**Abstract**

- Research Background: Explores the experiences of apartheid that South African caregivers share with their early adolescent children and how these experiences influence the adolescents' social and identity development.

- Research Aims: To clarify the intergenerational learning about apartheid that caregivers engage in with their adolescent children and how caregivers perceive this sharing to influence their children's understanding of and reaction to apartheid.

- Methodology: A qualitative exploratory research approach with interviews of eight participants in the Cape Town Metropole area, South Africa.

- Findings: Two themes emerged: caregivers' perceptions of incredulity by the adolescent children regarding apartheid stories, and the reluctance of both caregivers and children to discuss emotionally charged topics from the apartheid era.

- Conclusion: Caregivers perceive that the younger generation has difficulty believing stories about apartheid practices, and they may refrain from discussing emotionally laden topics to minimize vicarious trauma on their children.

**Introduction**

- Context: Intergenerational divides in post-colonial societies regarding the understanding of current social realities and value systems.

- South Africa's Socio-Political Transition: Younger generations with distinctly different socio-political experiences compared to older generations.

- Impact of Apartheid: The apartheid policy's unequal and harmful effects on individuals and communities.

- Intergenerational Learning and Identity: The influence of older generations' storytelling and experiences on the social and political identities of younger generations.

**Materials & Methods**

- Research Design: Qualitative exploratory with semi-structured interviews for data collection.

- Participants and Setting: Eight informants from diverse backgrounds in the Cape Town Metropole region.

- Procedure and Data Collection: Interviews conducted at participants' homes focusing on how apartheid experiences are shared with adolescent children.

- Data Analysis: Thematic analysis approach, including familiarization with data, code generation, theme searching, reviewing, and defining themes.

**Results**

- Theme 1: Perceptions of Incredulity by Adolescent Children

- Caregivers report adolescent children's shock and disbelief in response to apartheid period narratives.

- Theme 2: Reluctance to Discuss Emotionally Laden Topics from the Apartheid Period

- Caregivers express discomfort and a reluctance to discuss racial practices during apartheid.

**Discussion**

- Significance of Intergenerational Learning: Crucial for the ethnic and racial identity development of adolescents.

- Caregiver Choices: Influence of caregivers' decisions to share apartheid experiences on their children's racial identity development.

- Social Progress: The disbelief of younger generations towards apartheid practices as an indicator of societal progress towards a more humane era.

- Emotional Burden: Caregivers' avoidance of emotionally charged topics to prevent burdening their children with the history of racial injustice.

**Conclusion**

- Caregivers understand and appreciate the younger generation's incredulity towards apartheid stories and avoid emotionally laden topics to protect their children.

- The younger generation's disbelief is seen as a sign of compassion and humanity, reflecting positively on their identity development.

- Study Limitations: Small convenience sample size indicates a need for further research to validate findings.