Education Resilience Approaches (ERA) Program

A complement to the Systems Approach for Better Education Results (SABER)

RES-360°

RESILIENCE IN EDUCATION SYSTEMS: RAPID ASSESSMENT MANUAL

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About This Manual

This manual presents the objectives and procedures for application of the Education Resilience Approaches (ERA) Program's first major tool to aid in assessing resilience in education systems. The RES-360° rapid assessment approach helps both national education institutions (e.g. Ministries of Education) and schools to identify the risks confronting education communities—especially students. It also points to the assets and positive engagement in schools and communities that, if recognized and supported, can make national education programs more relevant and effective in contexts of adversity. In addition to the RES-360° evaluation, ERA is developing tools to assess classroom and school opportunities to foster resilience (RES-School) 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 contexts of adversity and their contributions to mitigating the sources of such adversity.

The RES-360° 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-360° 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.

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.

Through a set of tools that attempt to capture the complexity in fragile, conflict, and/or violence affected situations, the ERA Program seeks, as SABER, to provide a systematic process to collect evidence that can support local efforts to improve academic and non-academic services 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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Introduction

The Resilience in Education Systems 360° assessment (RES-360°) aims to provide contextualized information for education systems regarding the capabilities of students, teachers, schools, parents and communities to recover, perform successfully, and transform positively in contexts of adversity. Identifying and understanding the risks, assets, and supports that are present in schools and communities can help education systems deliver relevant services of high quality for learning, capacity development, and the well-being of students and teachers in difficult situations. Resilience is, precisely, the ability to recover and perform in contexts of adversity.

Over the past 40 years, numerous studies have aimed at understanding what resilience is and how it can be fostered. Today, we know that resilience is not a superhuman gift, a particular trait or a characteristic possessed by only a few people. Resilience is expressed daily in interpersonal interactions to manage the adversities we face, to express our emotions together, and to develop relevant competency and skills. A large number of studies have identified schools and teachers as important players in the development of resilience in children, adolescents, and youth. In education systems, resilience can be fostered by providing appropriate, quality services dedicated to student learning, safety and socioemotional well-being.

The objective of the RES-360° assessment is to help education systems collect information regarding:

- the risks that students, teachers, and parents consider to be a priority, and
- the assets and opportunities in the school and community used by them to confront adversities.

The ultimate contribution of the RES-360° assessment is to align existing education services (for access, learning, school management and school-community relations) with the experiences of children, families and school staff, to mitigate priority risks and to foster assets and positive engagement in schools and communities.

The characteristics of adversity, risk, resilience processes and support depend on a particular situation, context and culture. Therefore, the tools that make up the RES-360° assessment are designed to be adapted and implemented in ways that make sense locally. This manual presents a systematic process to help local authorities accelerate the design process for the collection and analysis of risks, assets and relevant education programs. The risk and resilience review is done locally and nationally, in conjunction with ministries of education, schools and communities.

Why an "Approach"?

An approach is not a rigid method, formula or intervention, but rather proposes a direction and a lens through which to better understand a particular problem and find creative solutions. While some global resilience principles serve as guides—such as focusing on assets in addition to risks—the ERA tools should be seen as flexible instruments that can be adapted to suit each local context.

THE ERA CONCEPTUAL FRAMEWORK

The ERA Program forms part of the wider Systems Approach for Better Education Results (or SABER), 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

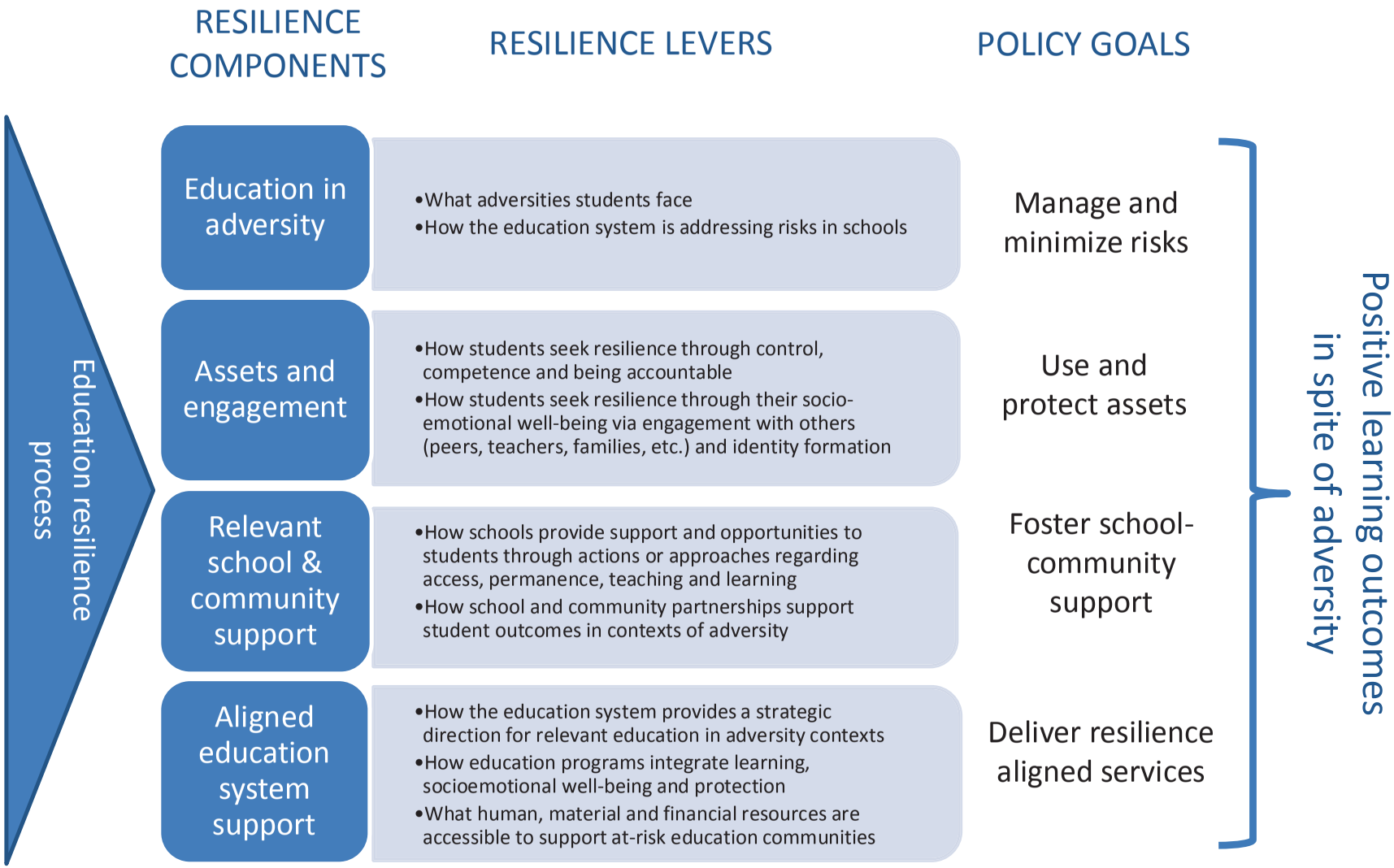
iii. Given the complexity of issues and multiple levels of analysis in the study of resilience, ERA serves as guide to prepare various case reports in a country, which can be aggregated as one general Country Report, in line with those prepared by other SABER domains.

