

RES-School Manual

RESILIENCE IN EDUCATION SYSTEMS: RAPID SCHOOL ASSESSMENT



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About This Manual

This manual presents the objectives and procedures for application of a tool from the Education Resilience Approaches (ERA) Program to help assess opportunities to foster resilience in students, or the support and process to help them succeed in school in spite of overwhelmingly difficult contexts. We call this questionnaire the RES-School. The RES-School is a rapid assessment approach that contributes to an informed discussion across education actors—such as Ministry of Education officials, other service providers, school administrators, teachers, parents and students—on how schools can help students to understand adversities in their lives, how education can provide relevant meaning and purpose for students at-risk, and how to address the dual academic and socioemotional needs of these students. The focus is on school policies and management, classroom instruction and parental/community participation.

The RES-School Tool Kit complements this manual and is available as a separate volume. It offers more detailed “how to” instructions on how to implement each phase of the RES-School mixed-methods process, including organizing and conducting focus groups, managing experiential exercises, analysing questionnaire data, etc. The Tool Kit can serve as an added guide for junior researchers, higher education courses, or researchers unfamiliar with either qualitative or quantitative processes.

In addition to the RES-School, ERA is developing tools to conduct rapid assessments of risks, assets and education system supports to foster resilience in education communities (RES-360°) and a mixed-methods research approach for local researchers and higher education institutions to guide their contributions to education resilience evidence in their countries (RES-Research). As the application of these diagnostic and research tools expands, ERA hopes to systematically collect and disseminate the growing global evidence regarding the resilience of education systems in difficult contexts and their contributions to mitigating the sources of such adversity.

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About the Series

Building strong education systems that promote learning, life skills and social cohesion is essential in any country. However, contexts of adversity (including natural disasters, political crisis, health epidemics, pervasive violence and armed conflict) can negatively impact the ability of education systems to deliver such services. At the same time, paradoxically, education can help mitigate the risks of such adversity, and enhance the capabilities of children and youth to succeed in spite of the adversities they face. It is precisely this which is captured by the concept of “resilience”: the ability of human beings (and their communities and the institutions that serve them) to recover, succeed, and undergo positive transformations in the face of adversity.

Forty years of research on human resilience has shown that children, adolescents, youth and adults can recover from crises and perform in spite of adverse situations and contexts. In the field of education, evidence on resilience and school effectiveness has identified several factors that correlate with learning and school success even when learners are exposed to risks. Emerging empirical evidence points to the opportunities for change that contexts of adversity can facilitate: improving education systems, (re)-building back better, and finding a space to introduce reforms that can improve the relevance of an education system as per the needs of some of the most vulnerable learners.

In 2011, the World Bank Group launched its Education Sector Strategy 2020: Learning for All. The strategy defines the Bank’s collaborative agenda with developing countries for the next decade, notably through supporting learning and strengthening education systems. To support the implementation of the strategy, The World Bank commenced a multi-year program to support countries in systematically examining and strengthening the performance of their education systems. This evidence-based initiative, called SABER (Systems Approach for Better Education Results), is building a tool kit of diagnostics for examining education systems and their component policy domains against global standards and best practices around the world. By leveraging this global knowledge, SABER fills a gap in the availability of data and evidence on what matters most to improve the quality of education and achievement of better results. The SABER tools are being developed across education levels (Early Childhood Development, Workforce Development, Tertiary Education) and with a focus on important quality resources and system support (Teachers, Learning Standards, Student Assessment, Education Technology/ICT and School Health and Nutrition) and governance and finance elements (School Autonomy and Accountability, School Finance, Information Systems/EMIS and Engaging the Private Sector). Also, other quality education system support issues in schools and broader societal contexts are addressed by SABER, mainly Equity and Inclusion and Resilience in the face of fragility, conflict and violence.

For education systems and settings in contexts of extreme adversity, The World Bank has developed a complementary set of tools to SABER, the Education Resilience Approaches (ERA) program. ERA complements SABER’s evidence-based diagnostics through strategies and instruments to identify the risks faced by students, teachers, and educational institutions operating in difficult circumstances. Moreover, ERA also helps education systems identify the assets and positive engagement among the education communities (students, parents, teachers and school

administrators) that if supported systematically can harness a more effective response towards the safety, socioemotional well-being and learning of children, adolescents and youth. ERA opens an opportunity to conceive and develop appropriate ways in which education systems can encourage and support their positive performance and transformation beyond the adversity they face.

Although using different tools than SABER (more relevant for fragile, conflict, violence and other crisis affected contexts), the ERA Program also provides a systematic process to collect evidence to support local efforts to improve academic and non-academic services that support learning and protect the well-being of students in contexts of adversity. In this way, the ERA model is founded on the premise that individuals, organizations and societies possess inherent assets and engagement capacities that—if recognized and fostered—can not only support the recovery of education systems after crisis, but can also contribute to positive student performance and learning outcomes.

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Contents

Introduction 14

- The ERA conceptual framework 15
- The RES-School conceptual framework 18
- The organization of the RES-School Manual 19

Chapter I. Understanding the National and Educational Context and School Access for RES-School Assessment 25

- I.I National context review 25
- I.II. Agree on sample of schools for RES-School assessment 26
- I.III School access confirmation 27

Chapter 2. RES-School Mapping Questionnaires 29

- II.I RES-School questionnaires conceptual framework 29
- II.II Logistical preparation and informal observation 30
- II.III. Resilience informational and experiential exercise 31
- II.IV Application of the RES-School questionnaires 32

Chapter 3. Analysis of RES-School Questionnaire Data 33

- III.I Interpretation and caveat of results at the school level 33
- III.II Analysis of the data from the RES-School questionnaires 33

Chapter 4. Mobilization of Knowledge: Findings of the RES-School Rapid Assessment 35

- IV.I Report for the Ministry of Education: Country report 35
- IV.II Report for participating communities and schools: School report 36
- Bibliography 38

Introduction

This Resilience in Education Systems, School assessment (RES-School) explores in-school opportunities for interaction among students, teachers, principals and parents/guardians to help them understand the risks and adversities faced by schools and the children attending them, to define positive futures, to develop new skills and knowledge, and to work together and be accountable to each other's well-being and to school results amidst overwhelming difficulties.

For more than 40 years, many resilience studies have tried to understand the capacity of human beings (and their communities and organizations) to recover from crises, to continue to perform in spite of adversities and to transform positively in the midst of difficulties.¹ We now know that “resilience” is neither a special, super-human gift nor a trait in only a few individuals. Resilience occurs ordinarily in the interactions between people, as adversity triggers the need to understand our problems, to express our emotions and to develop competence and skills to overcome them—including academic and productive skills. Certainly, many studies identify schools and teachers as important contributors to resilience in children, adolescents and youth. What is more, in education systems resilience can be promoted through the provision of relevant and quality services that foster the interactions among students, teachers, and parents to address both learning and well-being.

The RES-School assessment intends—in a relatively short period of time (4-6 months)—to provide information on how schools can foster resilience. This may include in-school opportunities to discuss and understand the adversities faced by students, to support students in defining a positive educational and life purpose, to develop relevant skills, knowledge and values to succeed in difficult times, and to provide them with emotional support. Schools can provide opportunities for these and other resilience building processes. It focuses on resilience-building opportunities within school policies and management, classroom instruction (including pedagogical strategies that connect students to their communities), extra-curricular activities, and parental and community participation for shared expectations and accountability on the integrated goals of student learning, socioemotional well-being and protection.

