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RES-Research

(Resilience in Education Settings Research)

TRAINING FACILITATOR GUIDANCE NOTES (I)

Education Resilience Approaches

PART OF THE: SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS

Contents

About RES-Research

Development practitioners in fragile and conflict affected contexts are demanding better support of research, evaluation and assessments: whether it's conducting an exploratory needs assessment for an emergency intervention, monitoring and evaluating ongoing project impact or building the evidence base to design a post-conflict or violence mitigation program. In contexts of overwhelming adversity it is crucial not only to get reliable and valid data but to also ensure that we are going about this in the right way. Doing research "right" in these contexts require asking the right questions, talking to the relevant participants and stakeholders, using the most pertinent methods, and paying particular attention to ethics and power differentials.

To address these concerns, the ERA program has developed the Resilience in Education Settings (RES)-RESEARCH training. It brings together resilience theory and a transformative research paradigm. Resilience theory seeks to understand the process by which individuals, communities and organizations recover from crisis, continue to perform in the midst of adversities and even radically change to prevent future risk exposure and continue their development process (Reyes, 2013). The transformative research paradigm provides methodological guidance to conduct studies with vulnerable populations, while recognizing both their exposure to overwhelming threats but also their assets such as strengths, opportunities and available services (Mertens, 2009).

Through a nine-month training program, RES-RESEARCH builds on the capacities of academics and education practitioners in fragile, conflict and violence affected contexts to undertake locally relevant and rigorous education resilience research. First piloted in Central America, the training program was improved and recently implemented in the South Asia region as part of a the Multi-Donor Trust Fund for the System Assessment for Better Education Results (SABER) support by DfID-UKAID, AUSAID and the World Bank.

As with all SABER tools, the RES-RESEARCH training module is openly available for education practitioners within the World Bank, as well as other agencies. The module consists of a research manual and handouts, power point presentations and additional guidance materials. For information on the ERA program please consult www.worldbank/education/resilience or write to **educationresilience@worldbank.org**

The "Facilitator Guidance Notes" were prepared to guide universities, local researchers, and development and humanitarian agencies that would like to use and teach this approach, in its entirety or partially. This is only a guide, and the themes, sequence and materials can be adjusted and complemented as needed.

Authors and acknowledgements

This training package was developed by Joel Reyes, Linda Liebenberg and Jo Kelcey, with the technical support and input of Donna M. Mertens and Michael Ungar. It has also greatly benefited from the reflections and input of Education Resilience researchers in Central America and Colombia, South Asia and the Middle East. We are especially thankful for the peer review comments from Abdul Hai Sofizada (Education Specialist, Afghanistan), Francisco Marmolejo (Higher Education Specialist, HDNED), and Donna M. Mertens (Mixed Methods Research Specialist, Consultant).[1]

[1] The presentation format for this training Guidance Note is derived from the design of the "Education and Fragility" Inter-Agency Training (Nairobi, 2011) developed by Nina Papadopoulos (USAID) and Rachel McKinney (Save the Children).

GUIDANCE NOTE

Getting Started

At-a-glance

This section provides a summary of the overall RES-Research structure, discusses its objectives, intended audience and associated participant expectations. Whereas the other sections of the RES-Research users guide provide content and pedagogical guidance, this section is intended to support planning and project management. It is based upon two regional applications of the RES-Research module in Central America and the South Asia, during the period 2011-2014.

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Target audience

RES-Research is intended for the professional research and evaluation communities in countries affected by violence and conflict. Specifically, it targets university students at the research Master's and Doctoral levels, University faculty, and the professional evaluation community working with local and international civil society organizations interested in education policy and practice. Bringing these groups together needs to be seen as an important strength of the overall approach as it provides a crucial link between policy and research. Outreach to these communities is an important first step in planning your RES-Research. Several institutions, networks and professional bodies may support the applications process. These include:

- Universities and colleges providing tertiary education social sciences and humanities
- Counterparts in UN agencies, (I)NGOs
- The Inter-Agency Network for Education in Emergencies (INEE)
- Scholars at Risk Network

- Scholar Rescue Fund and its parent organization the Institute of International Education
- Professional evaluation communities

Rationale

RES-Research is an experiential learning program. It provides technical guidance for conducting education resilience research in difficult contexts through a 9-12 month approach that combines theoretical and practical learning. As an experiential approach RES-Research embraces the challenges that Education Resilience research presents, recognizing that the lessons learned through this are an important part of the process.

A key rationale for RES-Research is to bring together the worlds of research and policy making and practice. Notably, while university actors are used to conducting research on varied topics, not all researchers from the Global South are provided with the tools to access and influence domestic and international education development policy making and practice; nor is the evaluation community always provided with professional development opportunities to contribute applied knowledge in new and influential ways. RES-Research intends to bridge these gaps, in the process strengthening indigenous research capacities and promoting more sustainable evidence generation and use. RES-Research brings researchers and evaluators together in a South-to-South learning process. However, it takes knowledge exchange a step further than traditional "sharing of good practices." Instead it promotes knowledge generation precisely from researchers and evaluators themselves living in contexts of adversity, supporting them to influence and inform current debates not only in the Global South but also within the international education development community.

The table in the next page presents the core objectives of RES-Research.

Resilience in Education Settings Research (RES-Research) Training Program		
Objective	**Contribution to south to south learning**	**Transformative objective**
Build on capacities in countries affected by violence and conflict	RES-Research is premised upon recognition of existing capacities within countries affected by violence and conflict. It strategically targets local researchers and evaluators who are well positioned to connect evidence with policy.	Through careful participant selection, mutual learning objectives and the sustainability of capacity building approaches are better ensured. The approach aims to create local networks for change.
Learning by doing	RES-Research combines theory and practice for a more holistic teaching and learning approach. It is grounded in an empowering pedagogical approach that supports local researchers and evaluators to influence internal and external debates on education resilience. By actively engaging local actors to undertake pilot studies the ERA program seeks to improve the sustainability of knowledge through locally relevant studies and recommendations.	Two challenges face research in countries affected by violence and conflict. First, the culture of outsourcing capacity to external organizations can result in studies that are less familiar with the context and complexities than local actors would be. Second, research in countries affected by violence and conflict presents significant operational and ethical challenges. By working with local actors and ensuring that capacity building approaches are grounded in appropriate methodologies RES-Research aims to improve the quality of research by ensuring better representation of vulnerable communities in education policy and practice and ultimately providing more targeted and relevant recommendations.
Research for public policy and influencing practice	By focusing on the skills and strategies needed to influence and bring about change, and by working through the networks implicit in the target participants, RES-Research promotes the generation of demand driven knowledge and knowledge sharing.	RES-Research actively engages with policy and practice. By including sessions on translating research and the discussion and application of strategies to influence policy and practice it supports knowledge generation not only for professional development but also more systematic education led change processes: education system pro-social transformation.

Expectations

RES-Research is a practical training program. A practical component (the design, pilot and implementation of an Education Resilience study) runs throughout the training program. Pilot studies provide an opportunity for data collection, analysis, interpretation and report writing. Workshop participants are expected to form country or sub-national teams and work together towards the implementation of a transformative education resilience study. The focus, topics and research questions of each study are selected solely by the research participants and their in-country stakeholders. In between workshops, in-country research teams work together on the development and implementation of their study. During the face-to-face workshops, they reunite to discuss their progress and challenges they have had and to learn more about data analysis, interpretation, and report writing. Ultimately, the teams are provided with guidance regarding the use of data to influence policies and program for positive change in contexts of adversity. The ERA program supports the dissemination of the education resilience findings within each country case study, in addition to other publication sources that the authors may identify, such as agency reports or academic journals.

This strong practical element has several implications:

- First, teams of researchers are encouraged to apply for RES-Research. Although the teams do not need to comprise individuals who have worked together closely beforehand, they should be made up of individuals who are willing and able to do this.

- Second, institutional commitment is important for research teams. This means that teams should have the support of an education oriented NGO or Agency or their university. This support does not necessarily need to be financial. It should however allow the participants better access to their target population and provide them with the in kind support needed to implement a study.

- Finally, RES-Research is above all a program that looks to identify and build on local capacities to conduct education resilience research. Participants and their supporting institutions therefore need to share these goals and believe in the crucial contributions they have to make towards positive educational change for vulnerable communities.

Administrative and logistical considerations for international-based training

Any domestic or international institution (universities, research tanks, evaluation communities) can use the RES-Research materials for their own education resilience-based research and evaluation training. However, for international agencies that wish to provide training in one location with participants from different countries, the mechanism utilized by the World Bank's RES-Research team is detailed next. This provides some initial guidance including financial support for participants—such as travel, accommodation and 'seed funding" for resilience case studies.