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 particular combination of mixed-methods for the RES-360° is grounded in initial qualitative data collection to better capture the complexity and dynamism of risks, assets and resilience responses, followed by an integrated quantitative phase. This approach is presented in the table below.

Qualitative (Interviews and focus groups)	Quantitative (360° questionnaire)
• To gather information on the context and to ensure contextualized information	• In order to collect quantifiable information on the main issues (risks, assets) identified in the qualitative process
• To understand the dynamic aspects of resilience in a particular context (such as school–community interactions)	• To generalize identified variables of the dynamic aspects in other in-country contexts (other schools, communities, regions)
• To identify the 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?)	• To statistically test whether the identified causal factors are significant (through correlations and other analysis) when statistically relevant samples sizes and randomized designs are possible

This approach—which is at once flexible, rigorous and locally relevant—allows for the generation of multiple case studies in contexts of adversity. This can then help to fill at empirical evidence gaps at the 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 Education Resilience Approaches framework



The RES-360° focuses on components 1 and 4.

Oganization of the Resilience 360° Manual

This manual guides the process for short (4-6 week)-to medium (2-6 month)-term collection of evidence on the risks that students face, and on the opportunities and assets at the school and community level to mitigate these risks, in order to provide more systematic and systemic support by education systems.

The rapid assessment of risks and resilience is aimed at the following objectives for education systems:

- To inform and promote a resilience perspective in education systems
- To identify the common ground between the risks noted in education sector plans and the risks that young people and communities identify as prevalent in their lives
- To provide context-based examples of existing community and school assets that could increase the effectiveness of current or new education programs in adverse realities
- To urge more research and assessment of the strategies and methods that support resilience in the education system

The RES-360° assessment provides flexible approaches to using information gathered from existing databases, interviews and focus groups and from a locally developed survey (the RES-360° questionnaire). This information is collected and analyzed locally and can respond, for example, to the following needs:

- Planning in situations that require a quick response
- Planning in situations that seek to empower stakeholders to identify the key risks they are facing and the available resources and coping strategies
- Aligning current education services with local efforts in schools and communities for more effective responses in adverse situations
- Providing evidence to ministries of education to foster their commitment to support long-term education strategies oriented towards resilience, risk mitigation and prevention.

The RES-360° mapping approach has three stages:

- Resilience and risk mapping at the national level
- Resilience and risk mapping at the school level
- Resilience and risk alignment at the national and school levels

Each stage includes a set of procedural guidelines for mapping (data collection and analysis) and all stages are reflected in the submission of reports to ministries of education and schools (mobilization of knowledge).

This manual is divided into four chapters:

Chapter I describes the mapping procedure at the national level and involves a review of existing national level data bases and of focus group interviews with key officials of the local ministry of education (MoE). The reviewed national level data and focus group interviews are aimed at establishing the following:

- A typology of national risks
- The identification of existing education programs and responses to protect against the nationally identified risks
- The establishment of priority risks and supportive education programs as identified by the MoE for inclusion in the RES-360° questionnaire for schools

Chapter II describes the initial mapping procedures at the school and community level. It will explain the criteria and resources required for collecting qualitative data (interviews and focus groups) from critical cases that exemplify resilience in extremely difficult circumstances. Information regarding risks and assets, including programs, identified in the critical case schools will be integrated into a context-based school survey: the RES-360° questionnaire. This questionnaire will help to generalize this information in a larger number of schools and is described further in Chapter III.

Risks: Considerations of risk are integral to any discussion of resilience. These risks need not be related to education alone, rather they often occur in a national or community context.

The initial school and community mapping seeks the following results:

1. A typology of local risks
2. The identification of existing resources, strengths and coping strategies of the education community (students, teachers, parents and other community actors) to protect against the locally identified risks
3. The establishment of locally prioritized risks and community level assets and resources to include in the RES-360° questionnaire for schools

Chapter III provides the design guidelines for a context-based education resilience survey: the RES-360° questionnaire. This questionnaire is designed to collect data regarding the risks and available assets (including programs) considered to be most prevalent and relevant within the local community. As previously stated, while the RES-360° questionnaire provides the opportunity to collect and compare data from a larger number of schools, the questionnaire can also be administered to only a few purposively selected critical case schools.

Chapter IV provides guidelines for interpreting the data gathered from secondary sources, interviews, and focus groups, and from the survey for feedback on the RES-360° process completed by the MoE and schools and communities involved in the assessment.

Resilience and outcomes: Resilience itself is not an outcome or a characteristic of an individual. Rather resilience is a process that facilitates positive outcomes obtained in contexts of adversity.

As mentioned earlier, the RES-360° assessment approach is flexible and modular. Even though the components as presented here follow a sequential process, each component can be applied separately. Also, based on the time and resources available to conduct the assessment, components can be adapted or omitted. For example, if carrying out a review of national data is not possible because there are no formal reports or databases available, researchers can proceed directly to the ministerial focus group interview where pre-existing risks and supports can be identified using only this approach. Similarly, the assessment team may decide to conduct only the initial focus groups on the critical case schools.

In this case, the RES-360° questionnaire may be designed but not applied representatively until later or applied only in a small sample of schools.

A NOTE ON CONSENT

The RES-360° assessment begins with securing the consent of the MoE and participating schools to conduct interviews and apply the questionnaires. If at all possible, signing of consent letters by respondents is advisable. For more information on this topic, especially when faced with the absence of a reviewing ethics committee in the country, please refer to research ethics materials, some of which are cited in the references to this manual.[1]

1 See for example, Linda Liebenberg and Michael Ungar, *Ethical concerns regarding participation of marginalized youth in Research* (2011).

CHAPTER I ASSESSMENT AT THE NATIONAL LEVEL

I.I Review of national data

A. Risks: Identify the national risks facing youth and communities as documented in national databases and reports.

B. Education responses and programs:
1. Identify the development strategies of the Ministry of Education.

2. List risk-relevant national education responses and programs funded by the MoE, international organizations or NGOs (for example, programs providing services to populations in contexts of adversity, related to violence, malnutrition, poverty, etc.).

3. Identify any education programs on risk mitigation or prevention targeting the school level.

C. Identify the legal and policy frameworks related to child and youth protection, risk prevention, social cohesion, etc.

I.II National level focus group

PROCESS:
1. **Present** a basic conceptual framework on education resilience and the results of the national data review on risks.

2. **Discuss** the results of the national data review on risks, identifying the national risk priorities of the MoE.

3. **Present** risk-related national education programs funded by the MoE, international organizations or NGOs.

4. **Discuss** the national programs, prioritizing the protection and risk prevention programs reaching the school and community level.

I.III Select School Samples for Assessments
1. **Present** local assessment options (critical case school criteria and RES-360° questionnaire)—with time and resource requirements.

2. **Discuss:** Based on sampling criteria, identify potential schools for participation.

RESULTS:
1. TYPOLOGY OF NATIONAL RISKS
2. IDENTIFICATION OF NATIONAL AND LOCAL PROTECTION AND PREVENTION PROGRAMS
3. SELECTION OF SAMPLE SCHOOLS FOR ASSESSMENT

INPUTS TO DESIGN RES-360° QUESTIONNAIRE: The prioritized national risks and support programs are used to design the RES-360° questionnaire.

