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RES-Research

(Resilience in Education Settings Research)

TRAINING FACILITATOR GUIDANCE NOTES (2)

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.

Content
1. Target audience
2. Rationale
3. Objectives
4. Expectations
5. Administrative and logistical considerations
6. Materials
7. Training Structure
8. Module structure
9. How to use the Guidance Notes
10. A final request

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.

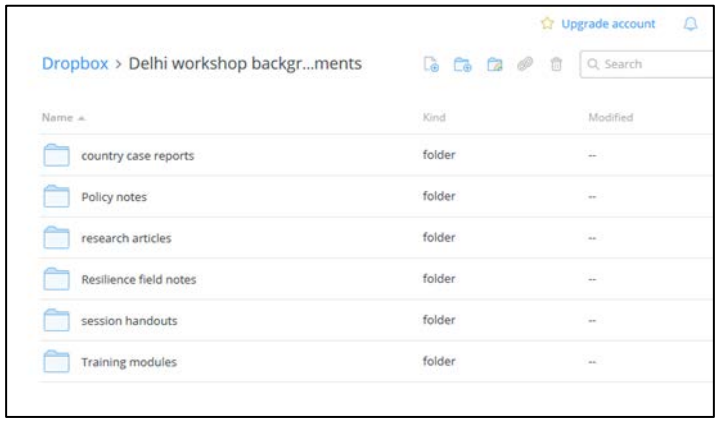
RES-Research participant teams are required to apply for 'seed funding' only if without this support the practice resilience study would not be possible (given the associated costs of carrying out research such as transportation to and from research sites, refreshments for focus groups or the costs of 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 FIVE B

Planning and Practice: Feasibility, Field Work and Analysis

Module-at-a-glance

Content	Time	Instructional Activity
Field practice	30 minutes	Brief welcome and introduction by facilitators Team led presentations: Sharing your findings slide 3
Lessons Learned, practical challenges and sharing findings	2 hours and 30 minutes	
Total Time	**Half a day**	

Learning Objectives

- Each team is provided with an opportunity to report on the status of their study and to reflect upon opportunities, challenges and the process thus far
- Teams benefit from the advice and technical support of expert facilitators as well as their peers who are in similar stages of their research

Key Messages

- Field work presents unforeseen challenges and opportunities
- Conducting a transformative education resilience study is an iterative process: initial plans may need to change and adjust to realities on the ground.

Core content

Module 5B is participant led. Participants are sent an electronic power point template several weeks before the second workshop, that they should use and adapt to present their findings back to the group. Each team has 10-15 minutes to present and then a 20 minute open discussion promoted by facilitator questions ensues. The module is expected to set the scene for the rest of the second workshop which is structured around the analysis and use of actual data collected by the teams. This part of module 5 therefore serves as a briefing for the facilitators (and wider group) to set the scene for the second workshop.

Bibliography and Support Material

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Mertens, D., F. Cram and B. Chilisa. (Eds). 2013. *Indigenous Pathways into Social Research. Voices of a New Generation.* Left Coast Press: California.

Handouts

Power point template to facilitate virtual feedback during implementation phase. Circulated electronically prior to the second workshop.

Session Activities

1. This module is participant led. Facilitators do not present during this session but rather serve as timekeepers for the presentations and question and answer periods. During the Q&A, facilitators should prompt discussion on the team's data collection. This may include questions on how the team addressed any challenges; how initial plans may have altered, as well as new opportunities that have arisen since the field work began.

GUIDANCE NOTE 6

Analysis and Interpretation for Policy and Practice

Module-at-a-glance

Content	Time	Instructional Activity
1. Qualitative Data Analysis and Interpretation	2 hours	Facilitator presentation Qualitative data coding slide 12 Statistical analysis plan slide 22
2. Quantitative Data Analysis and Interpretation	2 hours	
3. Mixed methods analysis (transitions and integration)	1 hour 30 minutes	
4. Validating data findings with the community	1 hour	
Total Time	**1 day**	

30 SLIDES

Learning Objectives

- Be aware of the range of ways in which qualitative and quantitative data sets can be analyzed and interpreted
- Understand that analyzing qualitative data draws upon context, researcher perspectives and theoretical frameworks
- Be aware of the different types of statistics that can be used to analyze qualitative data and understand what these statistics allow researchers to deduce about a given sample and where their limitations lie.
- Understand that different mixed methods designs have implications for how qualitative and quantitative data analysis are brought together
- Learn how to transition between qualitative and quantitative data sets (and vice versa)
- Understand the transformative rationale for community involvement in data analysis and interpretation and identify appropriate ways of doing this related to the team's study

Key Messages

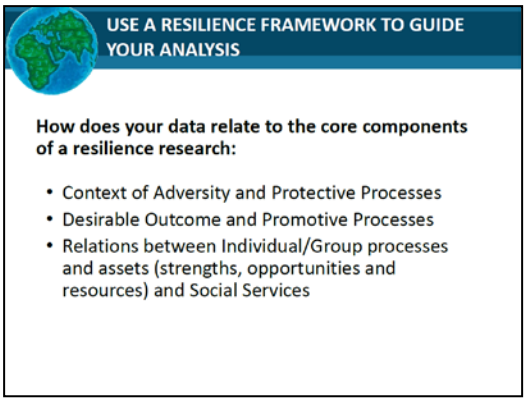
- Following data collection it is important to prepare data and define a systematic process for its analysis
- Data analysis should be structured around the core components of a resilience framework - risks, assets (protective and promotive) and relationships
- Coding of qualitative data is an inductive process that helps to summaries and ultimate theorize around key education resilience themes and concepts.