Application process: Potential participants can be identified through local universities, evaluation communities and think tanks. This broad identification of sources of interested participants should be followed by an application process. This should be started minimally 6-8 weeks before the date of the first workshop, in order to leave enough time for visa processing, travel bookings etc. As well as comprising an expression of interest in the training, the application form should also ask potential participants whether or not they have funding to cover the costs of participation through their university or agency. There are however no workshop fees. The costs of participation require travel to the workshop locations, accommodation during the workshop dates and meals and other incidentals.

Travel support: To promote maximum access to researchers and evaluators from the Global South, RES-Research prioritizes having funding available for selected participants who would be otherwise unable to attend. Economy class airfare to the workshop destination, accommodation, visa costs, hotel transfer and three meals a day are included as part of the RES-Research funding package. In cases where road travel is feasible then a coach and driver may be rented to transport participants (as was the case in Central America for some participants). It is important to be clear to participants that they will not be paid per diem for the days of the workshop as all of their related expenses are covered directly.

Visas: Participants are responsible for applying for their own visas although the training team agency may cover visa costs and also should issue participants requiring visas with a 'comfort letter' to facilitate visa issuance.

Seed funding: Funding is also provided to facilitate the required practical component of RES-Research. It is called "seed" funding as it is not intended to finance the full cost of a research endeavor. In recent applications of the RES-Research training, this 'seed' funding has been for up to 10,000USD per team. It is intended to complement basic researcher costs over the 9-12

month period of a pilot Education Resilience case study, which complements the RES-Research training workshops.

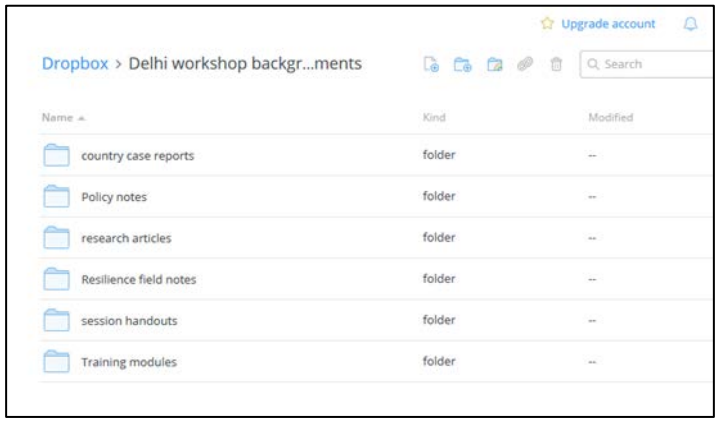
RES-Research participant teams are required to apply for 'seed funding' only if without this support the practice resilience study would not be possible (given the associated costs of carrying out research such as transportation to and from research sites, refreshments for focus groups or the costs of statistical software as well as some research team labor costs). Participants apply for funding at the end of the first workshop. They are required to submit their draft research plans as well as a budget and timeframe. They must also nominate one member of their team as the administrative 'coordinator' for the budget (see below for more information on this). Teams do not need to apply for the full 10,000USD. They may instead apply for a smaller amount to conduct an initial phase within what will (eventually) be a larger study. It's more important for each team to submit a feasible proposal that will allow them to undertake a study that amounts to a quality practical learning experience within the timeframe of the program.

Study coordinator: Seed funding for the practical studies can be disbursed through only one or two of the research team members, selected as 'coordinator." Funding can be in the form of short term consultancy, based on a "research coordinator" terms of reference, including two or three deliverables over the 6 -9 month period covered by their research proposal. In other words the coordinator is responsible for managing and submitting the team's deliverables and for then disbursing the payments as agreed in the team budget. Templates for the coordinator terms of reference are available.

The 6-9 months period for the practical education resilience case study does not - and should not - preclude the sustainability of the research into additional research cycles. Rather it is just an incentive and practice-based learning for local research teams to conduct their own studies. However, at the end of the RES-Research training, a preliminary study progress report is required. Templates for these preliminary reports are available as part of this open source RES-Research package.

Materials

As mentioned at the outset, RES-Research is an open source package of education resilience-based research training content and resources. These materials can be adjusted as needed and complemented based on the needs and objectives of each training program and stakeholders. Based on the experience of the World Bank's ERA team, the following are guidelines to share documentation with participants.



Documentation: Prior to the first workshop, participants should be provided with background resources. In previous applications, drop box files have been created to share this documentation. These folders served as an online repository of useful information that could support not only their understanding of the program but also more specific aspects related to data collection, analysis and reporting writing. Participants should also be provided with printed copies of all presentations and activities.

To facilitate the learning process the use of laptops is encouraged during the workshop. This not only allows participants to take notes throughout but also electronic templates for various group exercises form an important part of the workshops.

Training structure

The following table provides the overall structure for the RES-Research program, which is organized around 9 core modules that cover the lifespan of an education resilience research study. It is recommended to implement the program through three face-to-face workshops during which technical assistance is provided over a twelve-month period. This is the most enriching approach as it ensures participants have enough time to collect data and it provides them with guidance in 'real time' for each stage of their research. It is however possible to implement RES-Research in a more condensed format over 9 months with two workshops. In

both cases it is essential that the implementing team is available for technical assistance to the teams. This may be done virtually or, if resources allow, in person.

The ERA team has developed several reporting templates (consisting of guiding questions) that can be used to facilitate this.

Module structure

Almost all modules consist of 20 - 30 power point slides. The first and last modules as well as Module 5B are slightly shorter as they devote a significant amount of time to participant led discussion and presentations. Module 5 bridges planning and practice and is therefore divided into two sections - one that takes place during the first workshop to support the research preparation, and a second part which elicits feedback once the studies are underway. Other modules are directed by facilitators, although all modules should plan for adequate time for participant check-ins and feedback.

All modules are designed to promote team discussion among the larger group and within country teams. Most modules include at least one team or group exercise though facilitators may choose to add additional exercises and should also insert energizer activities as needed. It is crucial to leave enough time for these exercises as they are pivotal for the experiential learning process: most of the exercises directly contribute to the design of the studies and subsequently to their data analysis and interpretation. Table two below provides the exercise breakdown over the course of the 9 modules for which it is recommended that implementation occurs over 8 - 9 days.

Table 2: learning activities and exercises

Module	Activities and exercises
1. Introduction and expectations	Group exercise: individual participant led feedback on expectations and contexts of interest
2. Resilience Theory	Activity: resilience navigation and negotiation (in pairs) Group exercise: individual participant reflections on experiences with resilience and examples from their contexts. Group feedback optional
3. Positioning the study	Team exercise: defining the purpose of their team's transformative mixed methods resilience study. Feedback to the group

4. Designing the Study	Team exercise: developing a sampling strategy Feedback to the group
5a. Field work and Feasibility planning 5b. Field work and Feasibility planning	Team exercise: developing a data collection and data analysis plan Team led exercise of presenting initial findings and field experience back to the wider group (see presentation template in RES-Research package)
6. Analysis and interpretation for policy and practice	Team exercise: practicing data coding Feedback to the group Team exercise: determining a statistical analysis plan Feedback to the group
7. Knowledge mobilization I: Policy and reporting	
8. Knowledge mobilization II: external engagement, giving back and critique	Team exercise: developing a reporting and engagement plan Feedback to the group Group exercise: participant feedback and thoughts on critiques of resilience in theory and practice
9. Open reflection	Group exercise: open technical support and participant led feedback on RES-Research process and options for sustainability.

If RES-Research is implemented over a 12 month period it is recommended that the following modular structure is adopted:

- workshop 1: modules 1 - 5a
- workshop 2: modules 5b - 6 (this could also be implemented through in country support to teams, by facilitators, and by extending module 6 so that teams and facilitators work more closely with data that has been collected)
- workshop 3: modules 7-9

If the 9 month structure is used then the breakdown is as follows:

- workshop 1: modules 1 - 5a
- workshop 2: modules 5b - 9 (with the understanding that reporting and knowledge mobilization will need to be discussed in less tangible terms as the teams are less likely to have completed data collection)

How to use the Guidance Notes

These Guidance Notes provide operational support to deliver training aligned to the RES-Research Manual (Reyes and Liebenberg 2013). They should be used in conjunction with the Manual and the power point presentations.

Each Guidance Note corresponds to a different RES-Research learning module. All are structured in the same way, setting out key messages, learning objectives and core content. Suggested timing for each component of the module is also provided. It is recommended that facilitators do not dedicate less time than is indicated but may choose to expand some sessions with additional explanations or team activities and discussion. Resources (academic papers and relevant websites) have also been included to provide facilitators with more robust references, as well as activities which determine the teaching and learning approaches in each module. These reference lists should also be provided to participants to allow them to delve more deeply into the subject matter. Where handouts have been developed for different modules, these are also indicated.