CHAPTER II CRITICAL CASE SCHOOL ASSESSMENT

II.I School Visit to Build Trust, Observe and Plan Logistics

Visit critical case schools that serve as models to collect information about risks and resilience for the RES-360° questionnaire. Establish a direct trust relationship with the principal and teachers, organize logistics observe and gauge the school environment.

PROCESS:
Review observation guidelines to be implemented during early school visits.

II.II Informative and Experiential Workshops

Conduct informative and experiential workshops with the education community focusing on

- the concept of resilience,
- elements that clarify the dynamics of risk, and
- elements that clarify opportunities.

Present simple resilience framework.
Discuss personal stories and experiences about resilience.

II.III School Level Interviews and Focus Groups

Conduct focus groups at the school and community level with key players (students, parents and teachers).

1. **Present** the rationale for studies of resilience-critical case schools.

2. **Discuss** risks at the school level, taking into account adversities in the school, in the community and in the students' families.

3. **Discuss** existing assets to mitigate risks and positive engagement in school community, family and students.

3. **Discuss** the risks and assets identified, and prioritize 5 local risks and 5 local assets for inclusion in RES-360° Questionnaire.

RESULTS:
1. Typology of risks at the school level
2. Typology of school, community and family strengths
3. List of protection and prevention programs that are being implemented in the school

Inputs to Design of RES360° questionnaire: Prioritized school/community risks and assets/opportunities to mitigate risks are used to design the RES-360° questionnaire.

CHAPTER III DESIGN OF THE RES-360° QUESTIONNAIRE AND SURVEY ADMINISTRATION

III.I Design of RES-360° Questionnaire
Preparation of questionnaires based on information collected through focus group interviews with the Ministry of Education and critical case school communities. These sources serve to design survey items for: (i) prioritized risks, (ii) local assets/strengths, and (iii) national support programs.

- **Survey Section A:** Risks (national and local)
- **Survey Section B:** Assets (School/Community assets and Support programs provided by the Ministry of Education, NGOS, and others)

III.II RES 360° Survey Sample Selection and Administration

1. Selection of school sample for the RES-360 questionnaires
2. Administration of RES-360° Questionnaire

Context. Sample represents schools in various contexts of adversity of the country

- **Informed Consent.** Consent of the education community to participate to be secured
- **Access and Trust.** Before conducting the survey, preliminary visits and informative/experiential workshops (similar to the critical case schools) are conducted

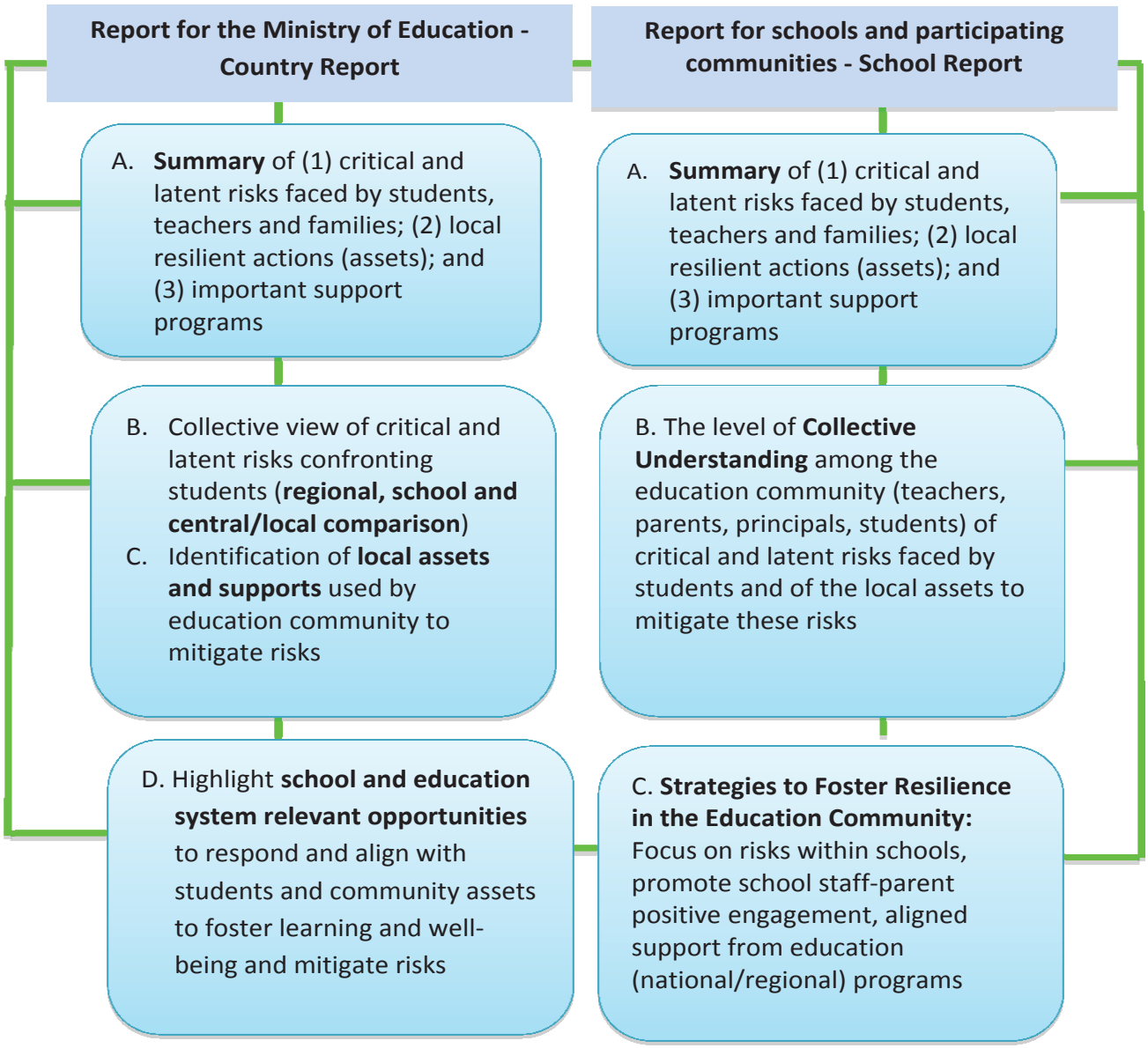
III.III Analysis of 360° Survey Data
Analysis of data collected through the RES-360° questionnaire.
Establish recommendations for MOE and participating school communities

RISKS

- **Critical and Latent Risks:** National and Local
- **Collective View of Risks:** Students, parents, teachers and school administrators
- **Risk Location**: Schools, Home, Streets

ASSETS

- **Student Identified Local Assets**: Assets in school and community to mitigate risks
- **Collective View of Assets**: students, parents, teachers and school
- **Support Programs**: importance and availability in schools, communities, and to administrators


Report for the Ministry of Education - Country Report
Report for schools and participating communities - School Report
A. Summary of (1) critical and latent risks faced by students, teachers and families; (2) local resilient actions (assets); and (3) important support programs
A. Summary of (1) critical and latent risks faced by students, teachers and families; (2) local resilient actions (assets); and (3) important support programs
B. Collective view of critical and latent risks confronting students (regional, school and central/local comparison)
C. Identification of local assets and supports used by education community to mitigate risks
B. The level of Collective Understanding among the education community (teachers, parents, principals, students) of critical and latent risks faced by students and of the local assets to mitigate these risks
D. Highlight school and education system relevant opportunities to respond and align with students and community assets to foster learning and well-being and mitigate risks
C. Strategies to Foster Resilience in the Education Community: Focus on risks within schools, promote school staff-parent positive engagement, aligned support from education (national/regional) programs

Chapter I. Assessment at the National Level

The core goal of the assessment at the national level is to establish the prioritized risks of the Ministry of Education (MoE) and the educational supports they are providing in an attempt to mitigate these risks. A secondary goal is to identify laws and agreements which may obligate MoEs to support children and youth in managing the risks confronting them. Assessment at the national level has two components: (1) review of the existing national data, and (2) focus group interviews with key members of the MoE.