Adversities, risks, assets and opportunities present themselves in different forms given specific situations, contexts and cultures. Therefore the RES-School questionnaires are implemented locally and should be seen only as an input to a larger and broader discussion on protection, prevention, learning and well-being among in-country stakeholders. At the school level, some ideas on how to guide these broader discussions are also provided by this manual. While not negating the needed cross-sectoral will and efforts to mitigate the sources of risks experienced by education communities, it is our hope that the RES-School assessment responds effectively to the requests by education systems (ministries and schools) on how schools can foster the capacity of students, teachers and schools to recover, perform and develop in spite of adversities.

1 See for example, Garmezy 1985; Rutter 1987; Masten and Coatsworth 1998; Luthar 1991; Luthar et. al. 2000; Masten 2001; Benard 2004; Ungar and Liebenberg 2005; Ungar 2011/2012.

The ERA conceptual framework

The ERA Program forms part of the wider Systems Approach for Better Education Results (or SA-BER), and shares its system-wide focus and ultimate outcome of interest—learning and school success. However, the ERA conceptual framework methodologically differs from other domains in three important ways (see also ERA framework figure, below):

- i. ERA uses an inductive approach to define the specifics of the general policy goals provided, building from the collection of locally relevant and contextualized data to contexts of fragility, conflict and violence;
- ii. The four resilience components and their corresponding levers provide the guiding questions to collect locally relevant data at multiple levels of analysis (student, the school, the community and the institutional environment), and;
- iii. Given the complexity of issues and multiple levels of analysis in the study of resilience, ERA serves as guide to prepare various case reports in a country, which can be aggregated as one general Country Report, in line with those prepared by other SABER domains.

Reflective of the complex interactions that are required from a systems approach intended to foster resilience, and in order to manage the more operational challenges of assessments in contexts of acute or chronic crises, mixed-methods approaches are used to collect evidence. The different ERA tools are grounded in both qualitative and quantitative data strategies to capture the complexity and dynamism of risks, assets and resilience responses at the school and education system level. The RES-School tool presented here is a quantitative questionnaire with pre-defined school level variables (integrated with wider community level variables) known to be correlated with learning in contexts of acute or chronic adversities. However, the application of the RES-School is best achieved when combined with other research methods, especially qualitative approaches. A sample mixed-methods approach is presented in the table below.

Table 1. From Quantitative to Qualitative Methods Integration

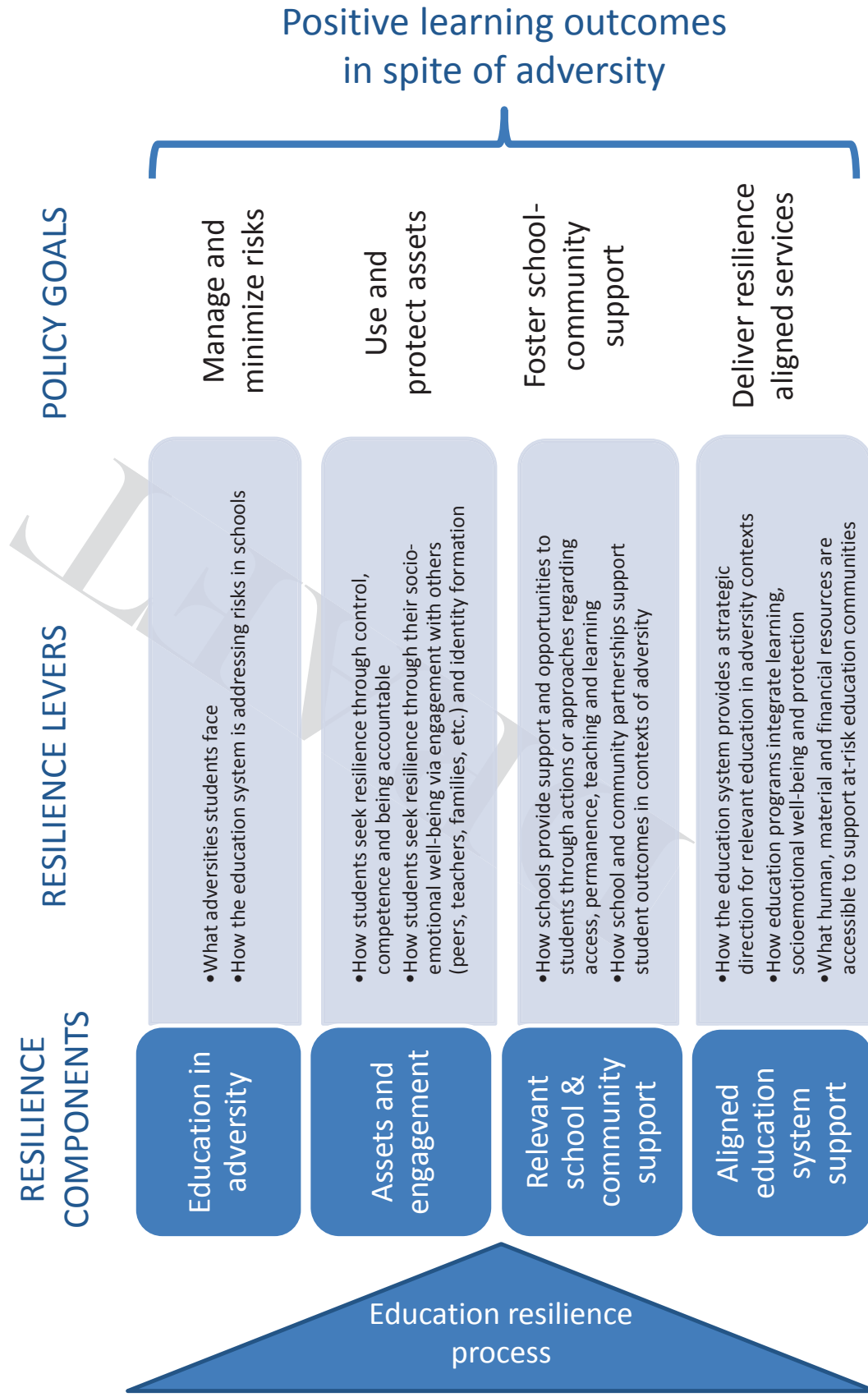
Quantitative (Questionnaire Application)	Qualitative (Interviews and Focus Groups)
<ul style="list-style-type: none"> To collect quantifiable information on pre-identified variables of education resilience in schools 	<ul style="list-style-type: none"> To gather information on the context of the population under study
<ul style="list-style-type: none"> To generalize and compare pre-defined variables at different units of analysis (individual, family, school, community) 	<ul style="list-style-type: none"> To understand the dynamic aspects of resilience in each particular context studied (such as school – community, individual-family, student-teacher interactions)
<ul style="list-style-type: none"> To statistically test correlations or causality between pre-identified variables when statistical relevant samples sizes or randomized research designs are possible 	<ul style="list-style-type: none"> To identify the proposed causal factors as per the perspective of the affected population (what do they consider to be the main reasons for the adversity, for their assets, for relevant services?)