The Guidance Notes are intended as just that - a guide. Facilitators may and should adapt and add to the content and the direction provided in these notes, as best suits the learning needs of RES-Research participants. Finally, the Guidance Notes should be used in conjunction with the RES-Research Manual. The two resources are complementary: the Guidance Notes are intended to support RES-Research facilitators, while the Manual is intended as a reference and resource for participants as they plan, implement and use their Education Resilience Research.

A final request

RES-Research is a open source resource for both World Bank staff, as well as those from other agencies that are engaged with policy and practice. In order that the ERA program may reflect the rich and diverse learning that an open source policy supports, we would appreciate your feedback and knowing about any lessons learned from implementing RES-Research. This includes reflections and reports regarding the RES-Research process as well as the outputs from the experiential model. Notably, the ERA team is committed to building an evidence base around education resilience: one that is driven by local researchers who are striving to improve education policy and practice in contexts of violence and conflict. We request therefore that you share your thoughts and feedback with us.

Table 3: RES-Research Content Schema		
	Module	**Core content**
1	*Introduction and expectations*	- Background to the ERA program and RES-Research - Education in contexts of violence and conflict and the role of the World Bank - Workshop expectations and learning approach
2	*Resilience Theory*	- Waves of resilience research - The social ecological perspective and resilience as a process - Capturing complexity in resilience research - Resilience and education settings and systems
3	*Positioning the study*	- Research paradigms and the transformative research ontology and epistemology - Mixed methods in human and social research - Axiology in the transformative paradigm - Transformative resilience research purpose
4	*Designing your Study*	- Research question and sub questions - Samples and sampling strategies - Data collection tools and data analysis plans
5	*Planning And Practice: Feasibility, Field Work And Analysis*	- Participant access and local advisory committees - Timeframe, budget, research teams and resources - Field practice - Lessons learned, practical challenges and sharing findings
6	*Analysis and interpretation for policy and practice*	- Qualitative data analysis and interpretation - Quantitative data analysis and interpretation - Mixed methods analysis and transitions (qualitative to quantitative and quantitative to qualitative) - Validating data findings with the community
7	*Knowledge mobilization I: Reporting*	- Translating research to policy and practice - Current debates: resilience in international education development - Writing an education resilience report
8	*Knowledge mobilization II: policy, external engagement and giving back*	- Influencing policy - Engaging with external organizations - Social justice and giving back
9	*Open reflection*	- Local researcher empowerment - Constructive critique - Sustainability of local evidence for policy and practice

GUIDANCE NOTE ONE

Introductions and Expectations

Module-at-a-glance

Content	Suggested timing	Instructional Activity
Introductions (facilitators and participants)	45 minutes	Slide 3 prompts open presentations by facilitators and participants
Background to the ERA program and RES-Research	1 hour	Facilitator presentation
Education in contexts of violence and conflict and the role of the World Bank		Facilitator presentation
Workshop expectations and learning approach	1 hour	Slide 18 opens up the discussion to the whole group asking for feedback from participants
Total Time	**2 hours 45 minutes**	

Learning Objectives

- Know that education access and learning in contexts of violence and conflict is a priority globally
- Identify the fundamental differences between a fragility approach and a resilience approach
- Understand the rationale for working with higher education actors and professional researchers and evaluators
- Situate RES-Research as a flagship tool within the 'Education Resilience Approaches' program
- Instill participants with the confidence that they have what it takes to produce high quality education resilience research and assure them that they will receive the support needed throughout the RES-Research process.

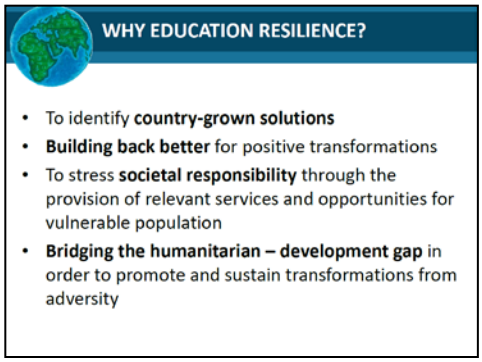
Key Messages

- Education outcomes in countries affected by pervasive violence and conflict remain a priority despite progress in other areas. Business as usual is not enough: New approaches that target the root causes and structural injustices and inequalities that fuel violence and conflict are needed.
- Education policy and practice in these contexts has thus far framed responses around risks and vulnerabilities. These deficits models are important for recognizing the social injustices that people face in and through education. However they may underestimate the local capacities and strengths that need to be part of the solution.
- RES-Research is premised on a belief in local and indigenous research capacities and the need not only for knowledge sharing but also knowledge generation from countries affected by violence and conflict.
- RES-Research is an experiential learning approach that combines theoretical and practical teaching. Participant interaction and feedback is welcomed and encouraged at all times.

Core content

Prior to starting with the power point presentation, the facilitators should provide a brief introduction of themselves and their relationship to the ERA program and RES-Research. The floor should then be handed to the participants for introductions.

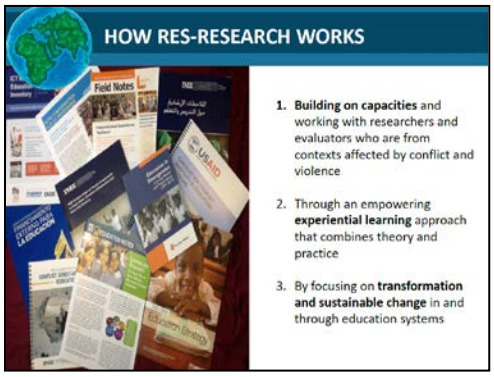
While progress has been made towards the MDGs in education, significant gaps remain, especially in countries affected by conflict and violence. Further, the World Development report 2011 stressed the need to find operational transitions from crisis and towards sustainable development outcomes, in order to avoid the trap of repeated cycles of conflict. Development organizations therefore need to consider how to promote transformational changes that address the root causes and structures that maintain and promote collective violence.



To date, much education policy and practice in contexts of violence and conflict has focused on fragility and risks or 'deficits' models. In 2010, a World Bank team in what was the Human Development Network (now the Education Global practice) began to consider how the rich theories and concepts regarding resilience in social settings characterized by adversity, could be used to inform our work. The team found that Resilience was very applicable and that certain aspects of resilience theory directed us towards new and transformative ways of working with education sectors in contexts of violence and conflict.

RES-Research (and the wider ERA program) are premised on a multi level framework that looks to identify and understand risks and resilience processes. The intentions are threefold. To recognize and support the strengths, capacities, opportunities and resources that exist even in the most adverse contexts; to use these to bring about sustainable positive changes in education systems; and to stress the role and responsibility of education service providers in bringing about these transformational outcomes. Although the World Bank is oriented to system level change, the ERA framework recognizes the importance of individual and community level experiences of risk and resilience. As such it operates at multiple levels, connecting these more localized experiences and dynamics to overarching policy goals.

RES-Research works with local researchers and evaluators precisely because they represent important capacities in countries affected by violence and conflict. The valued added that their perspectives and experience provide should be protected and built upon for more sustainable evidence generation and knowledge sharing. Because RES-Research is an experiential learning program that combines theory and practice all participants should know that they are expected to undertake a small pilot study after workshop one. Much of the learning is structured around this study with modules in workshop one building up to a study design and modules in workshops 2 and 3 looking at what to do with data once it has been collected.



Participants should be encouraged to see their study as a work in progress and should embrace the challenges it presents as part of their learning process. An additional goal is that their research constitutes an important contribution to the advancement of effective policy and practice in countries affected by violence and conflict.

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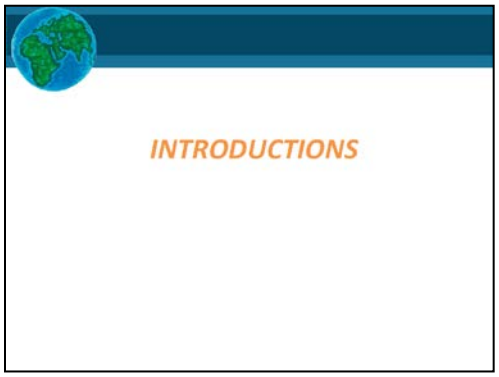
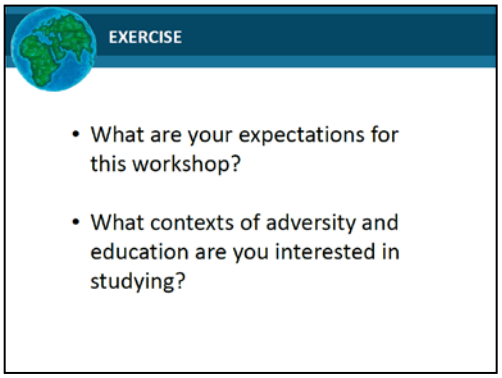
Handouts

- RES-Research Manual
- Print outs of the slides for the workshop (Modules 1-5).