I.I Review of national data

The goal of the national data review is to establish a list of key risks faced by students and to identify any education policies and programs that could potentially mitigate such risks. There are three steps to this assessment:

- Risks: Review national level databases and documents—including MoE documents—that report on the risks that students face in the education system and the broader community, and the prevalence of these risks.
- Education responses and programs: Review programs, policies, and/or approaches defined by the MoE and other NGOs/donors that provide support and resources for vulnerable children and youth.
- Legal and regulatory framework: Review national, regional and international laws as well as MoE policies and legislation that provide a regulatory structure for protecting children and youth.

The three steps for the national review are detailed below:

A. RISKS: NATIONAL DATABASES AND DOCUMENTS

Existing reports allow researchers to quickly establish national risk profiles. In this phase, researchers should review existing national and international reports, studies and research and available databases in an effort to identify the risks children and youth face. Rapid analysis of documents and existing databases should include:

1. Typology of risk: Generate a list of the types of risks faced by children and young people according to the country's context, including social, domestic and gang violence, and risk situations such as malnutrition, life-threatening diseases, and lack of access to public services (e.g., electricity, safe water, sanitation).

2. Statistics: When available in reports and/or databases, frequency or incidence rates should be included to emphasize the magnitude of the problem as well as the location of the risk (geographic regions, particular municipalities, etc.).

3. Qualitative Studies: When possible, include public perceptions by type of actors interviewed regarding identified risks (perceptions of community members, NGOs, parents, students, etc.).

4. Sources: Finally, the source of the information must be noted in detail (MoE, international organizations, local NGOs, higher education institutions, etc.) and the population under study (youth, policy makers, teachers, rural women, etc.) should be indicated. Helpful information to keep track of includes dates of publication and publisher details (see the Reference section of this document for an example of how to provide source information).

The four points above should be presented as comprehensively as possible given the available information in each context. (In contexts where reports and data are limited or non-existent, the assessment may start directly with the MoE focus groups.) Summarize your findings in Table 1 of Annex A.

B. EDUCATION RESPONSES AND PROGRAMS

Once the list of significant national risks has been established, researchers should review the MoE's strategic plans and programs to establish (1) which of these risks the MoE is responding to, and (2) how the MoE is responding to these risks.

Researchers then investigate the existence of other programs or projects, whether from other sectors of the government or from other organizations 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 responses and programs should be summarized as follows in Table 3 of Annex A:

- Strategic lines of action of the Ministry of Education: Note the strategic pillars, for example, quality, access, equity, modernization, that provide the framework for the implementation of education programs and investments.
- National education programs: Note any national (universal) education programs that are believed to mitigate risks from within 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.).

C. LEGAL AND REGULATORY FRAMEWORK

A list should be made of all laws (national, regional and international) and policies aimed at the protection of children and youth that relate to the local context. Laws which the MoE is obligated to uphold (national laws or international laws to which the country is a signatory) provide a framework against which to assess existing and required prevention and protection efforts. Laws which the MoE is not obligated to uphold (e.g., laws of other sectors and countries) but which relate to the local context can provide useful frameworks for the construction of additional prevention and protection supports. The analysis may be guided by the questions below:

Fieldwork success tip:
While this focus group follows the national data review, planning for the local level focus group can begin at the very start of the rapid assessment to minimize time delays in the process.

- Are there national laws protecting children that are applicable to the education systems, or which the education systems can facilitate?
- Has the country in question signed and ratified any international law, for example, the Convention on the Rights of the Child?
- Are these laws and policies integrated within a particular government sector (education, health, justice, etc.)?
- What nationwide policies to protect children and youth are monitored by the MoE?

Summarize your findings in Table 2 of Annex A.

I.II National level focus group

Once the review of national data is complete, a national level focus group will be conducted with MoE personnel and will be linked to risks identified and programs designed to mitigate these risks. The participation of personnel with knowledge of these issues is essential. Ideally, members for the national focus group should be appointed by the authorities of the ministerial office as a show of their support and commitment.

Scope: The focus group will proceed as follows:

1. Present national risk information gathered from the national data review and a basic conceptual framework on education resilience (for more information, see ERA's *What Matters Most for Students in Contexts of Adversity: A Framework Paper*).
2. Based on the information provided, a dialogue is generated. The goal of the dialogue is to identify the risks prioritized by the MoE and the education sector.
3. Present the list of national education programs funded by the MoE, international organizations, and/or NGOs.
4. Again, a dialogue is generated focused on the programs and supports presented.
   4.1 Participants should indicate which programs are aimed at (1) protection, (2) prevention, and/or (3) education services. Programs may provide one, two, or all three of these features.
   4.2 Of the programs identified as having risk protection and prevention features, perform a breakdown of those that work with specific target populations through the provision of services to mitigate risks such as violence, malnutrition, poverty, etc.
   4.3 Identify which of the programs, supports and responses are priorities for the MoE.

Use the focus group guide (protocol) included in Annex A to facilitate this process.

Results: The following are expected results from the national focus group:

1. A typology of five to ten prioritized national risks.
2. A typology of five to ten prioritized protection and prevention programs (national and targeted). The prioritized national risks will be converted into items contained in Section A (Risks) of the RES-360° questionnaire. The national programs providing services at the school and/or community level will be included as items in Section B (Assets) of the RES-360° questionnaire (See Annex D for the RES-360° Questionnaire Template).

I.III Criteria for selecting the resilience-critical case schools and the sample for implementation of the RES-360° questionnaire

The final stage of the focus group with the MoE is the identification of potential schools for participation in the local RES-360° assessment. Criteria for the identification of schools are presented to the participants of the focus group. There are general and specific criteria, depending on the local assessment phase in which selected schools participate. The general selection criteria for all schools are:

1. Schools should be located in high-risk contexts/communities.
2. The school administration, teachers, parents and students should be willing to participate in the assessment.
3. Schools must be implementing some of the risk mitigation programs defined and coordinated by the MoE.

Fieldwork success tip: Integrate identification of critical case schools as a final stage of the focus group with MoEs.

Additional criteria for the selection of school samples will depend on the combination of modules selected for the local assessment (critical case schools focus groups and RES-360° questionnaire application). The school selection criteria are reflected in the following table.

