

ANNEX



RESILIENCE FACTORS OF SCHOOL COMMUNITIES AND LEARNERS

ANNEX 2: RESILIENCE FACTORS OF SCHOOL COMMUNITIES AND LEARNERS

Several key dimensions¹⁵ of the school community play important roles in its resilience to key risks. These dimensions guide the analysis and synthesis of data collected and can serve as key themes for investigation. These include:

- The ability of the school community to adjust and change to reduce risk (flexibility)
- The variety and diversity of assets (fail-safes and backups) in the school community that help schools function and make education accessible during adversity and crisis (diversity and redundancy)
- The ability of the school community to continually gain and apply new knowledge about risk to school management and community action, and adjust or transform it as needed (adaptive capacity)
- The mobilization of and collaboration among school and community actors, particularly parents, and assets to support education and reduce risk (collective action)
- The extent of positive, protective relationships within the school community and within the school that reduce risk and support trust, reciprocity, and cooperation before, during, and after a crisis (social capital and cohesion)
- The capacity of the school community to self-organize using internal resources and assets with minimal external support (self-reliance)

The resilience of learners—girls and boys—and the assets offered by their relationships with their families and school communities constitute another vital dimension to RERA data analysis and synthesis. Many learner internal assets¹⁶ are crucially relevant to the RERA and can have differentiated meaning depending on gender.

- *Achievement Motivation*: The young person is motivated to do well in school.
- *School Engagement*: The young person is actively engaged in learning.
- *Bonding to School*: The young person cares about her or his school.
- *Interpersonal Competence*: The young person has empathy, sensitivity, and friendship skills.
- *Resistance Skills*: The young person can resist negative peer pressure and dangerous situations.
- *Peaceful Conflict Resolution*: The young person seeks to resolve conflict nonviolently.
- *Personal Power*: The young person feels like he or she has control over “things that happen to me.”
- *Sense of Purpose*: The young person reports, “My life has a purpose.”
- *Positive View of Personal Future*: The young person is optimistic about her or his personal future.

¹⁵ Adapted from *Fostering Resilience, Protecting Children: UNICEF Humanitarian Action for Children Report 2011*, https://www.unicef.org/publications/files/HAC2011_EN_030911.pdf. Another useful work explaining the dynamic systems approach of community resilience is Frankenberger, T., Mueller, M., Spangler, T., & Alexander, S. (October 2013). *Community Resilience: Conceptual Framework and Measurement*, Feed the Future Learning Agenda. Rockville, MD: Westat. For useful insights into education resilience, see *SABER: Education Resilience Approaches*, World Bank (http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/brief/SABER_EDR_Brief.pdf).

¹⁶ Search Institute. (2016). *40 Developmental Assets for Adolescents*. Minneapolis, MN. Retrieved from <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>.

Particularly relevant external assets include the following:

- *Family Support*: The young person's family life provides high levels of love and support.
- *Other Adult Relationships*: The young person receives support from three or more nonparent adults.
- *Caring School Climate*: The school provides a caring, encouraging environment.
- *Caring Neighborhood*: The young person experiences caring neighbors.
- *Parent Involvement in Schooling*: Parent(s) are actively involved in helping the young person succeed in school.
- *Community Values Youth*: The young person perceives that adults in the community value youth.
- *Youth as Resources*: Young people are given useful roles in the community.
- *Safety*: The young person feels safe at home, at school, and in the neighborhood.
- *Creative Activities*: The young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- *Youth Programs*: The young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.