Session Activities



Introductions (slide 3): participants should be briefly asked to introduce themselves, noting their name and how their work relates to education research and evaluation. They may also be asked an additional question about what interested them and motivated them to sign up for the training.



Feedback (slide 18): Participants should be asked at their tables to discuss and them briefly report back on their learning expectations for the workshop. This can be noted down on flip chart paper and referred back to by the facilitators over the course of the next 3-4 days as the agenda progresses. Participants can also be surveyed for their initial research interests. This is to establish the diversity of contexts within the room and provide tangible information for the facilitators to relate the next sessions to.

GUIDANCE NOTE TWO

Resilience Theory and Key Concepts

Module-at-a-glance

Content	Time	Instructional Activity
1. Waves of resilience research	2 hours and 30 minutes	Facilitator led presentation Facilitators may introduce the resilience navigation and negotiation exercise (conducted in pairs) on slide 8 Slide 26 prompts the group for personal reflections on resilience in their contexts (and optional feedback) Open discussion
2. The social ecology perspective and resilience as a process		
3. Capturing complexity in resilience research	1 hour	
4. Resilience and education settings and systems	2 hours	
Total Time	**1 day**	

26 SLIDES

Learning Objectives

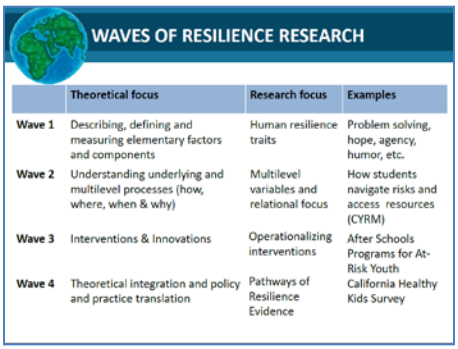
- Understand that resilience theory as it applies to social settings has a rich history and includes important conceptual variations in how we understand - and apply - resilience to education sectors
- Develop clarity on the key concepts of social ecology, resilience as a process, hidden resilience and maladaptive resilience
- Understand the relevance of resilience to education settings and the role of the education sector in promoting resilience
- Personally reflect on the meaning and relevance of resilience

Key Messages

- Resilience is not simply positive psychology. It only occurs in adversity.
- There is over 40 years of resilience research in social settings to draw upon. There have been changes and adaptations to resilience theory over time.
- Today resilience is understood as a dynamic and fluid concept, although it also has certain foundations and principles
- Resilience is a personal, group and institutional process which results in different post crisis patterns of coping, adaptation and transformation.

- Education plays a key role in fostering resilience. Education services, resources and opportunities can support positive transformations among vulnerable populations transformative and make positive contributions to the lives of at risk populations

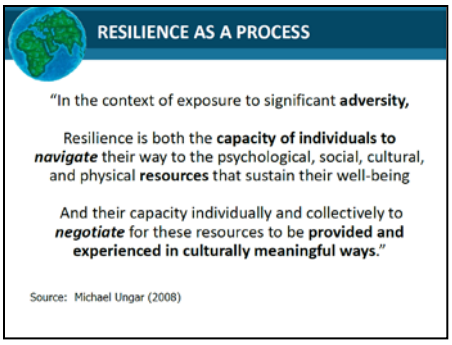
Core content



WAVES OF RESILIENCE RESEARCH

	Theoretical focus	Research focus	Examples
Wave 1	Describing, defining and measuring elementary factors and components	Human resilience traits	Problem solving, hope, agency, humor, etc.
Wave 2	Understanding underlying and multilevel processes (how, where, when & why)	Multilevel variables and relational focus	How students navigate risks and access resources (CYRM)
Wave 3	Interventions & Innovations	Operationalizing interventions	After Schools Programs for At-Risk Youth
Wave 4	Theoretical integration and policy and practice translation	Pathways of Resilience Evidence	California Healthy Kids Survey

Resilience theory has over forty years of history beginning with more individual psychological concepts regarding 'special traits'. Waves include the idea of resilience as 'ordinary magic' was obtainable by all and finally a focus on the importance of services, opportunities and resources to foster the resilience process. This last level is where we situate ourselves. Notably, schools and education contexts have been identified as determinant factors in fostering the resilience of children and youth living in difficult contexts.



RESILIENCE AS A PROCESS

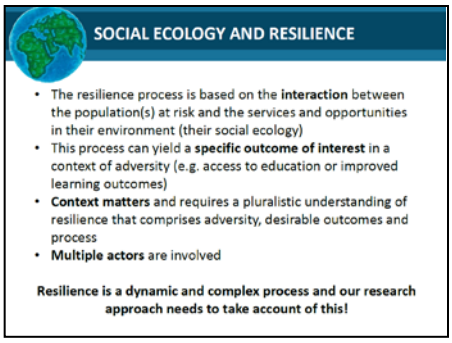
"In the context of exposure to significant **adversity,**

Resilience is both the **capacity of individuals to *navigate*** their way to the psychological, social, cultural, and physical **resources** that sustain their well-being

And their capacity individually and collectively to ***negotiate*** for these resources to be **provided and experienced in culturally meaningful ways.**"

Source: Michael Ungar (2008)

Although early resilience studies looked at positive outcomes and personality traits, today we have a more holistic understanding of resilience as a process. Drawing upon Bronfenbrenner's theories[1] of human development, Ungar's definition stresses the importance of factors that exist at individual, community, school and societal / institutional levels. Resilience is contextually grounded, multi- level and dynamic. It may not always be obvious (hidden resilience) and, in the absence of appropriate and relevant services, it may invoke maladaptive behaviors.



SOCIAL ECOLOGY AND RESILIENCE

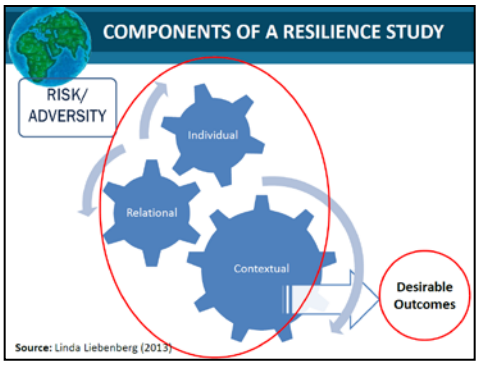
- The resilience process is based on the **interaction** between the population(s) at risk and the services and opportunities in their environment (their social ecology)
- This process can yield a **specific outcome of interest** in a context of adversity (e.g. access to education or improved learning outcomes)
- **Context matters** and requires a pluralistic understanding of resilience that comprises adversity, desirable outcomes and process
- **Multiple actors** are involved

Resilience is a dynamic and complex process and our research approach needs to take account of this!

Understanding risks is a premise of resilience: but it is just the beginning. The goal is to identify, protect and use the assets of communities at risks. Those assets are identified through processes (behaviors, engagement, attitudes) that lead to positive outcomes in spite of (or because of) adversity. A resilience approach therefore stresses local

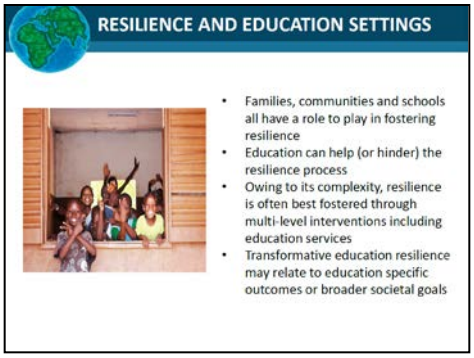
[1] When referencing the work of Bronfenbrenner it is important to note that his theory was not static but underwent important changes and modifications.

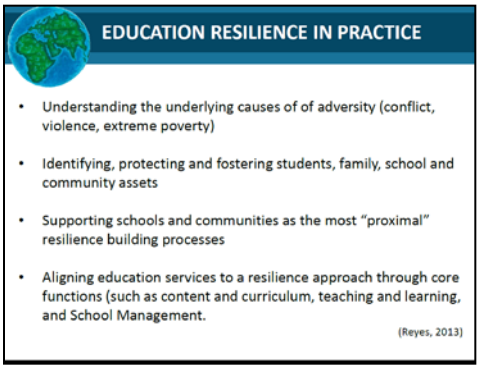
strengths, assets and approaches but supported by national and international structures and services. International assistance is important, but sustainability rests on fostering local strengths and assets.