Type of local assessment	School-specific criteria	Expected sample	Approximate time and resources required
Qualitative Phase: Resilience-Critical Case Schools (and inputs for design of RES-360° questionnaire).	• Have an innovative program of risk prevention and mitigation. • The school should be willing to fully participate and share their risk and resilience stories.	Sample of 1 to 2 schools' Schools which represent a high-risk context and ways of coping with school and community assets.	2-4 weeks (including national level assessment)
Quantitative Phase: Application of the RES-360° questionnaire.	• Show high organizational capacity for administering the questionnaires. • Facilitate informative and experiential workshops with students, parents and teachers prior to application of RES-360° questionnaire. • Offer recommendations on the use of information at the school level.	Sample of 5 to 10 schools Schools which represent high-risk contexts located in different geographical or cultural points of the country (e.g., rural, urban, semi-urban; majority, minority, indigenous populated). ; Apply to statistical sample representative of the population if time and resources allow.	2-4 months (including national level assessment, critical case schools, and application of RES-360° questionnaire)

Chapter II. Critical Case School Qualitative Assessment

There are two proposed components of data collection for the resilience assessment at the school level: (1) a qualitative assessment through focus groups in critical case schools (which also provide the data for the RES-360° questionnaire); and (2) a quantitative assessment through the administration of the RES-360° questionnaire in the critical case and, possibly, additional schools. This chapter focuses on the first component.

SCHOOL LEVEL MIXED METHODS ASSESSMENT

Schools	Purpose of the assessment
Critical Case Schools (qualitative phase)	• Serve as a source of information and learning about local risks, school and community assets in contexts of adversity. • Provide preliminary data on local risks, school and community assets and coping strategies; and local feedback on protection programs. Provide contextualized information to include in the RES-360°questionnaire.
RES-360° Survey Schools (quantitative phase)	These are the schools that will participate in the application of the RES-360° questionnaire—targeting students, teachers and parents. The RES-360° questionnaire will help generalize findings. Data gathered from critical case schools will provide a numeric database that will allow for statistical analysis which will generalize information gained from focus groups at both national and local levels to the broader school community. Analysis will also allow for the assessment of alignment between various actors (MoE, school administration, and teachers, parents and students). Data gathered from additional schools (if time, expertise, and funding are available) will allow for the generalization of findings to a population level through the use of a statistical sample.

Qualitative Phase: Critical case schools

The qualitative phase has three stages:

1. Visit the schools that are sources of information and that have agreed to participate to establish a direct trust relationship with the principal and teachers, organize logistics, and observe and gauge the school environment.
2. Conduct an informational and experiential workshop on the concept of resilience, clarifying the dynamics of risks and opportunities.
3. Hold focus groups at the school and community level with key players (students, parents and teachers).

Fieldwork success tip:

School Access and Trust Building: The researchers responsible for the school assessment should develop access and trust through preliminary visits to schools and the facilitation of informative and experiential workshops with students, parents, and teachers on education resilience. Annex B provides an example of an "informational and experiential" workshop which can be modified as needed.

Flexible Sequence for the Local Assessments: The qualitative and quantitative phases for the local assessments should be applied sequentially. However, the application of both approaches will take considerable time to complete—approximately four to six months. For more rapid assessments and feedback to the MoE or other central authorities, researchers may choose to conduct the qualitative phase and the follow-up quantitative phase solely with a critical case school, reporting back to the MoE only on initial findings, while in parallel continuing to prepare the quantitative assessment on a larger scale with additional schools. The qualitative assessment is described more in detail in Chapter III.

II.I School visit to build trust, observe contexts and plan logistics

To achieve a better understanding of the participating school and its environment, it is advisable to spend a day or two at the school. The activities to be undertaken should be related to reports for the authorities of the school (the principal, administrative team and teachers) and should help to build their trust in the process that is about to take place. The observation of interaction of students with their teachers, and the discipline and the relationships between the students can also be useful. The nature of this observation is not formal; rather, the purpose is to understand the operation of the school and its environment, and to provide context for comments made in the focus group.

A crucial element of the school visits will be organizing logistics for the research activities:

- An open call to parents to participate in focus groups and surveys
- Organizing supervision of students while teachers are participating in focus groups
- Assessing appropriate spaces for conducting informational workshops
- Arranging logistics around meeting space and refreshments
- Obtaining consent from participants of the focus groups and surveys

Observation guidelines for the visit prior to the orientation workshops and focus group

All observations should be recorded in field notes. The aspects that should be taken into account during the coordination and observation visit to the school include:

- How do students interact with each other and with teachers?
- How do teachers interact with students and parents? (This is best done at the beginning and end of the school day).
- How does the principal interact with the school community (teachers, students, staff and

parents)?
- Are parents involved in school activities? If so, how?
- What is the appearance of the physical environment in the school and in the community?
- What physical resources are available for students, teacher, and parents in the school and in the community?
- What risks are evident in the school and community?
- What is the level of communication between administrators and parents, and how does this communication take place?

II.II Informational and experiential workshops

Informational and experiential workshops on resilience will be held so that participants have a better understanding of the concept of resilience and a real-life framework in which to share experiences. These workshops will also enable participants to gain trust before participating in the focus groups. A guide to facilitating experiential exercises is presented in Annex B.

Approach

The objectives of the informational and experiential workshops are to:

1. Provide participants with a space to gain knowledge and to reflect on resilience based on their own life experiences, especially on what helped them face tough times.
2. Discuss the supports that children have that they consider most important, and opportunities to improve conditions in the school through a joint effort between teachers, parents and students.

The workshop starts with a presentation on resilience: *What helps us to recover and move forward in difficult times?* This may be supported by any available technology or just orally though an open discussion between the researchers and the participants. The meaning of the term "resilience" will be explored through discussion of: (1) difficult moments we have lived through, (2) personal strengths that have helped us face difficult times, and (3) the people, institutions, resources or other types of opportunities that helped us face these moments of adversity.

The facilitator or researcher may write examples on the board of types of adversity, personal strengths, and opportunities. These examples function as a discussion starter among the participants. The facilitator provides time for each participant to reflect on a difficult time in their own life, on the personal assets they used to navigate through, recover from, or continue to perform in spite of these difficult times, and the support that they received from others (persons, institutions, context, etc.). Then participants can volunteer to share their experiences (not mandatory). This open discussion should have a time limit; the facilitator can write examples of adversity, assets and supports on a blackboard or flipchart or just summarize them at the end of the session. The facilitator for this exercise should also share his or her own experience via a personal narrative of resilience in his or her own life. The discussion should highlight the role of relationships and relevant resources in the process of navigating through and moving on from difficult experiences.

Use Resilience Informational and Experiential Workshop guide (protocol) included in Annex B.

II.III Interviews with focus groups at the school and communty level

After the informational and experiential workshops, the focus groups with each type of participant (i.e., students, teachers and parents) may proceed. These focus groups are important because they provide information about the risks and the local assets and strengths that the local community and the school identify as priorities.

Objectives of the focus groups with school and community actors:

- Identify key risks facing children and youth at the school and community level.
- Identify the local assets and strengths that the school and the broader community have utilized to minimize the exposure of students to the identified risks (successful or otherwise).
- Establish respondents' public perception regarding the value of current programs or initiatives implemented or supported by the MoE, NGOs and other actors (faith groups, higher education institutions, foundations, etc.) for student protection and support given the risks that children and youth in the community face.

Fieldwork success tip:
If more than two critical case schools are selected, it is recommended that only one focus group be conducted with each of the sample groups (i.e., students, teachers and parents), with a maximum of eight people per group.

