has to preserve and eventually hand down to his nephew. This has helped in the preservation of cultural values and ensures continuity. The findings also reveal that though the practice helps preserve their cultural heritage and social organization, it has made most maternal first born males lazy and very expectant with a heightened sense of entitlement. The study therefore recommended that the practice be modified to mirror contemporary realities of the 21st century.

Key Words: Matrilineal Succession; Resilience; Kom Culture

African Family as a Pathway to Children's Resilience in Diverse Cultural Context

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Abstract

Acquiring equitable and inclusive education for all (SDG 4) is vital but yet to be achieved in Cameroon due to its cultural diversity. Children from diverse family structures and cultural backgrounds often face challenges (language barriers, conflicts, distinct social norms and low self-esteem) that impact their resilience and ability to adjust to new environments. Consequently, children often experience stress, isolation, and a sense of disconnection, which hinders their personal growth and cultural integration. The study investigates African extended family as a pathway to children's resilience and adjustment amongst culturally diverse mid adolescents in Cameroon public secondary schools. Specifically, the study aims to find out the impact of family structure, family size and family socio-economic status on the resilience of mid-adolescents. Using a descriptive survey research design, questionnaire data was collected from a sample of 300 students drawn through simple random and purposive sampling. Descriptive and inferential statistics was used to analyze the data. The findings showed that families with higher socio-economic status, polygamous structure and larger sizes are better at fostering children's resilience and adjustment than those with lower socio-economic status, monogamous structure and smaller sizes. Base on this, African extended families are better in fostering children's resilience and adjustment enabling them to navigate cultural complexities and challenges in diverse cultural context. The study recommends the creation of psycho recreational interventions in community outreach programs that families can be informed of the values of the extended family system in fostering resilience, confidence and adjustment in children wherever they find themselves.

Keywords: Africa extended family, resilience, adjustment, cultural context, and children.

Infusing African Music in Modern Pedagogies to Cultivate 21st Century Skills: A Kenyan Context.

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Abstract

African music, with its rhythms, diverse instruments, storytelling, and cultural depth, offers an untapped resource for modern education. Infusing African music into modern pedagogical approaches not only preserves cultural heritage but also promotes essential 21st Century Skills such as creativity, critical thinking, collaboration, communication, digital literacy, and cultural awareness. This study investigated how music can be strategically infused into pedagogical practices to enhance the development of 21st century skills among Grade Four learners in Bungoma County, Kenya. Grounded in the resiliency theory, the research explored a descriptive survey on African songs not merely as cultural artifacts but as dynamic tools for fostering identity, creativity, critical thinking, collaboration, and communication within Kenyan competency-based education frameworks. Specific strategies identified included: 1. Integrating call- and -response songs to develop active listening and communication skills; 2. Facilitating group-based drumming and patriotic laden singing projects to build teamwork, citizenship and social cohesion; 3. Using indigenous story telling through song to stimulate imagination, problem solving and contextual comprehension; and 4. Encouraging student-led music compositions inspired by local traditions to enhance creative expression and digital literacy when paired with simple recording technologies. Data from teacher interviews, classroom observations, and learner artifacts revealed that when traditional music is integrated responsively into modern curricula, it fosters learner engagement, enhances problem solving skills, and nurtures culturally affirming learning environments with adaptive capacities. These environments not only preserve indigenous heritage but also align with modern educational goals. The study concludes that integrating African music into classroom instruction is a resilient, culturally responsive strategy that equips learners with vital 21st century competencies while bridging the divide between indigenous knowledge and contemporary education systems. The study recommends music education approaches that harmonize modern pedagogical strategies with indigenous knowledge systems, advocating for teacher training programmes and curriculum frameworks that valorize African cultural heritage.

Keywords: African Music, Modern Pedagogies, 21st Century Skills

SAFETY, MIGRATION, ECONOMIC ISSUES, AND YOUTH INVOLVEMENT IN AFRICA'S SEARCH FOR INTERVENTIONS IN CREATING RESILIENT COMMUNITIES.