This approach—which is as once flexible, rigorous and locally relevant—allows for the generation of multiple case studies in contexts of adversity. This can then help to fill the empirical evidence gaps at a global level on how adversities affect learning outcomes (and other indicators of school success) and can identify tangible ways forward for the students, teachers, communities and societies affected by it.

The RES-School focuses on component 3.

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Figure 1. The Education Resilience Approaches framework



The RES-School conceptual framework

Although the socioeconomic environment is an important predictor of academic results, resilience evidence—especially from longitudinal studies—has identified additional success factors that correlate with positive school and life outcomes of children and youth living in adverse contexts. These include individual factors (e.g., hope, purpose, social competence, problem solving and autonomy) and environmental ones (e.g., care, support, high expectations and opportunities for meaningful participation in school, family, and the community). After families, schools are the most influential institutions in a child’s development, values formation, learning and skills acquisition. Education policies, programs and schools can also support the well-being and education outcomes of students in contexts of adversity.

Therefore, the RES-School questionnaire assesses the interaction of school actors across five types of resilience engagement processes that are critical in contexts of adversity: (i) making meaning of adversity and finding a life purpose in education, (ii) developing self-worth and confidence and effectively using their emotions; (iii) developing relevant competencies and skills that contribute to some level of control; (iv) connecting to others in school and the community, and (v) committing and being accountable for each other’s well-being and for school results (see table 1, next page).

RES-School has integrated the above resilience dynamic concepts within opportunities for their expression in schools. Thus, RES-School assesses opportunities to foster a resilience engagement process within the following five school organizational elements:²

1. School Management and Resources (to understand adversities and foster resilience)
2. Classroom Practices (including curriculum, pedagogical practices and assessments)
3. School Staff and Community Relations (school-community relations, extra-curricular activities, parental participation and shared accountability for learning, socioemotional well-being and protection)

The RES-School assessment will measure the level of interactions between resilience engagement processes and the above listed school organizational elements.

² These elements are similar to those reflected in other internationally applied instruments used with educational institutions, such as TIMSS, PISA and SABER.

Table 2.

What matters for individuals and groups in contexts of crisis and adversity?
Making sense and finding purpose (cognitive engagement). ³ Individuals facing adversity seek to make sense of the situation they are experiencing and find a purpose that in turn will allow them to make meaningful and positive decisions.
Seeking identity and well-being (emotional engagement). ⁴ Adversity engages ones' emotions and feelings (e.g., anger, pain, sadness, hope, empathy, humor, etc.), providing an opportunity to manage and regulate them, as well as to develop a concept of 'self' through self-awareness, self-esteem and self-confidence.
Developing control and competence (proactive engagement). ⁵ When faced with adversity, individuals seek to take some control over their situation through the development of new competencies and skills. In this way individuals aim to satisfy basic material needs, such as clothing, food and shelter, but also long-term life purposes.
Connecting with others (connected engagement). ⁶ Individuals seek support from others during times of adversity. Within a group, individuals find protection, identity and comfort—and often a connection to something larger than oneself such as social justice or spirituality.
Committing and being accountable (committed engagement). ⁷ Individuals during times of adversity move toward adaptive outcomes through perseverance, a sense of accountability, and responsibility to themselves and others.

The organization of the RES-School Manual

This manual is designed to assist researchers to collect evidence of opportunities in schools to support students to succeed in spite of contexts of adversity. The RES-School specific objectives are to:

1. Provide schools with a map to identify the opportunities in school management, classroom practices, and community participation that can contribute to learning and well-being in

³ This engagement process—between one and one's environment—is grounded in cognitive psychology; see for example Neenan 2009 on cognitive-behavioral principles applied to resilience.

⁴ Masten and Obradović (2006) call this adaptive process "internal integration."

⁵ Masten and Obradovic (see preceding note) refer to this adaptive process as "external adaptation."

⁶ Spirituality, religion, social justice or other larger forums for connection that transcend the individual and the group have been documented as protective factors in studies of individuals in contexts of overwhelming adversity. See for example Ungar 2011; 2012.

⁷ Researchers and practitioners who work in programs for youth in adverse contexts both identify the needs for structure and boundaries, opportunities for responsibility and accountability, and restorative discipline and justice. These are all processes grouped into what the ERA Program calls the "commitment dimension." See for example Krovetz 2008; Cefai 2008; Wachtel and Mirsky 2003.

spite of difficult contexts;

2. Provide national educational authorities with contextualized examples of in-school resources and supports for vulnerable children and youth that can contribute to making education programs more effective in contexts of adversity; and
3. Continue to inform and advocate for a longer-term resilience perspective within education research, systems, policies and programs.

The RES-School assessment is composed of questionnaires for each school actor—students, teachers, principals and parents—that allow comparing and contrasting of their opinions regarding the resilience building processes in schools. In addition, prior to the application of the questionnaires, school actors are encouraged to discuss and understand the concepts of resilience within their own personal lived experiences using a guide provided by RES-School.

This manual provides a set of guidelines to conduct the mapping (data gathering and analysis) of academic resilience opportunities in schools, as well as guidelines regarding how to provide feedback to Ministries of Education and schools (knowledge mobilization).

The manual consists of four chapters:

Chapter 1 will describe the process to collect relevant country and education systems context information, how to select the school sample and gain access from school actors prior to conducting the RES-School questionnaire.

Chapter 2 will describe the process to apply the four RES-School questionnaires (for students, teachers, principals and parents). This chapter also provides guidelines to facilitate a pre-questionnaire informational and experiential workshop regarding the concepts of resilience.