The sample:

Focus groups at the community and school level should be conducted with the following groups of people:

- Students
- Parents
- Teachers
- School administrators (the school principal, assistant principal, academic support and counseling staff)

As with the selection with the critical case schools, the selection of the eight participants for each focus group should be purposeful. This means that the participants are not selected at random, but carefully selected based on their life experiences. For students and parents, these life experiences should include at least: (1) a context of adversity and (2) some indicator of doing

Fieldwork success tip:
It is important that interviews with each of these groups be conducted separately so that attendees feel comfortable responding to questions. In some contexts it is worthwhile holding separate female and male focus groups to help participants feel comfortable expressing themselves, and to pick up on any gender-specific adversities that might not surface in a mixed-gender setting. Given the number of the research team members, parallel focus groups may be conducted at the same time. If teacher focus groups are held during school hours, the researchers must take into account that teachers who participate in the interviews will need substitute teachers or supervised activities for their students.

well in spite of adversity (learning, permanence in school, leadership, etc.). For the participants for the teacher focus group, selecting a teacher representing each grade in the school may be an option.

Scope: The focus groups will proceed as follows:

- Present the purpose of the interview, i.e., to establish how the school community (students, parents and teachers) understand the adversity they confront, their ways of coping with this adversity, and strengths to be supported by the education system.
- Facilitate a conversation on the risks to which children and youth are exposed in the community and in school. Capture the different views, and, if possible write down key words (on the blackboard or flip chart) that represent the various risks mentioned, and their location. If no materials are available, a focus group assistant should capture this list of risks on paper or a computer.
- Move the discussion to the ways the participants have coped with the risks listed (successfully or not) and facilitate a discussion of the personal assets and external supports that are of relevance to the community, and which appear to not have worked in the past. As with risks, make public notes (on blackboard or flipcharts) of key words representing these personal assets or external supports. If no materials are available, a focus group assistant should capture this list of personal assets and local supports.
- Use the list of risks, personal assets, and local external supports identified by the participants to prioritize the top 5 risks, top 5 personal assets, and top 5 external supports (if these are programs by MoE or other agencies, please note or ask if these exists).
- Present the priority programs and supports identified at the national MoE level focus groups. Work with the participants to find a way of describing the programs that students, parents, and teachers in the community will understand. Use these descriptions in the RES-360° questionnaire, rather than actual program names.

Use local focus group guide (protocol) included in Annex C.

Results

The following are the expected results of the focus group at the school level (school and community):

- A typology of up to 5 prioritized risks at the school level: The risks to which students are exposed both within the community and school
- A typology of up to 5 prioritized school, community, and family strengths/assets/programs: The typology of strategies, initiatives, programs, activities, places, people or institutions that provide positive support in mitigating risk and protecting students
- A revised wording of the MoE's typology of 5 prioritized programs and supports so that students, parents, and teachers can recognize the programs locally

The prioritized risks are added to the list of prioritized risks identified at the national level contained in Section A (Risks) of the RES-360° questionnaire. The 5 prioritized strengths/assets/programs are added to the prioritized national level programs and included as items in Section B (Assets) of the RES-360° questionnaire (See Annex D for the RES-360° Questionnaire Template).

Chapter III. Design of the RES-360° Questionnaire and Survey Administration

This chapter presents the quantitative phase for the school level resilience assessment and the design and application of the RES-360° questionnaire. As mentioned earlier, the source of information for the questionnaire items regarding national and local risks, assets, and programs is provided by the qualitative national and local assessments in the form of focus groups (see Chapter II and Annex A and C). There are three stages to this component:

- RES-360° Questionnaire Design: The questionnaire design will be based on the typology of risks, strengths and programs identified in the focus groups with the Ministry of Education and with the critical case schools.
- Administration of RES-360° questionnaires: Based on available time and resources, the RES-360° questionnaire will only be administered in the critical case schools, other schools in different contexts of adversity, or in representative (statistical) samples.
- Analysis of the results of the RES-360° questionnaire: The analysis of the survey data—along with the findings of the national data and focus groups—will provide the basis for the preparation of the Country Reports (i.e., reports to the MoE and participating school communities).

The RES-360° questionnaire
The questionnaire includes items regarding the risks, assets and supports available for schools and the communities in which they are situated. The analysis of this data will provide:

1. *A collective understanding at the national and local levels of the risks confronted by students as well as resources and supports available to the school community.*
2. *Identification of the risks within schools as priorities for mitigation by the education system*
3. *Alignment of education programs to foster local assets to promote positive engagement among education communities to mitigate risks in adverse contexts.*

III.I RES-360° questionnaire design

A. The RES-360° questionnaire is divided into two sections:

1. Prioritized Risks confronting youth at the School, Home, and Streets (community): The items are constructed based on the risks identified by the MoE and by the critical case schools through their respective focus groups. The questionnaire will ask participants about the prevalence of these risks and their locations.
2. Prioritized Support Programs, School and Community Assets available to youth at School, Home or in the Community: This section will include items that list the assets, strengths or positive coping strategies that students, parents and teachers are utilizing to cope with the risks students are exposed to. It also includes any education programs or services that can be utilised to support the mitigation of risks and the coping skills of education communities. The list of items is constructed only from the interviews with critical case schools (not MoE interviews). The items are constructed based on the resources identified by the MoE and the critical case schools through their respective focus groups. As with risks, the question-

naire will ask participants about the prevalence of these resources and their importance to participants.

B. The following process will take place for the design of the RES-360° questionnaire:

The development of RES-360° questionnaires is based on data collected nationally and in the resilience-critical case schools. The structure of the questionnaire is the following (see Annex D for the RES-360° Questionnaire Template):

Section A: Exposure to risks

a. Up to 10 risks identified only by the Ministry of Education
b. Up to 10 risks identified only by the critical case schools

Section B: Education community assets

a. Up to 10 programs/resources/supports identified by the MoE, provided by either the MoE or other agencies (government, religious organizations, foreign organizations, NGOs or the community itself)
b. Up to 10 school and community assets/resources/programs identified by the critical case schools

Annex D provides the template for the construction of the RES-360° questionnaires.

Fieldwork success tip:
Keep note of which items for prioritized risks and assets were identified at the MoE level, and which items for risks and assets were identified at the educational community level. This information will be used in the analysis of the quantitative data.

III.II Administration of the RES-360° questionnaires in the sample of selected schools

A. Selection of schools for the sample:

The sample of schools participating in RES-360° questionnaire is flexible and considers both technical criteria and the time and resources available to the research team. Options include application of the RES-360° within (1) the critical case schools, (2) schools in other risk contexts in the country, and/or (3) in a representative (statistical) sample of an interested population. Independent of the sample type and size, the MoE must guarantee the following purposeful criteria for all samples for a resilience study:

- Schools located in areas of high risk.
- The education community is interested in actively participating in the assessment.

The process to administer the questionnaire is the same across any sample type. However, some guidelines about the sample selection and how to document each sample are provided below.

RES-360° Survey Sample Guidelines When Applied Only in Critical Case Schools: A sample comprising participants from only the critical case schools would be based on critical cases and purposeful, nonprobability sampling—not statistical sampling (this should be stated in your report with the caution that findings cannot be generalized to the broader population, but only to other educational contexts with the same characteristics). Within the participating school, students and their families are selected through random sampling. Sampling is conducted using the registrar of the school. At least 15% of students should be invited to participate. Following 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 survey. It is anticipated that only 50% of staff will actually consent. In schools with 150 students or fewer, all students and their parents should be invited to participate.