As researchers studying education resilience we need to be able to capture and make sense of this complexity. Our studies must include the following components i) a context of adversity; ii) processes that foster opportunities, services and assets; iii) desirable outcomes. Consequently we must ask "who defines" the resilience outcomes: the individuals at risk, their societies or universal concepts of what is "desirable"?

Education resilience refers to capacities in education communities (students, parents, teachers, principals, and other community actors) and in institutions (policies, programs and resources) that can support at risk populations. It must be defined in each context, as risks, assets and relevant programs are culturally bound. The outcome(s) of interest may be related to education access, learning or the broader contributions of education to peace building. The education resilience process invokes those opportunities, resources, capacities and strengths that foster this.





The module concludes with examples of education resilience taken from the Education Resilience Approaches work program. While resilience has been studied extensively only some of this work has been applied to the education sector and a smaller amount to the international development education field. Consequently the evidence base is a work in progress (and something that the participants will be making a valuable contribution to). The examples provided at the end of this module show the varied and contextual ways in which resilience processes work. Facilitators should highlight to participants how the outcomes of interest as well as the ways in which these outcomes are achieved are contextually situated. More in depth information on these studies is included in the handouts for this module (the ERA RES-Research studies, Case reports and Field Notes series). Facilitators should end this part of the module by noting that while we are

dealing with a complex and dynamic phenomena of varied manifestations, we may nevertheless adopt a systematic process to better understand it and ultimately use it in our work (this provides the transition to module 3).

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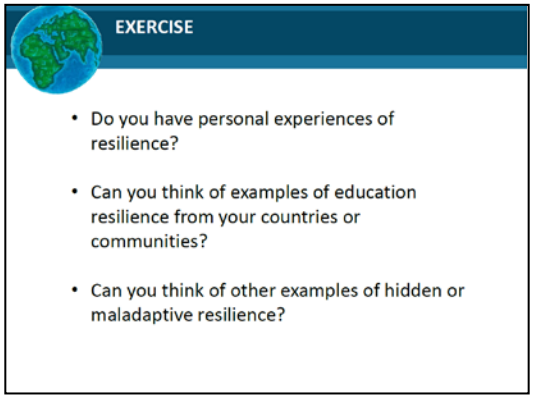
Session Activities

1. During the discussion of resilience as a process (slide 8), facilitators may chose to use a dynamic activity on negotiation and navigation. The activity is adapted from Ungar's definition of resilience and also serves as an energizer. In pairs participants should be asked to begin by nominating a 'leader' and a 'follower'. The leader is told to implement actions that their partner has to follow. The partners should then switch roles so that both have the opportunity to lead and follow. In the third iteration, the group is told that there is no leader or follower. As they continue the exercise, participants will engage in a mixture of asserting their movements over their partner (navigating) as well as compromising over others (negotiating). The exercise serves to illustrate the complex and relational aspects that are at plan in the resilience process.

2. Personal reflections on resilience (slide 26). Participant discussion and reflection at the end of the module may be guided by the following questions:



- What may be some of the implications of resilience to at risk and extremely difficult contexts?
- How can education support resilience processes?
- How is resilience theory relevant for education systems?
- Can you think of examples of resilience from your context?

During the personal reflection activity participants should be directed to think about their own personal experiences with resilience but should not be required to divulge these unless they feel comfortable doing so. The feedback and discussion should be prompted by a facilitator's example.

GUIDANCE NOTE THREE

Positioning your study

Module-at-a-glance

Content	Time	Instructional Activities
1. Research paradigms and 'transformative' research ontology and epistemology	2 hours 30 minutes	Facilitator presentation First team exercise (slide 27).
2. Mixed Methods in Human and Social Research		
3. Axiology in the transformative paradigm	1 hour	
4. Transformative Resilience Research Purpose	1 hour 30 minutes	
Total Time	**1 day**	

27 SLIDES

Learning Objectives

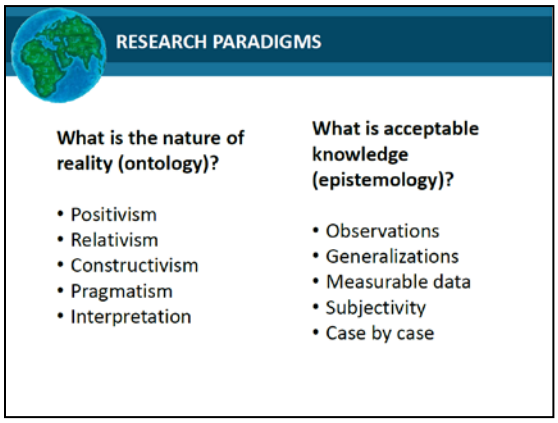
- Recognize the value of mixed methods as an approach to understand the adversity and complexity that resilience processes encompass
- Understand what differentiates the transformative paradigm from other research paradigms and be able to express how this is relevant for resilience research in international education development
- Identify how the transformative paradigm promotes change and accountability to vulnerable populations
- Identify the three different types of mixed methods designs as well as the components of an education resilience study (context of risk, protective processes, promotive processes and outcomes of interest)
- Begin team work and create the overarching structure - intent and focus - for the participant research studies

Key Messages

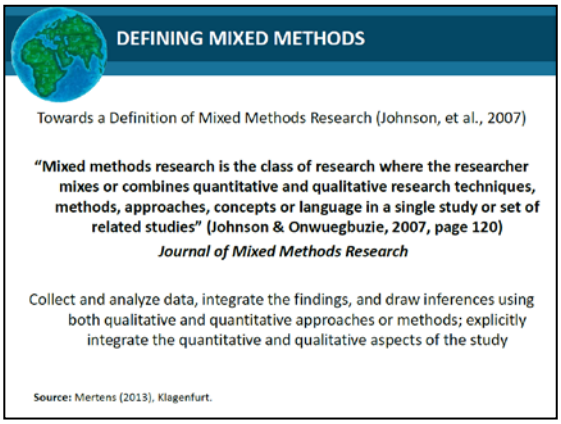
- Different research paradigms exist to address different research and evaluation questions.
- When working in contexts of risk and resilience, we need research methods that are guided by strong and clear ethical principles

- Mixed methods (which involves combining qualitative and quantitative approaches) provides a more holistic methodological tool box to explore, describe and explain education resilience
- Within Mixed Methods, the transformative paradigm (Mertens 2009) is most commensurate with our understanding of education resilience owing to its relentless focus on positive social transformation, and its clear framework for accountability towards vulnerable populations.
- Education resilience studies should be framed by their transformative purpose (as it relates to education or the role of education in societies affected by violence and conflict), their population of interest, the level of resilience they seek to understand.

Core content

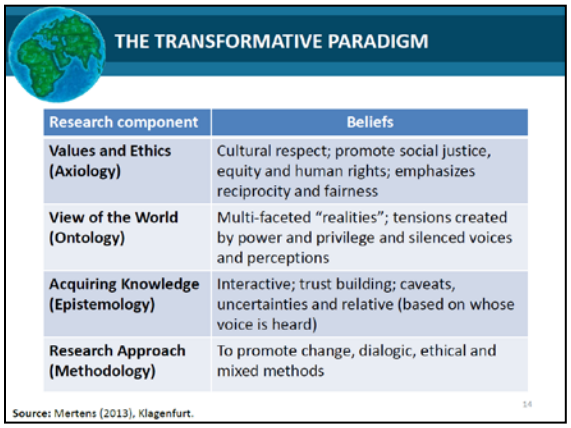


Research can be carried out in different ways - or according to different 'paradigms'. Different research paradigms are premised on different ways of seeing the world and our objectives for research. This in turn influences our choice of data collection and inquiry. Based on what we have just learnt about resilience theory and concepts, we therefore need to frame our inquiry and the purpose of our inquiry in specific ways. Notably we must find ways to capture complexity, dynamism, lived experiences and different levels of risks and assets (from individual to institutional), all the while respecting the risks and vulnerabilities that populations living in contexts of violence and conflict face.

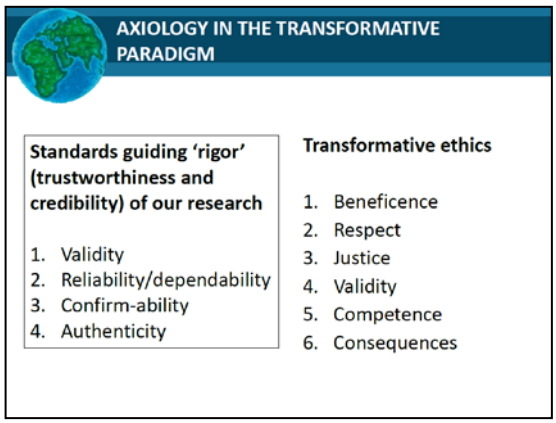


The demands of resilience theory and concepts point us towards mixed methods approaches that focus on collecting and analyzing data for positive social changes. Mixed methods is a tool that allows for comprehensive investigation of the inherent complexities of the fundamental concepts of resilience as applied to vulnerable populations. Mixed methods involves collecting and analyzing both qualitative and quantitative data in order to answer the research question in hand. There are

different ways of 'mixing' which relate to the different stages at which we collect data and how we use it.