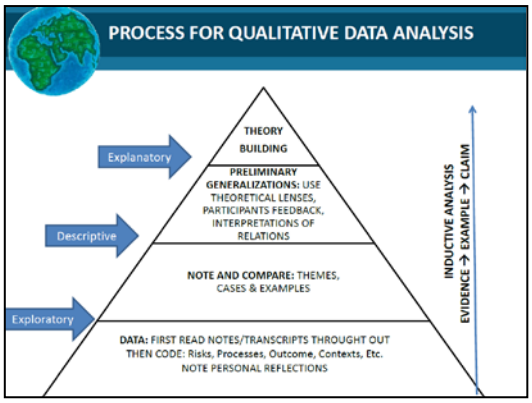
- Education Resilience analysis and interpretation may also be complemented and enriched by other theoretical frameworks to be selected depending on the particular focus of each study.
- Three main types of statistical analysis offer different insights to explore, describe and explain data sets. Statistical analysis must be used cautiously however so as not to present findings based on incorrect assumptions about the vulnerable population, or that are devoid of important information related to group differences.
- Mixed methods involves combining qualitative and quantitative data during analysis as well as interpretation stages to provide different insights and enhance the transformative potential.
- Participant engagement should also be sought during data analysis and interpretation with partnership strategies continuing into the reporting and use of data.

Core content

The module begins with a presentation on how to analyze qualitative data. It is important to stress to participants the need to have a systematic process for managing qualitative data (from its preparation (such as transcriptions) through to the analytical framework that is selected.

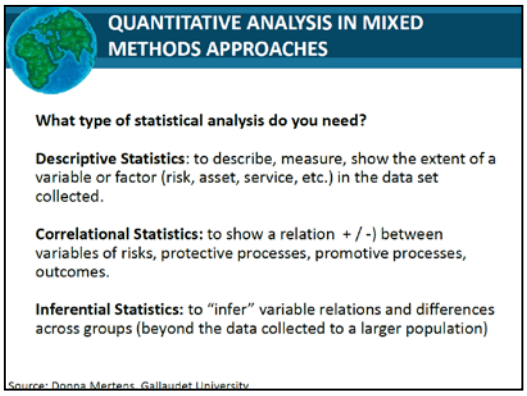
During the analytical process it is important to revert back to our foundational resilience concepts (discussed in Module 2). Facilitators may want to provide a summary recap on the core components of resilience studies as this should form the basis for any analytical framework. Although qualitative data may be analysed through a range of approaches this module focuses on coding and provides participants with an opportunity to practice coding. Participants are therefore provided with the opportunity to apply resilience theory to the thematic analysis of a practice data set in order to experience the qualitative data analysis process.



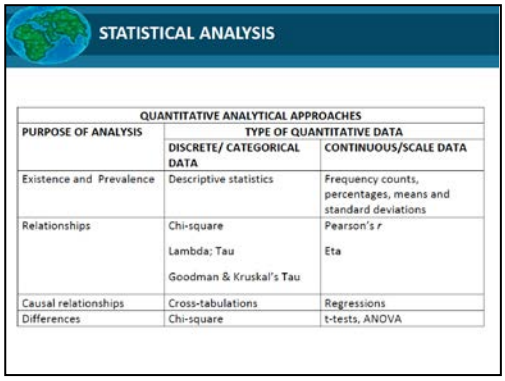


Participants should be aware of what different analytical approaches allows them to say and their limitations. As such facilitators should also revisit the early discussion of data analysis and the differences between exploring, describing and explaining phenomena. At the same time that resilience theory provides the core thread for analysing the data, participants should also be made aware of other analytical and theoretical frameworks that may

supplement resilience theory and provide additional more in-depth insights into the particular issues that are emerging from their data (slide 9). The section on qualitative data then concludes with brief discussion of manual versus computer based analysis. Of note, given the experiential learning focus of RES-Research, it is recommended that the teams begin with manual analysis in order to familiarise themselves with the various steps in the process of preparing data.



The module then shifts to quantitative data analysis and interpretation. During the data analysis planning (previous workshop) facilitators should have ascertained the level of comfort and experience within the group with regards to qualitative and quantitative analysis (thus far the majority of participants have been less comfortable with quantitative analysis). Participants should understand that statistical analysis is about reducing their data to obtain summarized information, to see a relationship between variables or to compare differences within their data sets. Participants are first introduced to the three types of statistics that can support the analysis of quantitative. Given the number of technical terms which will be presented (to audiences for whom English is likely a second language) it is important to begin with definitions and ensure clarity over what different types of statistics mean and offer to the mixed methods analysis. Participants should also be aware that statistical software is required for higher end quantitative analysis. For teams looking to initiate themselves with STATA and SPSS a brief introduction is included in the RES-360 manual.