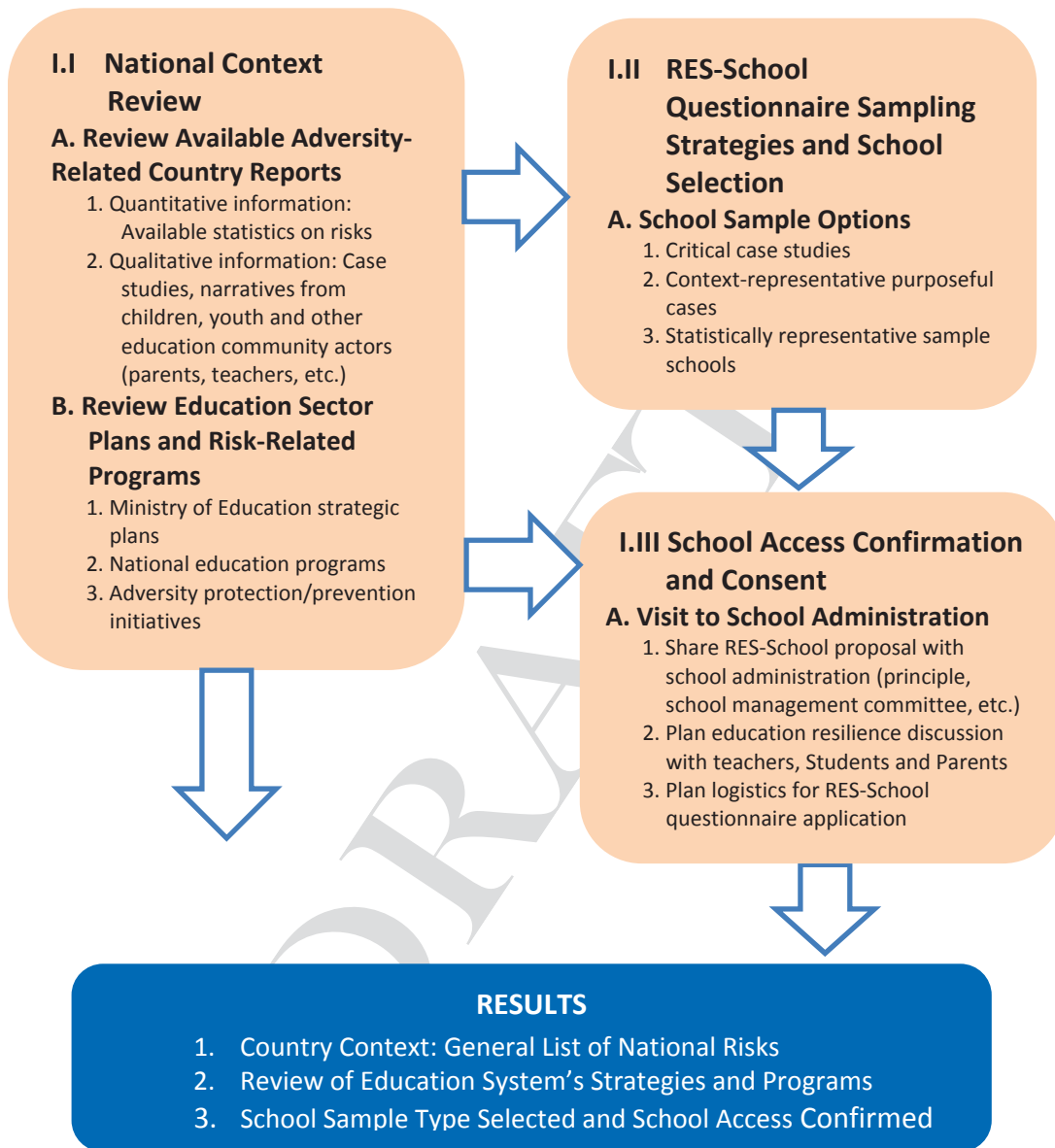
Chapter 3 provides the guidelines for analysis of the RES-School questionnaire data.

Chapter 4 provides guidelines to prepare country and school reports based on the RES-School information collected, analyzed and interpreted.

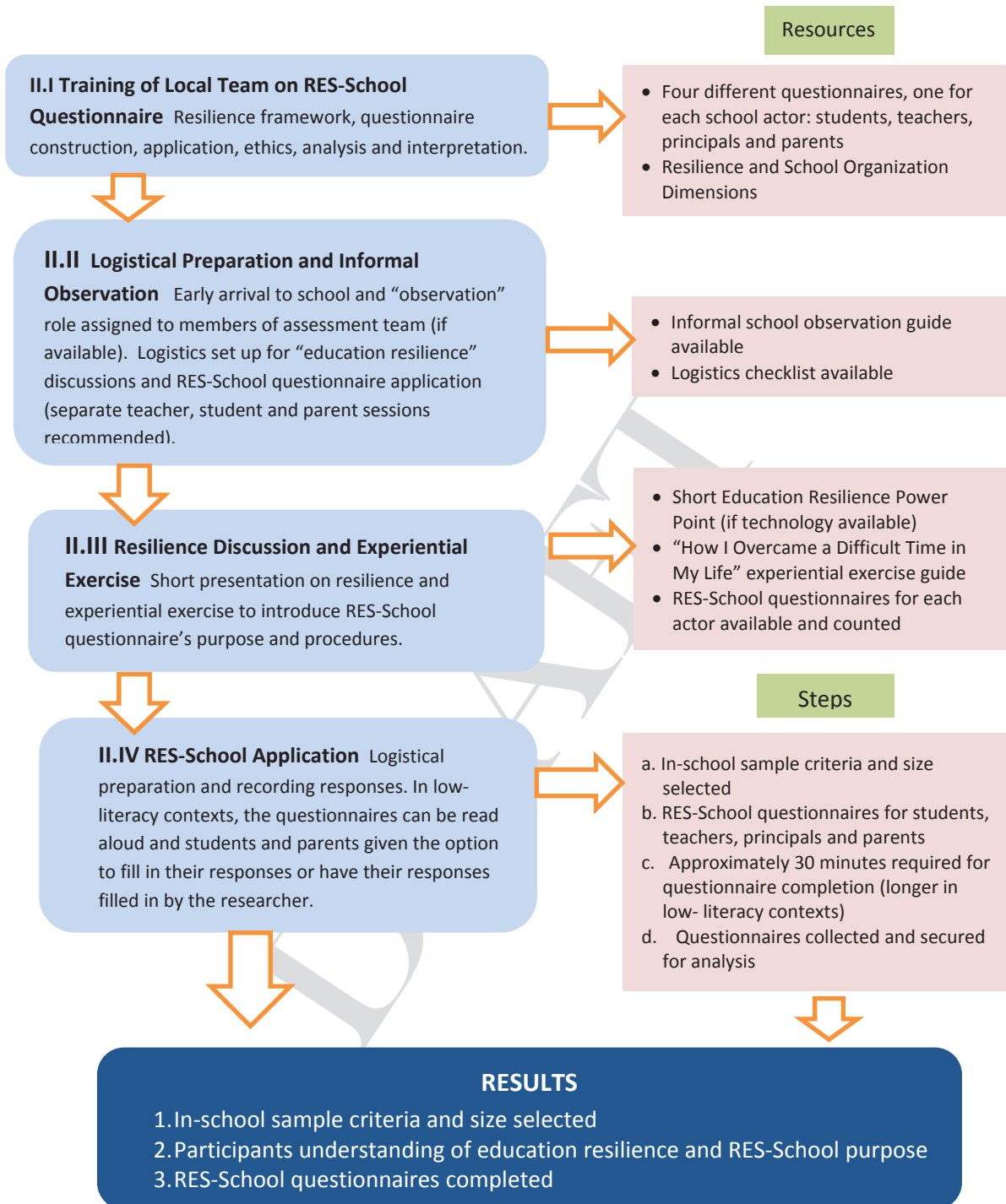
The schematic RES-School process is presented in the next four figures.

It is important to determine at the outset of RES-School the need for any ethics approvals that should be obtained from members of the Ministry of Education and from participating schools and communities. Consult the ethics manual for more information in this regard, particularly when managing ethics in the absence of an ethics review board.