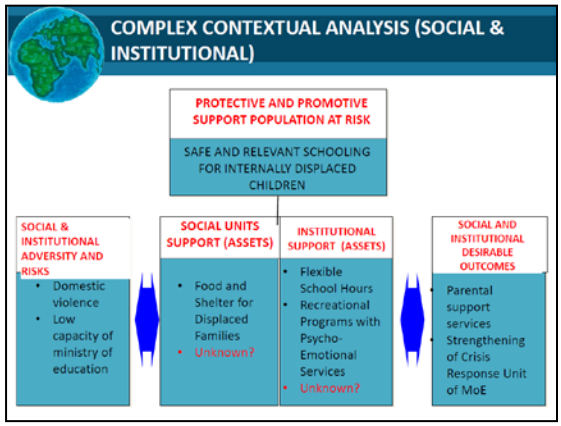


There are three main types of mixed methods study designs that we can consider. They involve different levels of mixing. Concurrent for example may mix in terms of design and /or bringing together findings at the end. Sequential designs are those that have one methods following on from the other method. Cyclical is a more involved design and relates to iterative cycles of inquiry with each study 'layer' building on the previous. Cyclical designs may also start off as sequential designs. Our choices will depend upon many factors which will be duly discussed. Importantly for resilience related studies, mixed methods allows us to look at the resilience process: not just what is happening but why it may be happening. This reflects the most recent iterations of resilience theory which see it as a process and not an outcome, and which recall the importance of resources, opportunities and services to bring about transformation. There are several paradigms that are commensurate with mixed methods. However the focus on social justice and sustainable change aligns resilience studies with the transformative paradigm. Facilitators should take participants through the defining features of the transformative paradigm as it relates to core research concepts - axiology, ontology, epistemology and methodology.



It is especially important to spend time discussing axiology and associated research ethics which is the first principle of the transformative paradigm. How will the community feel about the research? What is the relevance of the research to the priorities of these populations and what can they ultimately gain from the study? In addition to traditional university oriented research approval processes, the transformative paradigm pushes us to consider the need to obtain community level approval for our research. This is to both protect vulnerable communities and better ensure their participation in research (rather than objectifying them as the subjects of our research) and to support rigor through local relevance and community level validation.

Under the transformative paradigm, community involvement in research is understood not only in terms of axiological principles but also as a way to better ensure the quality of our evidence. Community validation of our methods and perhaps more importantly the assumptions that underlie these helps ensure that the evidence collected is in fact representative of the needs and experiences of vulnerable populations. To facilitate this level of validation and rigor we must consider what are the most appropriate strategies for community involvement and how can they contribute to addressing the power inequities that uphold violence and conflict and its impact in education systems. This is a topic we will be returning to throughout the workshops, and is something that needs to be considered in the specific context within which each team is working.



The final slides lead participants through the process of defining their research purpose. Reflecting the multi level nature of social ecology views of resilience the slides guide participants to identify resilience components for their population of interest at the individual and then social and institutional levels. Examples of what these may entail are provided to spur discussion within the teams, prior to the exercise which closes the module. In particular, this slide stresses the need for education policies, programs, resources and capacities to be aligned to their context if they are to protect learners from the nefarious impacts of violence and conflict in education systems.

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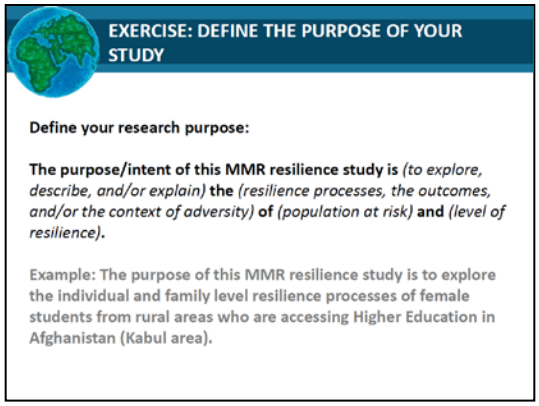
Handouts

Useful resources for mixed methods

Session Activities



Defining your research purpose (slide 27): This slide introduces the group exercise. In their teams, participants should spend time working out their responses to the following questions which provide the overall 'positioning' for their studies. In introducing the exercise, facilitators should recall the individual and collective levels of contextual analysis previously discussed. Facilitators should move between the different groups to provide technical assistance and feedback. Once the groups have

defined their research purpose, one member should present the purpose back in plenary for discussion with the wider group and additional feedback.

GUIDANCE NOTE FOUR

Designing your study

Module-at-a-glance

Content	Suggested timing	Instructional Activity
Determining your research question and sub questions	2 hours	Facilitator presentation Team exercise (slide 10): Writing MMR questions Team exercise (slide 17) Developing a sampling strategy
Samples and sampling strategies	1 hour 30 minutes	
Data collection tools	1 hour	
Data analysis planning	1 hour	
Total Time	**1 day**	

29 SLIDES

Learning Objectives

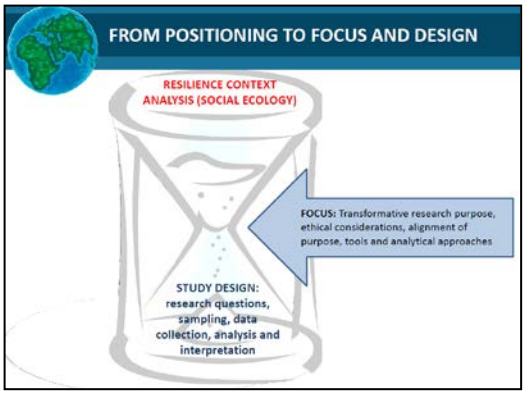
- Understand that resilience studies must be guided by an overarching research question as well as sub-questions that address the different components of the study
- Compose the research questions for the team's resilience study
- Understand the different types of sampling and what can be determined from different sampling strategies
- Develop the sampling strategy(ies) that correspond(s) to the team's research purpose and questions
- Be aware of different qualitative and quantitative data collection tools and identify which tools will best help the team respond to the various research questions
- Understand how to analyze qualitative and quantitative data in order to plan for the post field work stage of the study

Key Messages

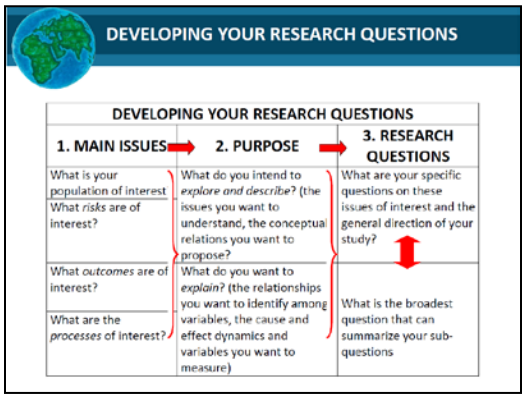
- Focusing the study supports the transition from more abstract and conceptual research ideas to more tangible implementation plans
- Studies are guided by a set of questions that pertain to the research purpose. These include sub-questions on different components of a resilience research as well as an overarching mixed methods question.

- When considering research participants, it is important to recognize that different types of samples can provide different insights related to exploring, describing and explaining research questions
- Sample selection will depend upon which phase of the study is under consideration (qualitative or quantitative) , the context and who best represents the outcomes of interest
- In a transformative research, regular approval processes must be supplemented and strengthened by also ensuring community approval and buy in
- Qualitative and quantitative methods and the specific purpose of each research question require different data collection tools, to be implemented
- Ethical considerations extend to data collection and must be planned for in research design phases.

Core content

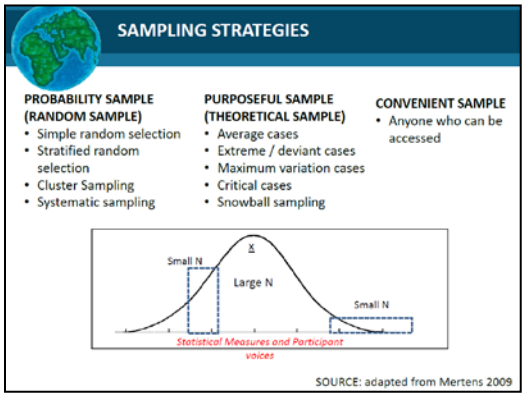


The module begins with a discussion on the need to focus the resilience research studies. After the theoretical foundations and conceptual and contextual positioning, the teams will need to define their purpose to ensure that their research design is aligned to the objectives of their study. The focusing of the research is crucial in the transitioning to study implementation. it requires consideration of the conceptual and contextual environments as well as the definition of a central Research Purpose from which research questions, tools and analytical approaches can be determined. Just as in other phases of the study axiology (validity, credibility and ethics) are crucial considerations.