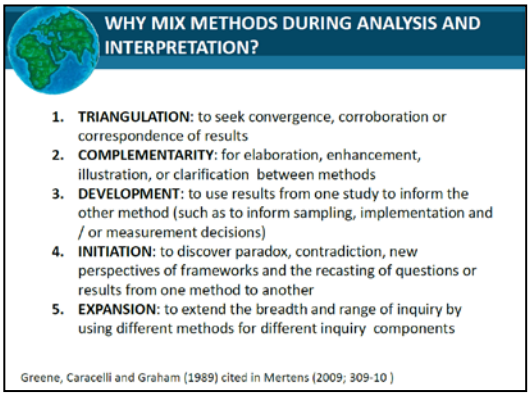


QUANTITATIVE ANALYTICAL APPROACHES		
PURPOSE OF ANALYSIS	TYPE OF QUANTITATIVE DATA	
	DISCRETE/ CATEGORICAL DATA	CONTINUOUS/SCALE DATA
Existence and Prevalence	Descriptive statistics	Frequency counts, percentages, means and standard deviations
Relationships	Chi-square Lambda; Tau Goodman & Kruskal's Tau	Pearson's *r* Eta
Causal relationships	Cross-tabulations	Regressions
Differences	Chi-square	t-tests, ANOVA

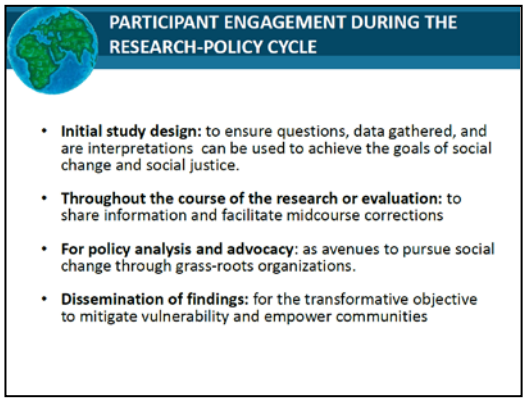
Participants should refer back to their statistical analysis plans, developed in module 5A, considering in more detail the specific purpose of their analysis. In all cases, descriptive statistics will be the appropriate starting point for most quantitative analysis. Teams must also consider the value added of other data manipulations as it relates to the purpose of their study. In addition to understanding the role and purpose of different statistical tests, the transformative paradigm also however requires critical consideration of results that will be obtained from statistical analysis (Mertens, 2009; 299). Facilitators should therefore also discuss with participants the concepts of statistical 'significance' and the potential harm that can come from generalized, aggregated results when dealing with complex contexts within which the diversity of risks and assets are crucial dimensions. Notably, statistical significance as an estimated measure of the degree to which a result is 'true' and reliable needs to be carefully weighed against the erosion of group

differences and possibility of false assumptions that arise regarding the size of the sample, characteristics of the population and the degree to which the sample can represent the population. Chapter 9 of Mertens (2009) discusses these issues and provides guidance on several statistical approaches that can be used to help offset over generalizations and maintain a transformative perspective throughout quantitative analysis and interpretation.

The module then brings qualitative and quantitative analysis and interpretation together. This section begins with a discussion of the types of transitions that can be made between qualitative and quantitative data sets. There is then a slide on integrating results within the given mixed methods design of the study. This begins with an overview of the qualitative and quantitative analytical methods that relate to research sub-questions (providing an overview of the analytical methods that the studies will be using). The next slide reviews the rationale for mixing methods (see also Mertens, 2009; 309). Facilitators should recall the different types of mixed methods design and the levels at which integration can occur. Participants should be aware of the purpose of integrating analysis and interpretation; including to complement findings, expand upon findings from one cycle of the research to the next, add clarity and even raise additional questions. This discussion should be encouraged by having participants revisit their research purpose and research questions to consider how they will integrate findings during analysis and not only interpretive phases to enhance the transformative potential (Mertens, 2009; 310).



The module ends with a discussion on validating findings with the community. The two slides in this section are intended to spur discussion on the importance of community validation at all stages of the research - including during analysis and interpretation - as well as the types of strategies that may be appropriate in different contexts. This section also serves as a transition into the next modules (7 and 8) that deal with knowledge mobilization for which community involvement remains paramount and should play a significant role in guiding reporting and use of data if we are to maximize the positive contributions the studies can make to supporting social justice.