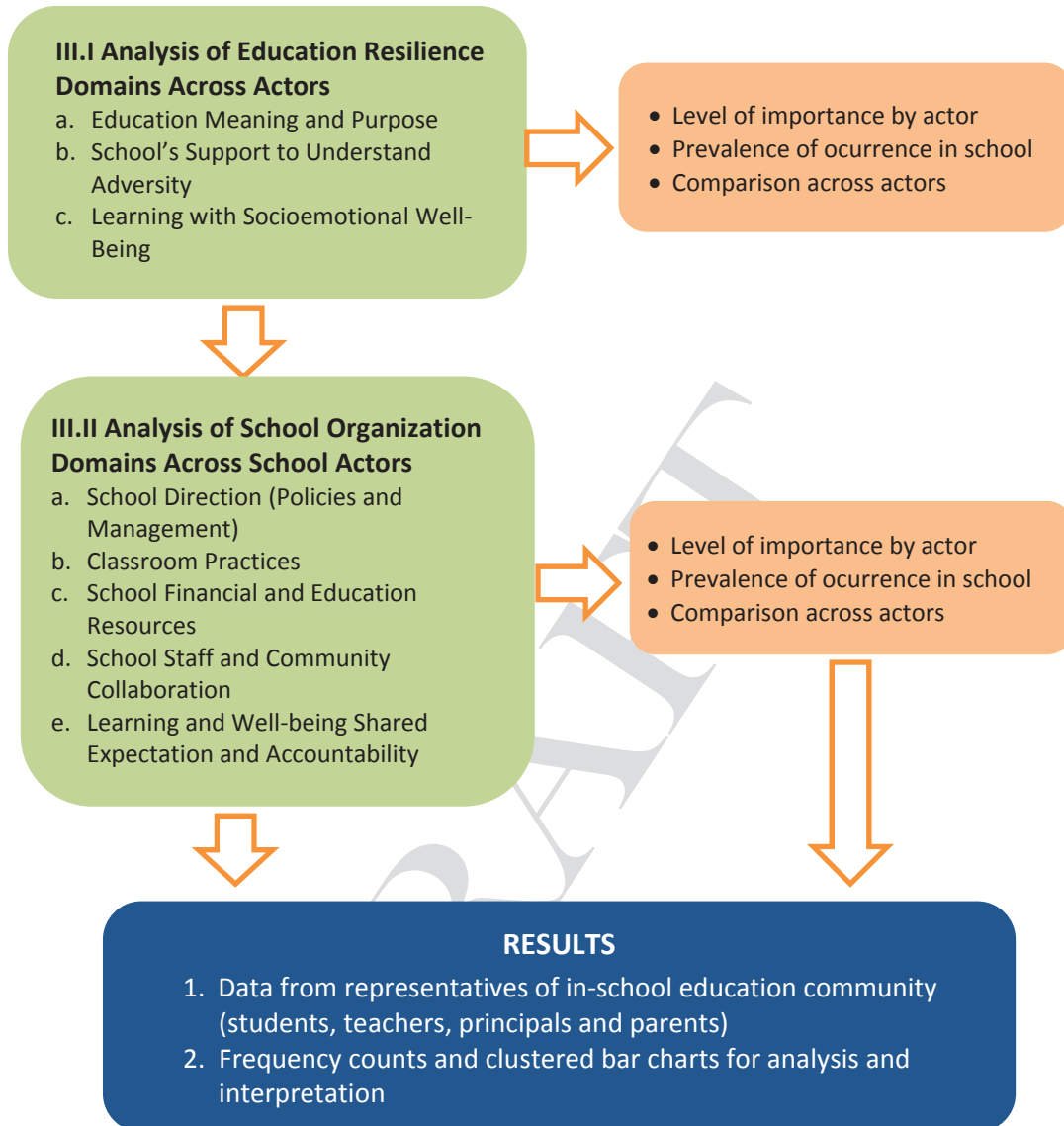
**CHAPTER I UNDERSTANDING THE NATIONAL AND EDUCATIONAL CONTEXT
AND SCHOOL ACCESS FOR RES-SCHOOL ASSESSMENT**

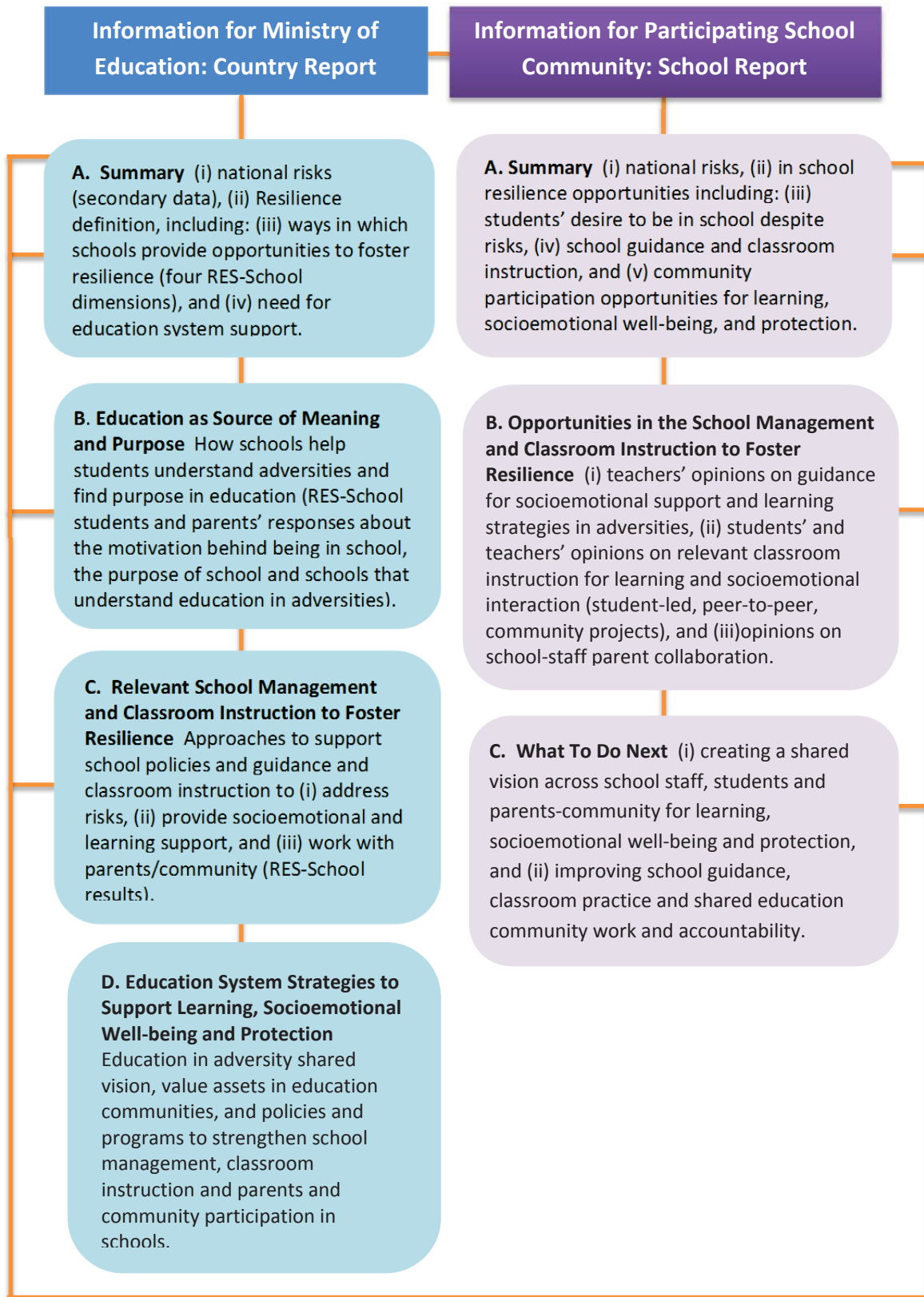


CHAPTER II RES-SCHOOL MAPPING QUESTIONNAIRES



CHAPTER III ANALYSIS OF RES-SCHOOL QUESTIONNAIRE DATA





Chapter I. Understanding the National and Educational Context and School Access for RES-School Assessment

Prior to the application of the RES-School questionnaires, the assessment process requires a familiarity with the country and education system's contexts. Also, researchers need to support the national educational authorities to identify the most appropriate school sample for the RES-School questionnaire. Chapter 1 discusses how to facilitate this context setting and school selection and access process.