Faith Interventions Influencing Behaviour for Inclusive Communities

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Abstract

Background: Muslims and Christians live side by side; religion and faith are common in families and households. Children learn a lot of things through Sabbath school (Seventh Day Adventist - SDA) and Madrassa (Muslim faith building classes) which influence much of who they become and how they relate. Kindness and compassion are virtues impacted through attendance of these schools. **Aim:** We aimed to find out how children learn positive character traits in Adventist church and Madrassa classes in Kisii town, Kenya, understand what they are taught that impact character development and identify content that can be utilized in building an intervention to develop positive child character while safeguarding religious values and cultural heritage. The study sought to teach children embrace diversity. **Methodology:** We used child observation and key informant interviews with parents and teachers in the centers. We paid close attention to the teaching and learning strategies used with selected positive character traits. To compare how children were taught compassion, tolerance, kindness and related positive character traits in SDA and Madrassa classes in Kisii town, Kenya, observation and interviews were used in 5 SDA and 5 Madrassa class sessions. **Findings:** Preliminary findings indicated that themed hero stories and role play were common approaches for the two groups. In conclusion, building a child character development intervention using identified strategies and modulated to different settings can improve child character and create more inclusive and accommodative members of the community.

Key words: Inclusivity, character development, faith

Exploring TVET college lectures' teaching of visually impaired students

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Abstract

In recent years, inclusive education has globally become an important component of the higher education system. The aim of the research project was to gain insight and knowing into how effectively lecturers educate students with visual impairment in TVET colleges in South Africa. Since inclusive education has become entrenched in the higher education system, this research contributes to knowledge that could assist in effectively teaching students with visual impairment in TVET colleges which could produce quality academic outcomes. By utilising a qualitative research methodology study to answer the research questions, data was generated through semi-structured interviews among four lecturers selected from a single TVET college in KZN, South Africa. The research findings revealed that the lecturers were underprepared and inadequately trained students with visual impairment which contradicted principles of the inclusive education policy. It was also found that lecturers' understanding of inclusive education was lacking, and they were also inadequately trained to help pupils with visual impairments. Bronfenbrenner's Ecological Systems Theory which underpinned this study, facilitated examining lecturers' effectiveness in teaching TVET students with visual impairment the intention of enhancing the quality of education through inclusivity. The collected data was analysed according to the thematic analysis processes. The recommendations point to more and better training and support which are critical in improving TVET college lecturers' knowledge and expertise, as well as to adapt their teaching methods to provide best practices when teaching visually impaired students.

Keywords: higher education, lecturers, strategies, TVET College, visually impaired

Female undergraduate university students' attitudes and perceptions on the use of contraceptives: An intervention for the provision of Psychosocial Support

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Abstract

This study examined the perceptions and attitudes of female undergraduate students on the use of contraceptives with the aim of coming up with sound intervention strategies. Students enter university with different cultural, religious, social backgrounds, identities and skill levels. At universities in Zimbabwe, unplanned pregnancies, HIV/AIDS, STIs, and unsafe abortions remain very high due to relatively low contraceptive use among the female undergraduate students. The phenomenological design informed this study. The research design helped to bring to the surface deep issues and to make the voices of the female undergraduate students heard. Twelve undergraduate students from two universities were interviewed and fourteen students, (seven from each university) participated in the two focus group discussions (FGD1 and FGD2). This study established that there were mixed feelings among participants on the use and distribution of contraceptives to female university students. Some undergraduate female students supported the view while others were even bitter to discuss the issue. The female students who openly supported the idea during interviews and focus group discussions highlighted the advantage of reducing unwanted pregnancies and the spread of HIV and STIs among female students. They argued that they were easy to use, affordable and comfortable. Students against the whole idea of the use of contraceptives argued that this could promote promiscuity, prostitution, compromise moral, cultural (ubuntu), religious and traditional values and demean university institutions. On the way forward, the study proposed the use of contraceptives, African indigenous knowledge systems to control pregnancies, guidance and counselling, sex education and impartation of life skills as key strategies to reduce unwanted pregnancies.