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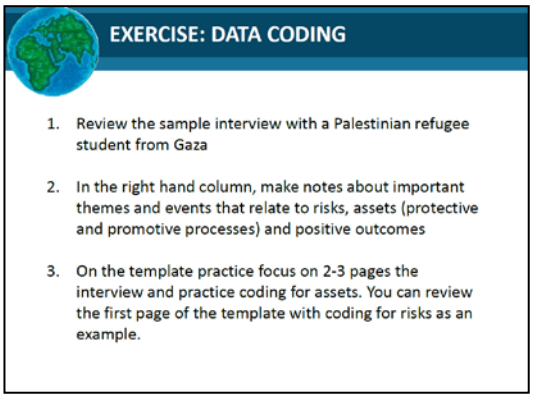
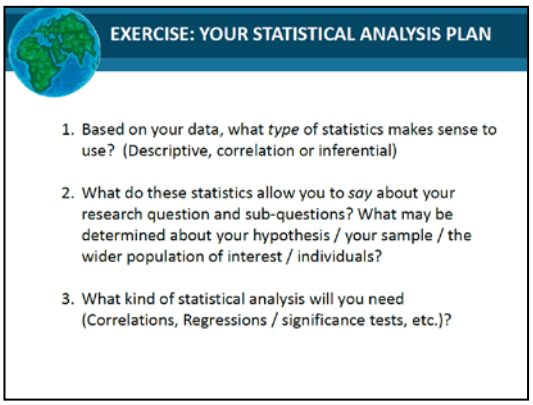
Handouts

- Education resilience interview transcript (Female Palestinian refugee student in Gaza)
- Coding template for the interview transcript (Female Palestinian refugee student in Gaza)
- Summary of codes for the interview transcript (Female Palestinian refugee student in Gaza)
- Handout on creating questionnaires

Session Activities



Qualitative data coding (slide 12): This exercise is based on an early education resilience study conducted by the ERA team. This example is from an interview conducted with a female Palestinian refugee student living in Gaza. Participants are provided with three handouts which also offer templates for preparing qualitative data. The templates are intended to guide the participants through first identifying references to the core resilience components (risks, assets and outcomes) and then moving from these initial codes to categorising the data into overarching themes, to finally transposing the data to themes that reflect resilience theory and core concepts during the axial coding stage. Participants should work in their country teams and facilitators should underscore that coding is not an exact science but rather an interpretative process that draw upon the understanding of context and the particular focus of the study. This can also be highlighted through the commonalities and differences that arise during the team feedback on the coding process and their determination of categories and themes.



Statistical analysis plan (slide 22): The second activity of the module does not require participants to quantitative manipulate the data, but instead to plan for it. Based on their research purpose and questions, teams should spend time deciding which types of statistics will reveal the exploratory, descriptive or explanatory information required from their studies. In line with the importance of adopting a critical lens they should also identify the limitations of this analysis and the assumptions upon which this is based. Facilitators should make clear in this exercise that especially for large scale data sets, quantitative data is often outsources to statisticians, however teams considering this will still need to know how to effectively guide the process as well as what different types of analysis mean.

GUIDANCE NOTE 7

Knowledge mobilization 1: Policy and reporting

Module-at-a-glance

Content	Time	Instructional Activities
1. Translating Research to Policy and Practice	3 hours	Facilitator presentation
2. Influencing policy		
3. Writing an Education Resilience Report	2 hours 30 minutes	
Total Time	**1 day**	

27 SLIDES

Learning Objectives

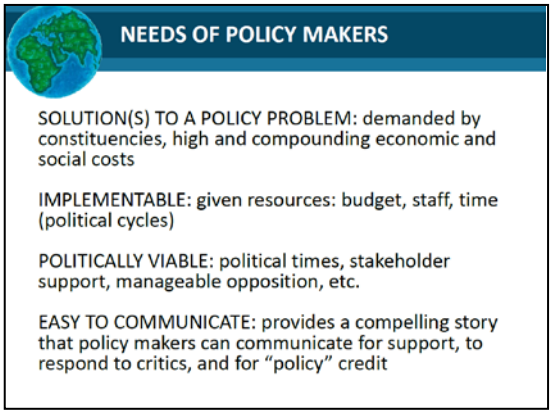
- Understand the policy-making environment and consider the political economy and its implications in each team's context
- Learn about the engagement process and the main ways that researchers can influence policy and programming
- Understand the needs of education policy makers and the implications of this for resilience research process, findings and recommendations
- Know the core components and basic structure for a written education resilience report

Key Messages

- Education Policy makers have particular needs and concerns and to effectively promote change, resilience researchers must be aware of this and actively look to address them
- Influencing policy is a process that requires capturing policy makers attention, presenting compelling evidence and good practice examples and using the data collected from the study to propose policy alternatives
- Reporting does not begin after data collection is over. Both the redaction and dissemination must be planned for
- Reporting is not only a question of documenting findings, but of engaging with questions of power and privilege. It implicitly requires a stakeholder analysis and identification of those who will gain and those who may lose out from the findings.
- Just as at other stages of the study design and implementation, reporting raises important ethical considerations including questions of data ownership, authorship and representation.

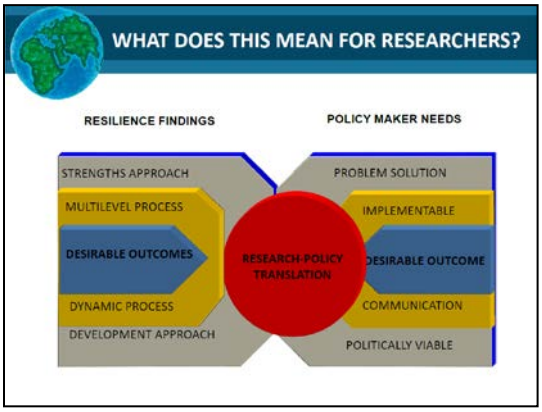
Core content

A transformative resilience approach recognizes that for research to be effective it must address both technical as well as political considerations. Although policy and practice considerations have been present throughout the resilience study positioning and design, this module goes into much greater detail around the needs and concerns of policy makers, in order to promote effective strategies to bring about change.