I.1 National context review

The goal of the national context review is to note some preliminary contextual parameters—that can be identified in a quick review of secondary data. These may include a list of key risks faced by students in the national contexts, and the strategic lines and main programs of the education system (both of Ministry of Education and major partners in the country).

The following process is recommended:

A. Risks: National databases and documents

Existing reports allow researchers to quickly establish national risk profiles. Researchers should review existing national and international reports, studies and research and available databases (for example, for indicators such as rates of violence, poverty, malnutrition, etc.).

Rapid analysis of documents and existing databases would help document the types of risks faced by children and young people in each country's context: social, domestic or gang violence, or risk situations such as malnutrition, life-threatening diseases, or lack of access to public services (such as electricity or safe water and sanitation).

B. Education programs

Once the list of significant national risks has been established, researchers then investigate the existence of other programs or projects, whether from the government or from other organi-

***Risks:** Considerations of risks are integral to any discussion of resilience. These risks need not necessarily be related to education—rather they can be those prevalent in the country and community context.*

***Education Resilience:** School performance in spite of overwhelming difficulties is understood as education resilience. The school outcomes themselves should not be considered “resilient”, rather it is how those outcomes are achieved which are informed by resilience.*

***Academic Resilience:** Learning and developing new skills in spite of difficult situations is understood as academic resilience. Relevant and quality learning for contexts of adversity, in turn, can help to better confront or mitigate risks.*

***Meaningful School and Community Interactions:** The basic foundation for fostering resilience, education resilience and academic resilience rests in the meaningful interactions of schools actors—students, teachers, principals and parents. Education systems foster and support this process.*

zations, that contribute to the mitigation of risks and protection of children and young people at the national or local level. These programs should be summarized noting the risk mitigation elements found.

Education programs should be summarized as follows:

Strategic lines of action of the Ministry of Education: Note the strategic pillars, for example, quality, access, equity, modernization, etc., that provide the framework for the implementation of education programs and investments.

National education programs: Note any national education programs that are considered as contributing to the mitigation of risks in the education system.

Targeted education programs: Note any targeted programs or projects (focused on specific populations) that have been designed to mitigate or prevent specific risks (rural or indigenous populations, children at particular risk, etc.).

I.II. Agree on sample of schools for RES-School assessment

The RES-School assessment can be applied with different sampling strategies, including qualitative samples (such as critical cases or purposeful selected schools) and quantitative (statistical representation). Findings from critical cases and purposeful, nonprobability sampling, and not statistical sampling cannot be generalized to the broader population, but only to other educational contexts with the same characteristics (this caution should be stated in the final report). In both instances (ie. the critical case schools and schools purposefully selected in additional contexts of adversity), findings will be valuable in the initial stages of understanding the resilience fostering interactions in schools and how education systems can be instrumental in facilitating positive outcomes for students. Findings can be key in setting the current scene; getting the attention of key players in community and education contexts; and in structuring future, larger research questions that are more accurately aligned with the realities of the country. As such these options should not be discounted by researchers.

The final sampling decision should be made by the researchers based on assessment needs and available resources (time, financial and technical). For the purposes of this manual, three types of samples are mentioned: (i) critical case schools, (ii) purposefully selected schools across different contexts of a country, and (iii) population representative (statistical) samples.

RES-School Assessment Sample Guidelines for Critical Case Schools: A critical case sample seeks to collect data in one or more schools situated in a high-adversity context. The data from this critical case can provide rich data on the extent of interactions fostering resilience in these settings. Also, for comparison, two types of critical case schools (both in high contexts of adversity) can be selected: a school(s) that is getting better than expected results (academic, behavioral and/or overall well-being) and a school with limited results.

Within the participating school, students and their families are selected through random sampling. Sampling is conducted using the registrar of the school. A sample of at least 100 students is necessary for a comprehensive analysis of the data. As such, depending on the size of the

school, at least 15% of students should be invited to participate. Following parent/legal guardian consent to participate in the study, it is anticipated that only 10% of the total student population of the school will remain in the sample. Parents/legal guardians of those youth in the study should also be invited to participate. All teachers and education staff should be invited to complete the questionnaire. It is anticipated that only 50% of staff will actually consent.

RES-School Assessment Sample Guidelines for Context Representative Purposeful Case Schools:

The Ministry of Education can again be invited to identify these schools. The criteria is that they be located in regions or contexts of the country which present different types of adversity (e.g. rural and urban regions; majority, minority and indigenous regions; etc.). Within each of these schools, the questionnaire sampling strategy for students, parents and teachers (within a school) is the same as for critical case schools. The difference is the selection of the context or location of the schools that would participate in the RES-School assessment. Depending on the time and resources available up to 2 schools in each context type are selected to participate in the assessment. As with the critical case schools only, this option makes use of purposeful, nonprobability sampling, and not statistical sampling. Again, this should be stated in the final report with the caution that findings cannot be generalized to the broader population, but only to other educational contexts with the same characteristics.

RES-School Assessment Sample Guidelines for a Statistical Representative Sample: Probability sampling is the most rigorous to generalize findings of the most relevant and prevalent interactions to foster resilience in schools in a country. However, it will take the longest (6 plus months) and specific research skills and resources. References to guide statistical sampling techniques can be found at <http://www.socialresearchmethods.net/kb/samprob.php>. The approach advocated for this particular component of the process is stratified sampling. Here the research team will purposefully select schools that represent all the subgroups of the education population. Within each of the subgroups, schools are then randomly selected for participation. Similarly, within each of these schools, students, teachers and parents are randomly selected for participation. In this way researchers attain a random sample of participants that is still representative of the population as a whole. The number of people invited to participate is informed by both the capacity of the research team (i.e. time commitments and financial and staffing resources) and the statistical power required. More information regarding this can be found at <http://www.socialresearchmethods.net/kb/power.php>. Creative Research Systems provide a useful calculator (<http://www.surveysystem.com/sscalc.htm>). While these tools are helpful, a sample of approximately 1000 youth in addition to parents and school staff would provide a strong sample.

I.III School access confirmation

Even when the national authorities identify the sample of schools to participate in the RES-School assessment, final access confirmation and willingness to participate should be provided by the schools themselves. The researchers should visit the proposed sample of schools to present the rationale for the RES-School and the benefits of being a participant. If access is confirmed, it is advisable to spend a day or two at the school observing interactions, resources, etc. This informal time spent in the school will also help the researchers develop a better understanding of the school environment and the immediate community in which it is situated. Some guidance is presented next.

Guidance on informal observations: This is not a formal observation in the research sense, but rather an informal immersion in the environment in order to have a better understanding of the background against which the RES-School findings can be interpreted. Researchers can integrate this observation with activities such as meeting with school administrative staff and students to discuss what “resilience” means for them (see Chapter 2, section 2.2).

Informal School Observation guide:

- Aspects to focus on during the observation include:
- **Interactions.** How do students interact with each other and their teachers?
- How do teachers interact with students and parents (at the start and end of the school day)?
- How does the school principal interact with the school community (teachers, students and administrative staff)?
- Do parents engage in the school community? If yes, how?
- **Resources.** What does the physical environment look like both within the school and the immediate community in which it is located?
- What physical resources appear to be available to students, teachers and parents both within the school and the community?
- **Observable risks.** What risks are apparent in the school and community?