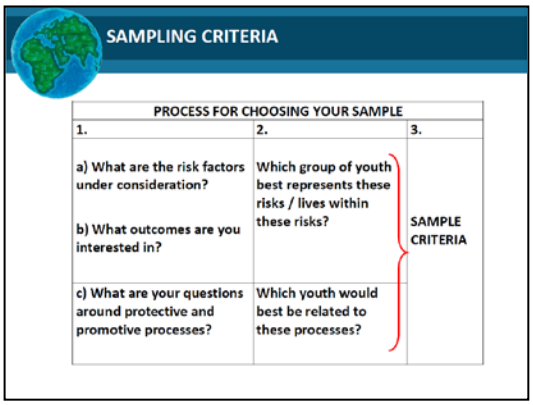


Referring back to the research purpose that was developed at the end of Module 3, there are three slides to guide the teams through the development of research questions. Teams may choose to begin with the definition of one central research question which they then 'disaggregate' into sub questions. Equally they may work inductively, beginning with sub-questions related to the different components of their education resilience study to be encompassed

in one overarching question. Therefore the research questions (like the research purpose) must reflect upon the population of interest, the context of risk, the outcomes of interest and the processes that the study intends to explore, explain and or describe.



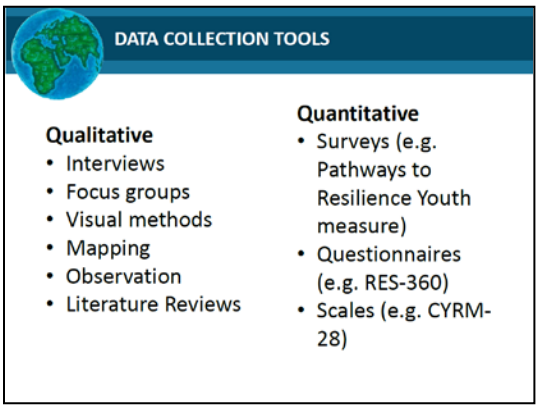
Evidence to respond to the research questions will be collected from a sample. Three types of sample are presented in this slide however the discussion will focus on two main sampling strategies - probability and purposeful - which allow you to say different things about a population. The sampling approach to taken will be determined by the method being used to answer the research question(s) (qualitative or quantitative) as well as the type of questions being asked of this population (are they being asked to explore, explain or describe). Several different approaches exist within these two main sampling types and selection will depend upon the specificity of the research questions as well as resources and capacities within the team.



Once the sampling strategy has been selected, the teams will need to develop a sampling criteria to determine *who* is a part of their sample. The inclusion of individuals in a sample needs to reflect their ability to represent the research questions. This may include young people who are exposed to high levels of risks as well as those who are performing well in schools in spite of living with higher than average risks. The graphic depiction of points on the x and y axis that follows this slide provides examples of different combinations of exposure to adversity and positive outcomes that may be of interest for those teams considering purposeful samples.

Just as teams will need to meet the ethical requirements of their respective institutions, so must they plan for obtaining community approval. This requires careful reflection on how the research question and sub-questions meet the needs of vulnerable communities, and the activities and actions that will be required to ensure their meaningful participation and ownership of the study. Obtaining community approval (and validation) is a key aspect of transformative research rigor. It therefore needs to be planned for (in terms of actions to take,

possible challenges that will need to be countered with innovative and appropriate strategies). Facilitators may mention here the importance of establishing a Local Advisory Committee (LAC) which will be discussed in more detail during Module 5A.



This slide is the first in a series regarding data collection tools. Facilitators should first provide an overview of the types of tools that related to qualitative and quantitative methods. This again stresses the importance of aligning the various components of the study. This is followed by a more in depth discussion of qualitative research tools (and the type of information they can provide). Facilitators should encourage participants to consider more innovative ways of collecting data (such as the use of visual methods) (for which useful resources are included in the references here).

Participants should be reminded that in a mixed methods study they will be using several of these tools and therefore in addition to the value that each tool provides in answering the research question, it is also relevant to consider the ways in which the tools complement each other and support a more holistic understanding of the context and resilience processes (referring back to the definition of mixed methods provided in the previous module).

Once the teams have had a chance to consider the tools that may use to answer their research question the module concludes by revisiting one of the driving forces of the transformative paradigm: the question of ethics. Facilitators should point out to participants, with relevant examples, that there are multiple points and ways in which communities can be involved in our education resilience research studies. The points presented in this slide can be used to spur

discussion and open brainstorming of strategies for community inclusion, consent and representation during data collection. In particular, it is important to emphasize that the tools and methods used must be culturally sensitive and contextually appropriate. Finally, the last slide points to the importance of considering our own well-being as researchers. This requires consideration of appropriate behavior and actions in a given context as well as assessment of the physical and mental well-being challenges the research may present. Provisions should be made for appropriate de-briefing strategies.

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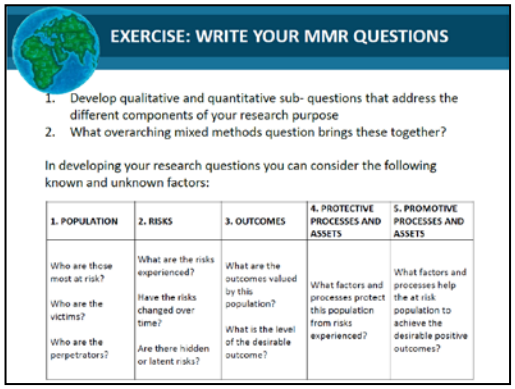
Session Activities



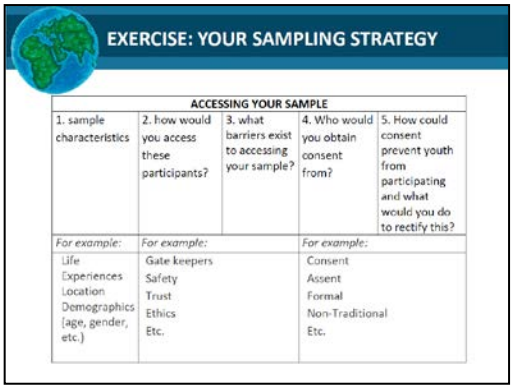
EXERCISE: WRITE YOUR MMR QUESTIONS

1. Develop qualitative and quantitative sub- questions that address the different components of your research purpose
2. What overarching mixed methods question brings these together?

In developing your research questions you can consider the following known and unknown factors:

1. POPULATION	2. RISKS	3. OUTCOMES	4. PROTECTIVE PROCESSES AND ASSETS	5. PROMOTIVE PROCESSES AND ASSETS
Who are those most at risk? Who are the victims? Who are the perpetrators?	What are the risks experienced? Have the risks changed over time? Are there hidden or latent risks?	What are the outcomes valued by this population? What is the level of the desirable outcome?	What factors and processes protect this population from risks experienced?	What factors and processes help the at risk population to achieve the desirable positive outcomes?

Writing MMR questions (slide 10): The first exercise of this module is a continuation of the team work begun in the previous module when the groups defined their research purpose. Here the participants are required to write their research questions. In their country teams they should revisit the five main components of their education resilience study (first presented in the previous module). From these they will develop sub-questions that encapsulate their research purpose, ultimately building up to an overarching mixed methods question. Facilitators should work with the teams to ensure a complementarity between the sub-questions and the overall question. Once the teams have completed the exercise they should report back to the plenary for discussion with the facilitators and other participants.



EXERCISE: YOUR SAMPLING STRATEGY

ACCESSING YOUR SAMPLE				
1. sample characteristics	2. how would you access these participants?	3. what barriers exist to accessing your sample?	4. Who would you obtain consent from?	5. How could consent prevent youth from participating and what would you do to rectify this?
For example:	*For example:*		*For example:*	
Life Experiences Location Demographics (age, gender, etc.)	Gate keepers Safety Trust Ethics Etc.		Consent Assent Formal Non-Traditional Etc.	

Developing a sampling strategy (slide 17): The second exercise in this module builds on the research questions through the determination of a sampling strategy. The teams should work through questions 1 - 5. The slide provides examples to illustrate the different considerations for sampling strategies. However the teams will need to focus on their specific contexts in order to identify the challenges and opportunities that apply to their sample.