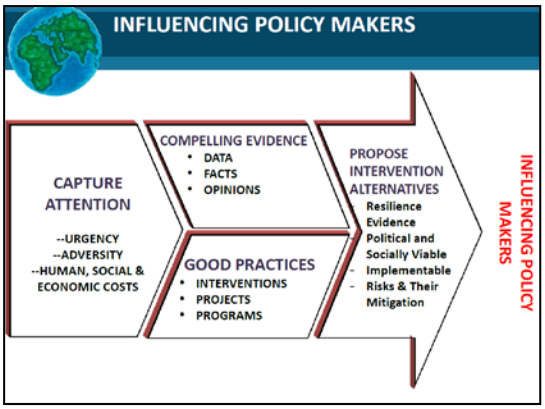


The module begins by setting out the core needs of education policy makers. It is important however to recognize that these are premised on political regimes that are assumed to be somewhat responsive to public pressure and democratic in functioning. Participant teams should therefore be encouraged to discuss the particular political economy that drives their political context so that they can better identify relevant pressure points for change. Understanding the change climate is an essential first step when planning how to use data.

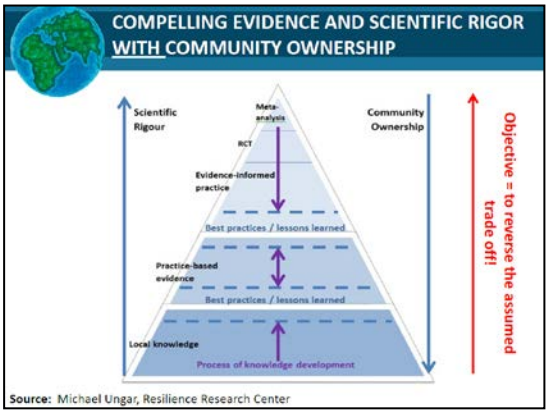
When communicating to / with policy makers and those with influence, it is also important to recap on the value added of a resilience approach. This slide sets out what a resilience approach offers, which makes it unique and differentiates itself from other research frameworks. It is especially important to stress to policy makers the ways in which the study recognizes and values what is already in place at which ever level this exists. At the same time, the resilience studies do not shy away from complexity nor do they focus on quick fix linear solutions.



Policy maker needs and the particular aspects of a resilience approach need to come together if change is to be achieved. This diagrams demonstrates the points at which resilience findings can intersect and respond to policy makers needs. The process that facilitates this - the research - policy translation - is an important dimension of knowledge mobilization and will be discussed over the remainder of module 7 and in module 8.

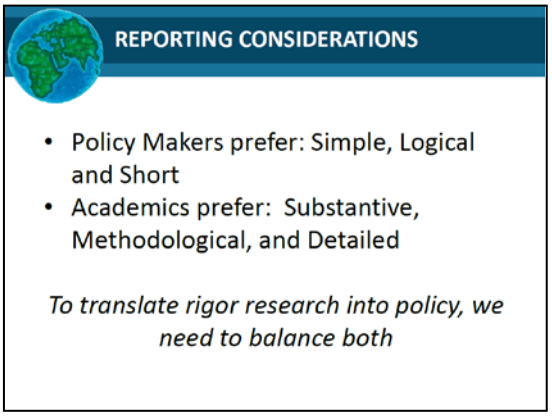


Policies should be understood as institutionally agreed aims and programs and projects as the formal means to achieve this. This slide presents a process for influence: identifying the core components that each team needs to present through an analysis and interpretation of their findings. This will also require drawing up secondary data sources (for example evidence of good practices elsewhere that can be adapted to the context in question). The next slides deal with each component of the process in turn. They discuss the topic in terms of the lessons that the Resilience Research Centre (in Canada) has learned over the course of their work. As such these lessons will need to be considered and ultimately adapted to the particular policy environment and context discussed in the previous module. Facilitators should ensure enough time for the teams to discuss this.

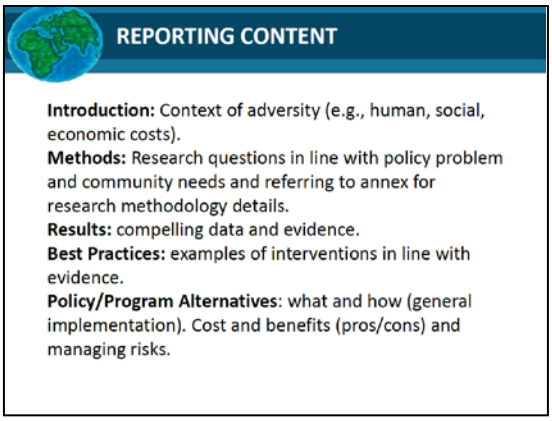


Especially important to note within this process is the assumed tradeoff between scientific rigor and community ownership. As we move up the research pyramid towards more generalizable evidence, research methods tend to see a concomitant decrease in community ownership. This is a challenge that the transformative resilience research studies takes on - identifying ways in which community ownership can be maximized while also scaling up our evidence base through mixed methods and retaining rigor and validity of results (including through its adoption of a more holistic understanding of these concepts).