After the school visit and the discussion about resilience, the facilitators discuss with teachers, students and parents the rationale for the RES-School assessment. The main goal of the questionnaires is to systematically map the opportunities in the classroom, school, extra-curricular activities and the community that contribute to learning in spite difficult contexts. This is done by capturing the opinions of students, teachers, principals and parents and integrates them for this collective purpose.

Chapter 2. RES-School Mapping Questionnaires

Following agreement or consent from schools to participate in the research, the RES-School is conducted to inform education system stakeholders (MoE, sampled schools, etc.) on opportunities to improve the educational and academic resilience of schools and students. The RES-School process begins with an open discussion with participants to ground the resilience concepts in their real-life experiences of recovering and performing in difficult times. Chapter 2 discusses how to facilitate this resilience understanding process tied to the application of the RES-School questionnaires. First, however, the conceptual framework of the RES-School questionnaires is summarized.

II.I RES-School questionnaires conceptual framework

The RES-School questionnaires measure the level of importance and prevalence of resilience fostering interactions in schools. It addresses how (i) schools understand and address the adversities experienced by students (and their families), (ii) foster a positive meaning and purpose for education in these contexts, and (iii) respond to the academic and socioemotional needs of students. The manifestation of these resilience processes is considered within school organization elements related to management and guiding policies, teaching and learning instruction and community participation.

The items and related data from the RES-School questionnaires are organized across the following dimensions:

Education Purpose in Adversity

- 1. Education Motivates Students:** The RES-School assessment allows the research team to determine the extent to which students like to come to school and find purpose in education.
- 2. School Actors Understand Student and Family Adversities:** The RES-School assessment allows the research team to determine the extent to which parents and students consider that principals and teachers understand the difficulties they face.

School Guidance

- 1. School Management and Policies:** The RES-School assessment allows the research team to determine the extent to which school policies, the principal's leadership and school governing bodies provide guidance especially to teachers to foster resilience in schools.
- 2. Financial and Pedagogical Resources.** The RES-School assessment allows the research team to determine the extent to which financial resources and pedagogical materials contribute to the five resilience dimensions.

Teaching and Learning

- 3. Classroom Practices:** The RES-School assessment allows the research team to determine the extent to which the curriculum and multiple pedagogical strategies (applied projects, peer-to-peer learning, etc.) contribute to fostering resilience.
- 4. Socioemotional Support:** The RES-School assessment allows the research team to determine the extent to which opportunities for socioemotional support are available across curricular and extra-curricular activities.

Education Community Participation

- 5. School Staff and Community Collaboration:** The RES-School assessment allows the research team to determine the extent to which principals, teachers and parents work together to explicitly address student exposure to risks and contribute to the five resilience dimensions.
- 6. Accountability:** The RES-School assessment allows the research team to determine the extent to which the school structures and regulations contribute to mutual school actors' accountability for education results, well-being and behavior.

The questionnaires are directed at 4 types of school participants: students, teachers, principals and parents. While the analysis of the questionnaires for all actors will provide a comprehensive view of how to foster resilience in schools, each instrument emphasizes a different combination of the RES-School dimensions depending on the targeted stakeholder:

1. The Education Purpose in Adversity Dimension will be directed at Students and Parent
2. The School Guidance Dimension will be directed at Teachers and Principal
3. The Teaching and Learning Dimension will be directed at Students and Teacher
4. The Education Community Participation will be directed at All Actors

II.II Logistical preparation and informal observation

Access and Trust. As mentioned before, researchers should have visited the schools to be surveyed at least one day before the RES-School questionnaires are administered. This visit is important not only for building trust with school principals and teachers, but also for coordinating the logistics of the questionnaire. Note that the questionnaires are anonymous. An “Ethical Guidelines for Educational Research and Assessments in Context of Adversities” will be made available for review, including guidance on the use of consent forms.

Informal Observation. If, at the time of confirming the consent of schools to participate in the RES-School questionnaire, it was not possible to conduct an informal observation of the school contexts, this should be done prior to the application of the questionnaire. This informal time spent in the school will also help the researchers develop a better understanding of the school environment and the immediate community in which it is situated. The guidance presented in Chapter 1 can be reviewed.

Oversampling to Allow for Absentees. There must be a sufficient number of respondents for administration of the RES-School questionnaires. As previously stated, data on at least 100 students would be required to ensure adequate analysis of data. Therefore, over-sampling is recommended (identifying a number of respondents larger than the minimum required).

Logistics. The logistics for the administration of the questionnaires is critical. It is therefore extremely important to ensure that on the questionnaire day, there are enough questionnaires available for all participants. It is advisable to also have extra spare copies available. Questionnaires should be printed on only one side of the page; this will mitigate participants missing sections of the questionnaire. Similarly, enough materials such as pencils, consent forms and folders for data management should be available. The number of questionnaires distributed and completed should be counted. It is expected that, on average, the questionnaire will take 30 minutes to complete.

II.III. Resilience informational and experiential exercise

Prior to the actual application of the RES-School questionnaire in schools, a preliminary informational and experiential workshop on resilience should be held so that participants have a real-life understanding of the concept of “resilience.” A guide to facilitate the experiential exercise is presented in Annex A (see Resilience Informational and Experiential Workshop Guide).

The objectives of the informational and experiential workshops are to:

1. Provide a space for researchers and RES-School participants to meet and clarify the concept of “resilience” and the benefits of contributing their opinions through the RES-School questionnaire, and;
2. To facilitate a personal reflection by the participants on their strengths and the support received during difficult times to ground the concept on real-life experiences.

The goal of an experiential exercise is not to collect data, rather it is to provide a space where the participants can explore what the concept of “resilience” means through a more active and personal approach. However, since implementing experiential exercises does require facilitation skills, this activity is only recommended if the research team is familiar with such facilitation. Otherwise, only the informal observation and dialogue in school and community premises is recommended (See Chapter 1, section I.III).

Approach

Experiential workshops should begin with a presentation and group discussion between researchers and participants of RES-School: *What helps us to recover and move forward in difficult times?*. This presentation and discussion may be supported by a power point presentation, use of a blackboard or flipchart. The proposed experiential exercise includes the use of a “life timeline”. Here each participant reflects privately (without sharing with others) on (i) the difficult times experienced in their own lives; (ii) the personal strengths that have helped them in the face of adversities; and (iii) the people, institutions and other type of opportunities that have supported them.

This private reflection is followed by a voluntary sharing by participants of some examples of their resilience experiences. No one should be forced, directly or indirectly, to share their personal experiences in the group setting. It would be important that the facilitators also share examples of their own resilience experiences.

This exercise helps sensitize participants to the meaning of resilience and the importance of providing feedback to the education system on how schools could support students' learning, socioemotional well-being and protection in contexts of adversity. If possible, administration of the RES-School questionnaire immediately follows these facilitated sessions.

II.IV Application of the RES-School questionnaires

RES-School Application: The experiential resilience exercise can provide the platform for students, parents, teachers and school administrators to complete the questionnaire. The questionnaire can provide data to the school and the education system (e.g., Ministry of Education) on how best to support the education community (students, teachers, school administrators and parents) in promoting learning, socioemotional well-being and protection of students. It should be stressed that the questionnaire is anonymous and that any participant is free to not participate, at any moment. Depending on the level of reading comprehension, the questionnaire might be read aloud by the interviewer, allowing participants to answer every question as it is read. Students and parents should be given the option to fill in their responses or have their responses filled in by a research assistant. Participants' questions should also be clarified as needed (noting items that should be reworded for future applications).

