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Role: RECLAIM Project Coordinator, University of Buea, Cameroon

Ijang Bih Ngyah-Etchutambe is the RECLAIM project coordinator for the University of Buea, Cameroon. She is an Associate Professor of Cognitive and Child Psychology and lecturer in the Department of Educational Psychology at the Faculty of Education, University of Buea Cameroon. She is passionate about helping children and youth become the best version of

themselves. Her research focuses on learning and the development of soft competencies like problem solving, creativity, communication and interpersonal skills which enables children and youth thrive, flourish and become productive citizens. She explores environmental circumstances that influences children's learning and designs culturally relative, inclusive and interest-driven interventions that foster efficient learning, resilience, eco-consciousness and the mental health of children and youth in adversity. She led the SUNRISE international study of movement behaviour in Cameroon in collaboration with the WHO. She is a grantee of the Italian Ministry of Foreign Affairs and International Cooperation (MAECI) Research Grant on game addiction and psychological variables among adolescents in collaboration with the University of Torino, Italy. She has led and co-designed creative indigenous strategies and learning resources such as digital animated folktales, local games and songs that have been instrumental in enhancing children's learning and wellbeing. She is currently a Developing Country Fellow with the International Society for the Study of Behavioural Development (ISSBD) and was formerly a Professional Development Fellow with the same organisation at the University of Michigan, USA. She has served as Principal Investigator (PI) and Co PI in a couple of projects highlighted in her CV below. She currently serves as Assistant Editor in the *Journal of Child: Care, Health and Development*, Wiley. She has published over 15 peer reviewed articles in her area of research.

Publications

- Ngyah-Etchutambe, I.B & Pagani, L.S. (2025). From Home to Classroom: Exploring Caregiver Perspectives on Preschool Readiness and Resilience in Buea, Cameroon. *Sage Open Pediatrics*. 12. doi:10.1177/30502225251377847
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- Ngyah-Etchutambe, I.B., Mengstie, M.M., Njungwa, M.Z. (2024). Exploring Impediments to Human Flourishing Across the Lifespan in Six African Countries. *Trends in Psychol*. <https://doi.org/10.1007/s43076-024-00390-3>
- Ngyah-Etchutambe I. B., (2023). Women's self-construal and tendency to flourish in business within the Covid-19 situation in the Buea Municipality. *Covid-19 Era: A transdisciplinary perspective by women in science-CaPROWN (series-2)*. Chibaka E. F. et al (Ed). Thompson Press:India.
- **Ngyah-Etchutambe I. B**, Aki E. M, Mbi S. E. and Farinkia N. G. (2022). Informal vocational training and sustainable livelihood skills among unemployed youth in low-income countries: Insights from a SWOT analysis of tailoring apprenticeships in Cameroon. *Front. Educ*. 7:1027632. DOI: 10.3389/feduc.2022.1027632
- Njoh, A. J., Esongo, N. M., Ayuk-Etang, E.N. M., Soh-Agwetang, F.C., **Ngyah-Etchutambe, I. B**. Fotoh, J., Fomukong, A. E. B., and Tabrey, H. T. (2022). Challenges to indigenous knowledge incorporation in basic environmental education in anglophone Cameroon. *Journal of Asian and African Studies*. 1 (21). SAGE. DOI:10.1177/002190962211137645
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ownership status in Cameroon. *Journal of Women's Studies International Forum*. DOI: 10.1016/j.wsif.2017.05.006

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