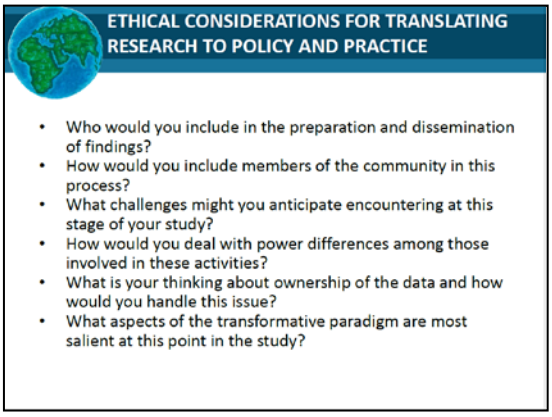
Policy messages will also benefit from certain core content. In particular, developing a theory of change and indicators will allow policy makers and policy implementers to track progress and meet their short term change and impact objectives. This should not however detract from the longer term nature of transformative impact which remains the main objective and should be complemented through building on capacities and longer term planning.



The module closes with a discussion of report writing and effective display of data. Participants have been planning for data utilization throughout their study positioning and design and this section should reinforce what has gone before. The first thing to determine who needs the information to bring about change and social action. Different audiences may be selected in order to provide multiple pathways to change. It should be recognized however that different audiences will require different reporting strategies.



Although reports present to the reader the activities undertaken as part of the study they must do much more than this. As Mertens (2009; 314) discusses, they must manage issues of power and inclusion in their timing and format as well as critically consider dissemination and utilization strategies. Thus even when the audience is one policy makers, teams should be considering who will be affected by their report and how the information presented will support positive change for them. The following slides present ways in which qualitative and quantitative data may be displayed. Equally important is the dissemination strategy for the report which raises questions of who is representing the perspectives of the vulnerable community at the centre of the study. Issues of shared authorship, data ownership and resistance to findings all need to be considered and planned for during report planning (see also Mertens 2009, chapter 10 for a more in-depth discussion). Strategies that promote discussion and transparency should be encouraged.



The module concludes with set of guiding ethical questions that need to be integrated throughout the reporting phase. The questions are designed to allow the teams to think ahead to the various challenges - and power struggles - they may encounter (and therefore plan for them). This serves to reinforce the fact that reporting is not only undertaken at the end of the study data collection, but in fact needs to be planned for, if it is to be most effective.

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GUIDANCE NOTE 8

Knowledge mobilization 2: External Engagement, Giving Back and Critique

Module-at-a-glance

Content	Time	Instructional Activity
Engaging with External Organizations: large and small	1 hour	Reporting and engagement plan *slide 16* Critiques of resilience *slide 22*
Social Justice and Giving Back	2 hours	
Current debates: Resilience in International Education Development	2 hours 30 minutes	
Total Time	**1 day**	

22 SLIDES

Learning Objectives

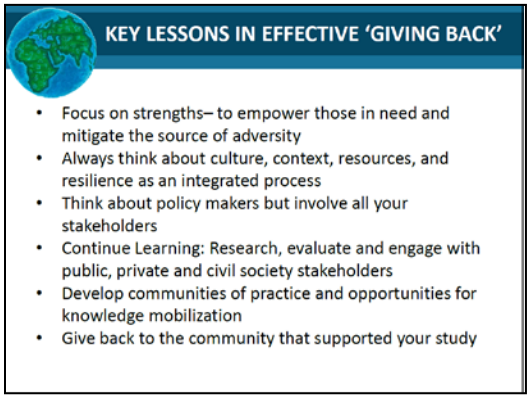
- Know that there are important differences when influencing for change between large and small organizations and be able to interpret lessons learned relative to each team's context
- Be aware of current debates regarding the use of resilience in international development
- Identify critiques that may be relevant in each team's context and discuss how to engage and address these
- Identify ways in which the study will actively seek to give back to the vulnerable community it intends to support

Key Messages

- Messages and approaches to engage with policy makers and practitioners must be tailored to the particular context (political economy and policy making environment) as well as the type of organization that is being engaged through the study.
- Transformative research defines itself through its accountability not only to policy makers but to the vulnerable communities it is concerned with: this requires explicit thought and action in order to 'give-back'.
- Critically engaging with the concept of resilience is essential to maximize the transformative potential of a study. Critique can guide researchers towards better considered arguments and more explicit recommendations.