If resources allow for it, conduct the questionnaire using an electronic approach (for example, email the link to participating youth and adults; use a class dedicated to computer-use to administer questionnaires, etc). This will save a lot of time in terms of data gathering and capturing!

Collection and Safe-Keeping of Questionnaires: Note that there are at least four types of questionnaires, one for each actor: students, teachers, principals and parents. Researchers should make sure that each type of questionnaire is collected and saved separately. Analysis guidelines for each questionnaire are provided in the following section.

Chapter 3. Analysis of RES-School Questionnaire Data

The data collected with the RES-School questionnaires is only quantitative (they consist of Likert Scale responses regarding resilience engagement processes in schools). Qualitative data (such as interviews and focus groups) can be complemented, as needed, by each research team. The quantitative analysis will provide summary statistics on the importance it has for actors as well as the school prevalence of these interactions.

III.I Interpretation and caveat of results at the school level

As with any instrument, the RES-School questionnaire is grounded in a specific conceptual model and theory of change. Although the RES-School model has been based on available evidence on educational or academic resilience, it should not be assumed to be a universal truth. Rather, it is a “Map” designed to document resilience-fostering interactions that can facilitate a dialogue about learning, and well-being in schools in spite of adversities. It is hoped that both the process of applying the questionnaire (including the access, trust building and experiential exercises) and the results themselves will generate an in-country dialogue leading to new and context-based policies, programs and services to foster resilience in schools. Precisely, these policies and programs should be aligned to the opportunities in schools to mitigate exposure to risks and support the strengths and assets of children, adolescents, youth and adults in school and the community.

The following is a summary of the analysis of the RES-School. The specific coding and analysis of the questionnaire items are included in Annex C.

III.II Analysis of the data from the RES-School questionnaires

Once the data has been collected, it must be entered into the SPSS database provided and then analyzed using the relevant syntax (researchers can adapt and analyze data in other locally used programs).

Table 3. RES-School Dimensions Analysis

	STUDENTS	PARENTS	TEACHERS	PRINCIPALS
EDUCATION PURPOSE AND ADVERSITY*				
Education Motivates Students	Frequency counts Bar Graphs	Frequency counts Bar Graphs		
School Actors Understand Adversity	Frequency counts Bar Graphs	Frequency counts Bar Graphs		
SCHOOL GUIDANCE				
School Management and Policies			Frequency counts Bar Graphs	Frequency counts Bar Graphs
Financial and Pedagogical Resources			Frequency counts Bar Graphs	Frequency counts Bar Graphs
TEACHING AND LEARNING				
Classroom Practices	Frequency counts Bar Graphs		Frequency counts Bar Graphs	
Socioemotional Support	Frequency counts Bar Graphs		Frequency counts Bar Graphs	
EDUCATION COMMUNITY PARTICIPATION				
School Staff and Community Collaboration		Frequency counts Bar Graphs	Frequency counts Bar Graphs	Frequency counts Bar Graphs
Accountability For Learning and Well-being	Frequency counts Bar Graphs	Frequency counts Bar Graphs	Frequency counts Bar Graphs	Frequency counts Bar Graphs

Chapter 4. Mobilization of Knowledge: Findings of the RES-School Rapid Assessment

IV.I Report for the Ministry of Education: Country report

The national level country report seeks to integrate the results of the national assessment (secondary data on risks, education strategies and programs) and the results of the RES-School questionnaire focused on in-school opportunities to foster resilience in students (i.e., students' learning, socioemotional well-being and protection in a context of adversity). By addressing the type of interactions that could foster resilience at the school level, Ministries of Education can discuss how their programs, services and resources can be better aligned to support these processes. Therefore, the report sent to the Ministry of Education should include the following:

A. Introduction: Summary of the risks faced in the country and by schools, and the resilience Definition (from secondary data review)

Risks

- List of priority risk, available statistics and qualitative data (narratives, case studies, etc.).
- Risks faced by school age-population (children, adolescents and youth)
- Risks faced by school staff (teachers, principals, administrators)

Resilience

- Inherent capacities and opportunities to recovery, perform and positively transform in adversities
- The role of the education system and interaction among school and community stakeholders to foster resilience in students and schools
- Responsibility of education systems to foster resilience for learning and well-being

B. Education as source of meaning and purpose in contexts of adversity (RES-School results)

- Education as source of meaning and purpose in contexts of adversity (show prevalence and importance of schools in providing meaning and purpose in contexts of adversity as stated by students and parents)

C. Assessment of School Opportunities and Interactions to Foster Learning and Well-being (RES-School results)

- Opportunities in school to foster resilience (show prevalence and importance as stated by students, teachers, principals and parents regarding management, classroom practice, school staff-community collaboration, financial and material resources, and accountability)

D. Assessment of Education System's Strategies to Support Schools in Fostering Learning Socio-emotional Well-being and Protection of Students

- Immediate steps that can be taken by the Ministry of Education to further support the resilience engagement opportunities in schools
- Recommendations for medium-term responses to align more education programs towards resilience (address priority risks and use local supports), including additional assessments
- Recommendations for improving long-term support systems for students and teachers in difficult situations: education policies, programs and education services that help mitigate risks, foster school and community strengths, and multi-sector contributions

The report sent to the Ministry of Education should include an executive summary that provides a brief description of the RES-School rapid assessment’s objectives and approach, how data were collected, and the main conclusions.

Reports should be written in clear language and avoid technical terms. The template in Appendix D can be used to guide the drafting of the report.

IV.II Report for participating communities and schools: School report

Reporting back to schools and communities that participated in the study is very important to respond to the expectations that the study may have developed. It is hoped that participating in the study was in itself a positive experience and intervention for school actors to think about their inherent resilience capacities and inter-actions. A short school report can be a positive contribution to on-going efforts to support student learning and well-being in the difficult contexts of the communities and schools that provided their time and knowledge to support the study.

A. Summary of the risks faced in the country (from secondary data) and summary of resilience opportunities in this school (from RES-School results)

Risks

- List of priority risks, available statistics and qualitative data (narratives, case studies, etc.).
- Risks faced by school age-population (children, adolescents and youth)
- Risks faced by school staff (teachers, principals, administrators)

Resilience

- Students desire to be in school and have an education purpose: Show comparison of students’ and parents’ opinions regarding school as a welcoming place, understanding the adversities they face, and the purpose of education
- Summary of resilience opportunities in school management, teaching and learning and community participation

B. School opportunities to foster learning and well-being of students in contexts of adversity

- Results of the “level of importance” of school and education to students and parents (RES-

School results)

- Results of the prevalence of resilience engagement processes in the school: management, classroom practices, staff-community collaboration, financial and material resources, and accountability (RES-School results)

C. What to do next

- Recommendations for creating a shared vision across school staff, students and parents-community for learning, socioemotional well-being and protection
- Recommendations for school guidance, classroom practice and shared education community work and accountability

The report for the education community should be brief (approximately 4-6 pages) and should include a one-page summary with the main findings and some general recommendations. Reports should be written in clear language and avoid technical terms or idioms.

The format in Annex E can be used to guide the drafting of the report.

DRAFT

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