GUIDANCE NOTE FIVE A

Planning and Practice: Feasibility, Field Work and Analysis

Module-at-a-glance

Content	Time	Instructional Activity
Participant Access and Local Advisory Committees	1 hour	Facilitator presentation Team activity - data analysis plan slide 13
Data analysis	2 hours 30 minutes	
Logistics: Timeframe, budget, research teams and resources	1 hour 30 minutes	
Total Time	**1 day**	

19 SLIDES

Learning Objectives

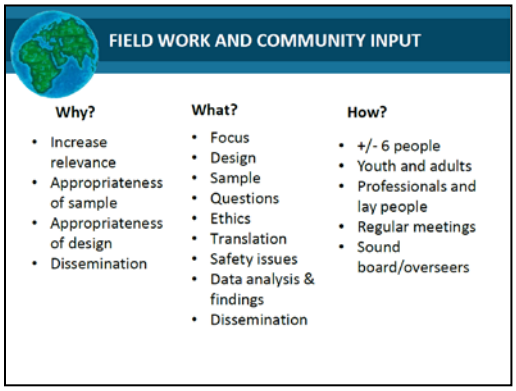
- Understand the importance of community access and participation of vulnerable communities in field work
- Know what the role of a Local Advisory Committee (LAC) is and how it can facilitate different stages of a resilience study
- Be aware of the analytical approaches required for qualitative and quantitative data
- Identify the analytical approaches that are germane to the team's study
- Plan for community participation and logistical aspects of field work

Key Messages

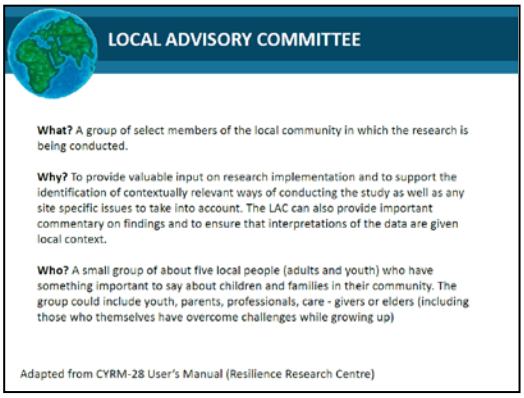
- Community involvement in field work is essential and goes beyond simple models of participation to requiring strategies for effective partnership.
- Local Advisory Committees are an important resource for transformative education resilience studies and should be established at the outset of the field work phase (though their role will continue through the lifespan of the study). Teams should take the time to consider who should be included in their LAC and how they will access these community members.
- Data analysis begins before data is collected: it must be planned for to ensure that it is consistent, coherent and feasible.

- Field work also entails important logistical and administrative considerations. Time should be spent planning for these feasibility components in order to avoid delays and confusion later on.

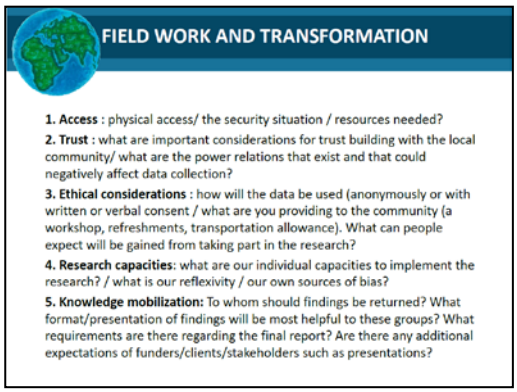
Core content



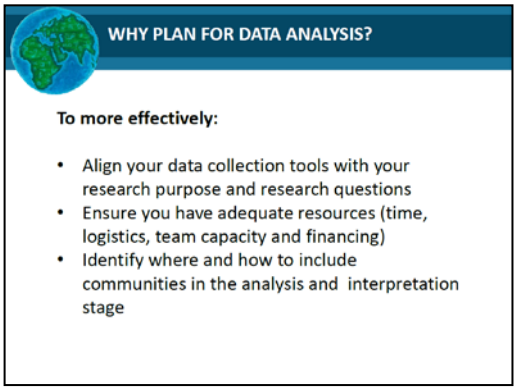
The module begins with an overview of the ethical considerations that should guide transformative resilience studies, before dealing more specifically with community input into field work. This includes a re-cap of why community input is important, at which stages in the study it must be considered (all of them!), as well as a brief overview of the types of strategies that can promote meaningful participation. This leads into the next slide which discusses the importance of establishing a Local Advisory Committee to guide the research and better meet the ethical principles of the transformative paradigm. Participants should be polled by the facilitators for their ideas and thoughts on how to involve communities in social action and research. To support effective planning it is also important to discuss the various challenges that community involvement may entail, as well as how these may be overcome.



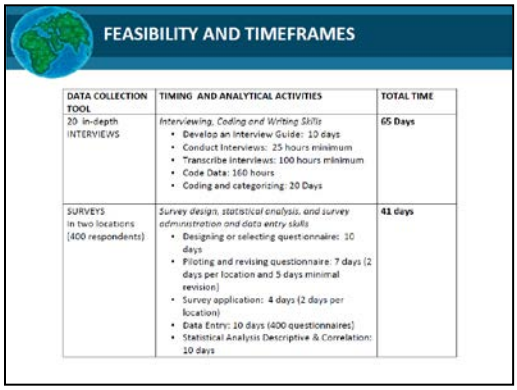
To better support meaningful community involvement (in essence a partnership with communities) during the study each research team should establish a Local Advisory Committee (LAC). The LAC will play a role throughout the research implementation and subsequent analysis, interpretation and use of data. LAC members may include teachers, parents and students. Participants should be given time in their groups to discuss who should form part of their LAC and how they will reach out to these people. It is important to stress that it takes a significant amount of time to build confidence and trust with community members - especially those in the most vulnerable communities. The resources cited in this section provide important guidance on how to establish these relationships. It is especially important to discuss the question of 'consent' in research and associated concepts of confidentiality, anonymity and informed consent of those recruited as participants.



This slide brings the group back to reflecting upon the transformative purpose of their studies. It provides a checklist for each team to consider and plan for prior to beginning their field work. In addition to revisiting the role that the LAC can play facilitators should raise other important capacities and actions - such as the need for researcher cultural competency (and critical self reflection) and capacity building. Examples of how data collection tools may be adapted to be more locally and culturally relevant may be highlighted.



Although data analysis will be discussed in more depth during the second workshop, it should be introduced prior to the field work stage as it forms part of the data collection strategy for each team. Participants must plan not only for community participation in their field work in order to collect evidence, but also during the subsequent analytical stages, to validate and better interpret this data. Moreover, data analysis involves important logistical and administrative considerations (time, money and capacities for example) that need to be planned for prior to undertaking field work. Facilitators may begin the discussion on analysis by revisiting the three different mixed methods designs to highlight at which points of design, field work and analysis, mixing occurs, before continuing with the specific analytical frameworks that can be applied for qualitative and quantitative phases. The discussion of data analysis must also be connected to the selection of data collection tools by each team to ensure compatibility throughout the research cycle. This is the purpose of the exercise for this module (slide 13) which requires participants to develop a data analysis plan.



The final three slides in the first part of module 5 are concerned more precisely with the logistics of field work and questions of planning for feasibility. Teams may need to adjust their plans in light of practical considerations such as timing, finances and capacities. These last slides also serve as a briefing on the administrative procedures for the RES- Research seed funding and the Short term consultancy contract procedures. The handouts for this module include the

sample terms of reference for the coordinators and a brief on how the seed funding works. To access the seed funding, the teams will also need to submit a proposal and nominate their coordinator with whom the contract will be made.

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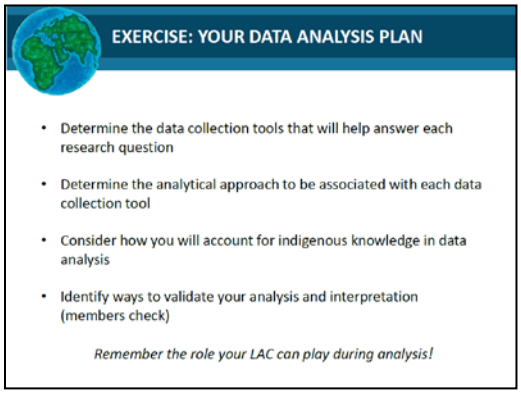
Handouts

- Sample terms of reference for the coordinator contract
- How the seed funding works

Session Activities



Data analysis plan (slide 13): in this exercise the participants continue their team work to develop a data analysis plan based on four questions. Participants will need to refer back to their team discussions on data collection tools to ensure consistency and coherency in their plans. facilitators should provide examples of indigenous knowledge and how this may be incorporated, to facilitate this planning.