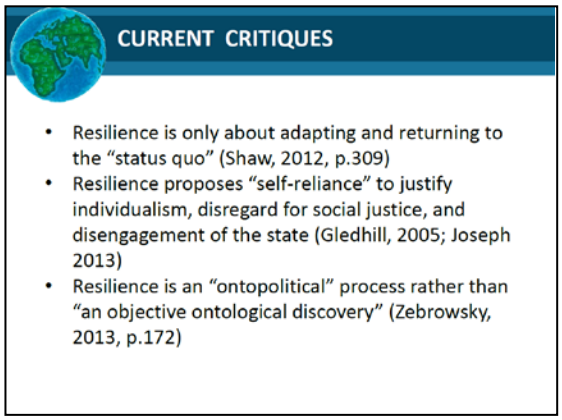
Core content

In addition to adjusting the lessons learned to the specific context of each team's study, the strategies for influence should be adapted to the type of organization that can support policy, program and practice change. In particular, smaller organizations that work more at the community level appreciate proximal evidence and to hear about promising practices from individuals who are operating programs. Building partnerships and coalitions between stakeholders as well as advocating for change are possible approaches. On the other hand, larger organizations and institutions tend to prefer larger data sets that support generalizable findings and change processes.

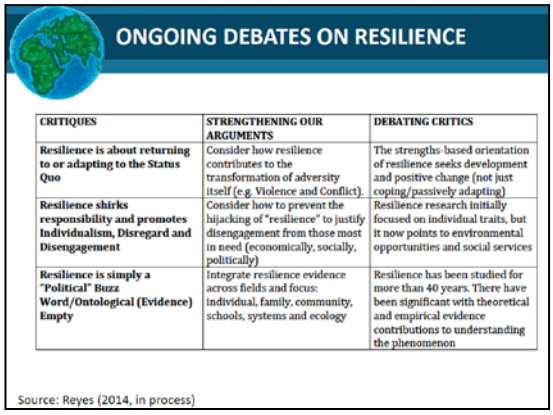


The module the shifts to a section on social justice and giving back as it relates to ethical responsibility, quality purposes and for pragmatic reasons. This includes ways in which to ground the lessons of your research among the various stakeholders and to make connections and alliances between stakeholders that can promote transparency and accountability as part of the momentum for change. Here, facilitators may recall that the difference between a transformative paradigm and the pragmatic one is the responsibility not only to policy makers but the wider constituency of stakeholders.

Especially relevant is to consider for transformative purposes, is how each study will give back to the vulnerable community that participated in the study. During this slide teams should be given plenty of time to discuss and report back on their planned approaches for giving back. This may include activities such as ethno-drama that allow young people to express their perspectives, community town halls to spur discussion and action, or if visual methods are used exhibits of pictures and photos. Facilitators may wish to explicitly draw upon the empowerment education models developed by Freire that promote community based critical thinking and engagement for reform.



The need for critical analysis runs throughout the transformative resilience approach and knowledge mobilization is no exception. Complementing their political economy analysis which is essential to the contextual relevance of their findings, teams should also critically engage with the concept of resilience. While resilience has gained much traction in terms of rhetoric within international education development is also has a growing number of detractors. To positively contribute to both in country and wider debates it is important for the teams to be aware of and engage with these critiques.



CRITIQUES	STRENGTHENING OUR ARGUMENTS	DEBATING CRITICS
Resilience is about returning to or adapting to the Status Quo	Consider how resilience contributes to the transformation of adversity itself (e.g. Violence and Conflict).	The strengths-based orientation of resilience seeks development and positive change (not just coping/passively adapting)
Resilience shirks responsibility and promotes Individualism, Disregard and Disengagement	Consider how to prevent the hijacking of "resilience" to justify disengagement from those most in need (economically, socially, politically)	Resilience research initially focused on individual traits, but it now points to environmental opportunities and social services
Resilience is simply a "Political" Buzz Word/Ontological (Evidence) Empty	Integrate resilience evidence across fields and focus: individual, family, community, schools, systems and ecology	Resilience has been studied for more than 40 years. There have been significant with theoretical and empirical evidence contributions to understanding the phenomenon

Many of these critiques require revisiting content of Module 2 (during workshop one). In particular the importance of social ecology perspectives in situating resilience as a dynamic process that draws not only on assets among vulnerable individuals and communities but which by definition requires the support and resourcing of service providers (thereby stressing their role and responsibility in promoting and, importantly, sustaining resilience). The table of resilience debates should be discussed in plenary guided by the activity questions - see below).