RES-360° Survey Sample Guidelines for Additional Comparative Case Schools in Different Contexts of Adversity: Up to four additional schools are added to the critical case school sample. The MoE would again be invited to identify these schools. The criterion is that the schools be situated in different regions or contexts of the country, facing different types of adversity (e.g., rural and urban regions; majority, minority and indigenous regions; etc.). Within each of these schools, the survey sampling strategy for students, parents and teachers (within a school) is the same as for critical case schools discussed above. The difference is in the selection of the schools that would participate in the survey. Depending on the time and resources available, up to two schools in each type of region are to be selected to participate in the RES-360° survey. As with the critical case schools, this option makes use of purposeful, nonprobability sampling, rather than statistical sampling. Again, this should be stated in your report with the caution that findings cannot be generalized to the broader population, but only to other educational contexts with the same characteristics. In both instances (i.e., the critical case schools only and the critical case schools together with schools in additional contexts of adversity) findings will be valuable in initial stages of understanding the context of children and youth in the country and how education systems can support positive and healthy outcomes for children and youth. 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.

RES-360° Survey Guidelines for a Statistically Representative Sample: Probability sampling is the most rigorous in generalizing findings of the risks, assets and programs identified during the national and local focus groups to the youth population of the country as a whole. However, it will take the longest of the sampling methods (six or more months) and requires specific research skills. References to guide statistical sampling techniques can be found at http://www.socialresearchmethods.net/kb/sampprob.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 subgroups of the education population. Within each of the subgroups, schools are 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 are 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 statistical power can be found at http://www.socialresearchmethods.net/kb/power.php and a useful calculator is available at http://www.survey-system.com/sscalc.htm. While these tools are helpful, a group of approximately 1000 youth in addition to parents and school staff would provide a strong sample.

B. Administration of RES-360° questionnaires

Access and Trust. Researchers should visit the schools to be surveyed at least one day before the survey is administered. This visit is important not only for building trust with school principals and teachers, but also for coordinating the logistics of the survey. The logistics for the administration of the questionnaires are very important.

- There must be a sufficient number of respondents for administration.
- Consent should be obtained from all respondents/participants.
- There should be enough copies of the RES-360° questionnaire and materials (pencils, folders, etc.) for the number of participants.
- All survey materials (i.e., RES-360° questionnaire, consent forms, participant folders, pencils, etc.) should be organized by participant group (i.e., class of students, groups of teachers, parents, etc.).
- Both the number of questionnaires distributed and the total number collected must be counted.

On average, the survey should take 30 minutes to complete. It is strongly recommended that every question be read aloud to students as they complete the questionnaire. This approach should also be followed for parents, depending on literacy levels.

III.III Analysis of the data from the RES-360° questionnaires

Once the data has been collected, it must be entered into the SPSS database provided and analyzed using the relevant SPSS syntax. Annex E presents a step-by-step process of how researchers can customize the database and syntax. Annex F provides a template of the numeric values that should be entered into the SPSS database to represent the data contained in the questionnaires. Annex H demonstrates step-by-step how researchers can analyze the quantitative data. Researchers can also adapt these resources and analyze data in other locally used programs.

Once data has been captured, the analysis outlines in Annex H will generate output on the following issues:

- Critical risks are risks that actors in the education community consider to be happening consistently. These actors include students, parents, teachers and school administrators. The output will show what each of these groups consider to be the most critical risks facing students in the context of the critical case school community.
- Latent risks are risks that may not currently be occurring with great frequency, but could become of concern if not addressed. Again, the output will reflect what students, parents, teachers and members of the school administration indicate are happening “somewhat” in

the lives of students.

- Location of risks output will show where students are experiencing the top ten risks of each group of actors. All education communities are considered: school, home and the streets of the neighborhood. It is important to understand where risks are situated to ensure that resources are relevant in terms of risks to students, their families and the teaching community. This output will also be helpful in understanding what external resources should be integrated into efforts by the education community to facilitate positive outcomes for students.
- Education community assets within schools, families and communities as well as assets beyond the education community (e.g., programs and services provided by the MoE and NGOs). As with risks, these resources are considered in terms of importance to the four groups of education community actors.
- Availability of the top five to ten education community assets is reviewed from the perspective of students.

Collectively, this information will highlight alignment and divergence between nationally identified risks and those risks that are experienced within critical contexts by members of the education community. It will also highlight alignment and divergence across the education community actors themselves. How various actors perceive the critical risks facing students will have an important impact on the allocation of resources and where attention is directed at various levels of the education system. The output is not limited to school contexts, but is expanded to include homes and the broader community. Risks situated within this broader education community can have an important impact on the capacity of students to attend school and achieve academically. The broader context in which students find themselves will also impact their perception of future prospects. This in turn will impact their understanding of the current relevance of school and education and, potentially, impact their engagement in criminal activities. As such, it is important that the education system consider all risks within the living contexts of youth, and review effective ways of utilizing all available resources to mitigate these risks.

Students can serve as sentinels of early signals of future critical risks. This analysis process considers prominent latent risks as identified by education community actors as well as where students say these risks are situated. Consideration of these risks is key in reducing future burdens on assets and resources.

As with risks, it is important to understand the alignment and divergence between how actors at a national level perceive assets that are valuable to the education community and to various actors within the education community. To what extent is there convergence between what is valued and what is being made available? With an understanding of who is providing assets to the education community (e.g., national level sources such as MoEs and NGOs and local level sources such as schools, families and community members), opportunities for enhanced support to students in critical contexts can be more efficiently explored. Furthermore enhanced supports can, if needed, be more closely aligned with both the critical risks facing students and those that stand to pose a real threat in the future.

The following tables outline the full analysis process (various components of data produced by either SPSS or in MS Excel) and how these data should be considered in the analysis.

SECTION A: RISK ANALYSIS				
		STUDENTS	**SCHOOL STAFF**	**PARENTS**
Critical (high prevalence) and Latent (medium prevalence) Risks	**SPSS**	Frequency counts	Frequency counts	Frequency counts
	Excel	**Clustered bar charts:** Used to compare student perceptions of critical and latent risks with the rest of the education community (parents, teachers and school administration). Students are considered the primary informant of the level of risks they are exposed to and the prevalence of their occurrence.		
	Interpretation	• Similarities between MoE-identified critical risks and those identified by the education community? What are these similarities? Are there differences? What are they? • Similarities between students, parents and teachers in terms of critical risks? And where are these differences? • What are the implications of convergence and divergence between the various actors? Of having or not having a collective view of risks and resources? Of not taking advantage of integrating resources? • How do critical risks affect youth? Their physical safety? Their capacity to achieve academically? Their engagement in criminal activities? • Where do students say these critical risks are occurring? What responsibility does the education system have to manage those risks that occur inside schools? What about those risks outside of schools?		
Critical and Latent Risks by Location (home, street or school)	**SPSS**	Frequency counts of student experiences	Frequency counts of student experiences	Frequency counts of student experiences
	Excel	**Clustered bar charts:** Used to compare where students are experiencing the priority critical and latent risks as identified by the entire education community (students, parents, teachers and school administration). Students are considered the primary informant of the level of risks they are exposed to and the prevalence of their occurrence.		
	Interpretation	• What are the most prominent latent risks or "sentinels of early signals" as identified by students? • Where do students say these critical risks are occurring? What responsibility does the education system have to manage those risks that occur inside schools? What about those that occur outside of schools? • What is the importance of targeting risks that are not as critical but that could increase in the future? What does it mean for something to be a latent risk? Why are they important?		