Key words: contraceptives, indigenous knowledge systems, ubuntu, perceptions

Psychosocial Experiences and Academic Resilience on Learning Outcomes of Undergraduate Student Mothers in Public Universities in Western Kenya

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Abstract

Balancing motherhood and academic responsibilities presents unique challenges that can hinder their ability to perform at the same level as their peers. The study's objective was to establish the effect of psychosocial experiences and academic resilience on the learning outcomes of undergraduate student mothers in public universities in Western Kenya. Despite existing research on student mothers, there remains a gap in understanding how psychosocial challenges and academic resilience affect their educational outcomes in the context of public universities in Western Kenya. This study sought to bridge that gap by comprehensively analyzing these factors. The study was conducted among government-sponsored undergraduate student mothers in public universities in Western Kenya. It was grounded in role conflict, self-determination, and academic resilience theories. A correlational and descriptive survey research design was employed. Census, simple random sampling, and purposive sampling were used to select participants. Data were collected through questionnaires, document analysis guides, and interview schedules. The validity and reliability of the research instruments were tested through a pilot study. Descriptive statistics such as means, frequencies, and percentages were used for analysis, alongside inferential statistical techniques, including multiple regression. The descriptive statistics findings and the information obtained during the interview showed that psychosocial experiences and academic resilience influence student motherhood performance. The findings indicated that psychosocial experiences negatively affect student mothers' learning outcomes, with a regression coefficient of -1.213. Conversely, academic resilience and support systems positively and significantly influenced learning outcomes, with regression coefficients of 1.814 and 2.131, respectively. The results demonstrated that academic resilience mitigates the adverse effects of psychosocial challenges, thereby improving learning outcomes. The study concluded that psychosocial challenges hinder the academic performance of student mothers, but academic resilience and support systems can counteract these adverse effects. It is recommended that universities implement financial assistance programs such as scholarships and stipends, provide flexible academic schedules and online learning options, and foster peer and institutional support networks.

Key words: Psychosocial Experiences, Academic Resilience, Learning Outcomes, Undergraduate Student Mothers

Unintended Consequences of Modernization Theory on University Students and Graduates in Zambia

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Abstract

This ethnographic study explored the unintended consequences of the modernization theory on university students and graduates in Zambia. The study involved 40 participants from the University of Zambia, observed over periods of 9 to 14 years. The study has established that modernization theory has got further-reaching consequences on the participants and the whole Zambian society than what has been documented in the available literature. Whilst some of the consequences are not detrimental to the participants, most of the consequences seem to have negative effects on the Zambian society both in the short term and in the future. Policy implications on how to reverse the negative consequences of modernization theory on university students and graduates in Zambia have also be informed by the findings of the study.

Keywords: unintended consequences; modernization theory; tertiary education; Zambia; ethnography

VISIT SOUTH AFRICA

Near Gauteng (Johannesburg & Pretoria)



The mall of Africa - MIDRAND.



Union buildings - Pretoria



From Vilakazi street-SOWETO



Hector Pieterse memorial- SOWETO



Cradle of Mankind-MAROPENG(Northwest)



Mandela Square Sandton - Johannesburg

Outside Gauteng Province

Mpumalanga:

- Kruger National Park - Big Five (lions, leopards, elephants, buffalo, and rhinos)
- Panorama Route - God's Window and Bourke's Luck Potholes.
- Shangana cultural village
- Elephants whisper
- Sudwala Caves

Northwest Province

- Sun City resort, the Pilanesberg National Park, and the Cradle of Humankind's Taung hominid fossil site

KwaZuluNatal

- iSimangaliso Wetland Park,
- uKhahlamba-Drakensberg Park,
- Hluhluwe-iMfolozi Park
- uShaka Marine World, Durban Botanic Gardens, and various beaches like Umhlanga Main Beach
- Battle fields of Anglo-Zulu wars
- Victoria Street Market

Cape Town

- Table Mountain, Robben Island, Kirstenbosch National Botanical Garden, the V&A Waterfront, and Cape Point
- Two oceans aquarium
- Boulders Beach penguin colony
- Robben Island

North Cape

- Kgalagadi Transfrontier Park, known for its wildlife and arid landscapes,
- Augrabies Falls National Park, featuring dramatic waterfalls and unique rock formations.
- Namaqua National Park, famous for its spring wildflowers,
- The Big Hole in Kimberley

Free State

- Golden Gate Highlands National Park and the Vredefort Dome,
- Cultural sites - Basotho Cultural Village,
- Anglo-Boer War Museum

Limpopo

- Kruger National Park, Mapungubwe National Park, Marakele National Park, and the Waterberg Biosphere Reserve
- Modjadji Cycad Reserve, Makapansgat Valley, and the Baobab trees