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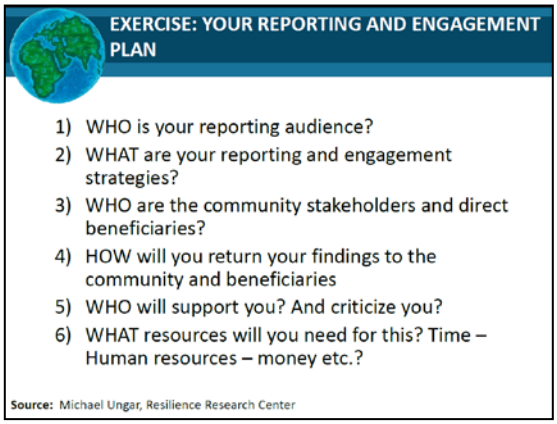
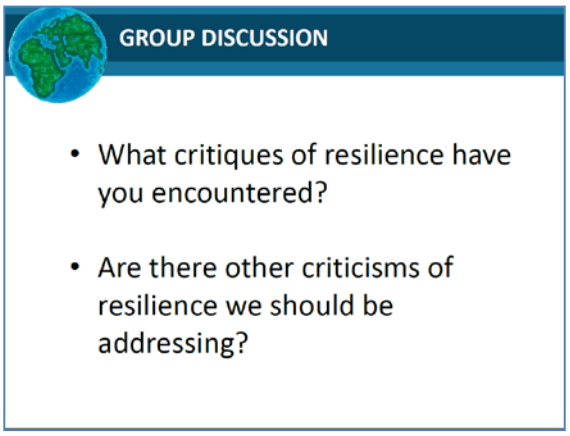
http://www.resilienceproject.org/research/projects/pathways-to-resilience
"The Pathways to Resilience Research Project (PTR) is a mixed methods research study that examines service use patterns, personal and ecological risk factors, and aspects of resilience of youth across different cultures, contexts, and with complex service histories. It began in Canada and now includes partners in at least five countries: Canada, New Zealand, South Africa, Colombia, and China."

Peters, R. D., Leadbeater, B. and McMahon, R. (2005), *Resilience in Children, Families and Communities: Linking Context to Practice and Policy,* (New York: Kluwer Academic/Plenum Publisher)

Session Activities



Reporting and engagement plan (slide 16): Country teams should work through a series of questions that serve to structure the reporting, engagement and dissemination stages of their research.



Critiques of resilience (slide 22): As a prelude to the discussion that will occur during module 9, this activity is designed to support a plenary discussion in which participants and participant teams offer critiques that they have heard from others as well as critiques that they may be personally considering based on their experience. Facilitators should take this activity as another opportunity to contextualize findings by encouraging discussion on the particular policy environment (challenges and opportunities) that each research team will face, and working together to identify possible strategies to overcome them.

GUIDANCE NOTE 9

Open reflections

Module-at-a-glance

Content	Suggested time	Instructional Activity
The value of local perspectives	30 minutes	Brief facilitator presentation Open discussion
Freedom to critique and grow		
Open reflections	2 hours 30 minutes	
Total Time	**Half a day**	

9 SLIDES

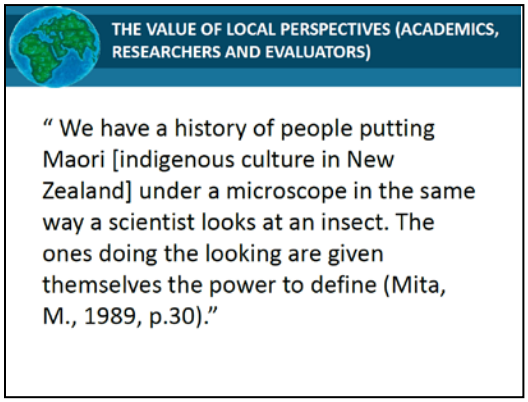
Learning Objectives

- To identify ways to better support sustainable local evidence for a wide range of different policy and practice contexts (in adversity)
- To promote an open debate that allows researchers to critical reflect on the RES-Research learning process among their peers
- To promote constructive critique that can be documented and used to improve the program

Key Messages

- Research implicitly and explicitly evokes power relations between those 'being researched' and those with the power to document, measure and convey their life experiences.
- Local researchers have much to contribute to the International Education Development agenda, not least of which are cultural validity and local perspectives which respect and validate
- As part of this process it is important to critically engage with the theories and methodologies used and to critically reflect on the RES-Research process.

Core content



The module begins with a brief presentation by the facilitators (to frame the subsequent discussion). Building on the 'current debates' that ended the previous module, facilitators should turn the critical reflection towards research more generally, highlighting the possible power dynamics that must be considered in any study. Facilitators can remind the group that the transformative agenda seeks to positively engage with this and reverse them towards empowering vulnerable communities. It does this through the ethical dimensions that guide the research as well as by empowering local researchers to conduct transformative research.

We must therefore also apply the value of critique to the RES-Research process. Not only the theory and concept of resilience as was discussed the previous day, but also the methodology and philosophy of the training program. Part of this empowerment is being able to identify the opportunities that a transformative resilience approach has opened up and where the challenges remains. Especially important if we are to break down the dominant power dynamics is the need to adopt a longer term perspective and sustain the positive impacts. Facilitators can also use part of this time for more specific team based technical support and trouble-shooting.

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Session Activities

The bulk of module 9 is dedicated to open discussion and is structured around four guiding questions:

- What are the contributions that only academics, researchers and evaluators who themselves live in contexts of chronic violence and conflict can provide?
- From your perspective, what elements would challenge from the resilience definitions that have evolved to-date?
- What are the challenges to sustain the relation between local evidence and national policy and practice in your country and do you have recommendations to overcome this?
- What do you take away from this workshop and the importance of resilience-based research?

Facilitators should guide a discussion through these questions ensuring that all teams and team members have a chance to contribute and participate in the discussion. The reflections and ideas that are presented during the discussion should be noted down as they may be fed back into the RES-Research design and content over later iterations. The module concludes with the final evaluation forms which provide written feedback on the content and process.