SECTION B: ANALYSIS OF ASSETS IN THE EDUCATION COMMUNITY				
		STUDENTS	**SCHOOL STAFF**	**PARENTS**
Important School or Community Assets	**SPSS**	Frequency counts	Frequency counts	Frequency counts
	Excel	**Clustered bar charts:** Comparing the assets most prioritized by each actor (students, teachers, parents and school administrators)		
	Interpretation	• Similarities between MoE-identified resources, programs and supports and those identified by the education community as being important to these actors? What are these similarities? Are there differences? What are they? • Who provides these assets ("internal" to community or "external" to community (e.g., programs and resources provided by MoE and NGOs)?		
Prevalence of School or Community Assets (how often they happen)	**SPSS**	Frequency counts of student experiences		
	Excel	**Clustered bar charts:** Showing how often students are experiencing each of these assets		
	Interpretation	• How often are these resources being provided? • To what extent is there convergence between what is valued and what is being made available? • Given available assets across the education community, what opportunities are there to foster resilience within schools?		

Chapter IV. Interpretation of Findings and Mobilization of Knowledge

It is important to emphasize that the statistical analysis is not the final phase before writing the report. This analysis needs to be interpreted with meaningful messages for participating schools and national education authorities. Reporting only percentages, survey scales, and prevalence of responses will have limited effects. The aim of the RES-360° rapid assessment is to provide meaningful information that could help the education system to better align education programs and resources to mitigate the assessed risks and to increase the effectiveness of available programs through the fostering and use of school and community assets. Therefore, this section presents some approaches to interpret the data from the focus group interviews and the RES-360° questionnaire and to prepare meaningful reports to the Ministry of Education and participating education communities.

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

The RES-360° Rapid Assessment provides a perspective of how

1. education programs can better align with the prioritized risks to mitigate them, and
2. education programs can better align with the assets and positive engagement in schools and communities to make education services in contexts of adversity more relevant and effective.

Data gathered from the RES-360° questionnaire, focus groups with the MoE, and education community and secondary national level data can guide interpretations within the following messages for the Ministry of Education:

A. The Importance of a Collective Understanding of the Risks Faced by Education Actors

- The prioritized risks identified in the national and local level focus groups (qualitative data) together with the frequency output and clustered bar charts (the quantitative RES-360° questionnaire analysis) will allow for an assessment of how well the perspectives of key risks faced by students across national and local level actors (as well as amongst local level actors) are aligned.

- The most prevalent risks are considered critical, but the risks that show a medium level of prevalence should also be considered. Latent risks can also be addressed with timely prevention.

- Discuss location of risks. Risks most prevalent in schools should be emphasized as a mitigation priority for education systems and education communities. Those outside of schools should be reviewed for their negative impact on school engagement by students.

- Congruence between nationally and locally identified risks should be reviewed, along with areas of alignment, to have a collective vision and understanding of the risks faced by education actors (especially students).

B. Assets at the School and Community Level

- The assets and programs identified in the national and local level focus groups (qualitative data) together with the frequency output and clustered bar charts (the quantitative RES-360° questionnaire analysis) will allow for an assessment of how assets and programs are:
    - perceived by those actors with the power to inform or allocate assets (qualitative data)
    - valued by education community actors, including students (quantitative data), and
    - available to education community actors, especially students (quantitative data).

C. School Support Programs

- Identify how prioritized risks (critical and latent) may be impacting negatively on the core functions of schools: access and permanence, learning, school management and climate, and school-community relations.
- Identify how local assets and programs may be impacting the core functions of schools: access and permanence, learning, school management and climate, and school-community relations.

D. Education System Support

- From the National Level Assessment (secondary data collection at national level) identify the policies, programs and other resources that could support schools in contexts of adversity.
- Compare the national level programs with the local assets and propose strategies to align them: How can national programs make better use of local assets (participation of parents, support by local community actors, extra-curricular activities, community-based safety strategies, etc.)?
- List the non-governmental supports and programs available, and propose strategies for exchanging lessons learned with the MoE and other government agencies.

E. Conclude

Conclude with recommendations (alignment):

- A collective view of risks and responsibilities: what are the key risks facing students? What resources, assets and programs are valued by students and how available are these? What is the congruence between the risks students face and the appropriateness of the resources available to them?
- Whose responsibility is it to provide and coordinate available and needed assets and programs?
- Of the programs that are available to and valued by students, what can the education system (including the education community) do to utilize the programs to better address the risks students face?
- How can the education system make existing programs more relevant through the integration of local assets?
- Given the top five to ten risks in schools,
    - How can community assets be better utilized?

    - How can MoE and other external assets be better utilized?
    - How can there be increased collaboration between the two groups (i.e., local communities and the MoE)?
- How can local assets positioned in the community, rather than in schools themselves, be better utilized to address the top ten risks faced in schools?
- Lay out the immediate steps that can be taken by the MoE to further support the protection of children and youth living in violent or vulnerable environments.
- Explain the medium-term responses to orient more education programs towards facilitating the resilience processes around youth (address priority risks and use local supports).
- Show how long-term support systems for students and teachers in difficult situations can be improved.
- Highlight how the contributions the education system could make to help mitigate the risks students face requires more research to improve the understanding of opportunities, deficiencies, and contrasts.

The report sent to the MoE should include an executive summary that provides a brief description of the 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 Annex I will guide the drafting of the report.

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

The reports for participating schools and related education communities are for those schools that contributed to both the qualitative phase (critical case schools) and quantitative phase (RES-360° questionnaire) of the local assessment. This is an important feedback and "thank you" for the time, commitment and support provided by these schools. As with reports for the MoE, data gathered from the RES-360° questionnaire, focus groups with the MoE and education community, and secondary national level data can guide interpretations within the following messages for schools:

A. Risk Experienced by Students and Resilient Responses by the Education Community

- Present the risks faced by students, noting those that are critical risks and those that are latent but with growth potential (as identified by students).
- Compare the view of other members of the education community (school administration, teachers, and parents) with that of students. Note: it is better to merge the view of the principal with that of other teachers to maintain an acceptable level of anonymity in the responses.
- List the resilient actions (i.e., assets and programs) carried out by the local education community to cope with the identified risks as examples of assets and positive engagement that need to be supported. Highlight those identified by students as being most valuable to them. Discuss the availability of these assets.

that need to be supported. Highlight those identified by students as being most valuable to them. Discuss the availability of these assets.

B. Strategies to Foster and Strengthen the Education Community's Resilience

- Present the risks that were identified at the school level and advocate for a stronger role for the school community to mitigate them, making use of the identified assets.
- Discuss the importance of schools and the communities in which they are situated not being left alone in addressing the risks students face.
- Discuss the importance of advocating for the support of national education programs and for the alignment of these programs to the local education community and their own resilient actions.

The report for the education community should be brief (approximately six to eight 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 template in Annex J will guide the drafting of the report.

References

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Questions, comments or suggestions?
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