

# RES-360° Tool Kit

## RESILIENCE IN EDUCATION SYSTEMS: RAPID ASSESSMENT MANUAL





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# About This Tool Kit

One of the Education Resilience Approaches (ERA) Program’s first major tools, the RES-360° rapid assessment helps both national education institutions (e.g. Ministries of Education) and schools to identify the risks confronting education communities—especially students. It also points to the assets and positive engagement in schools and communities that, if recognized and supported, can make national education programs more relevant and effective in contexts of adversity.

This tool kit serves as a complement to the RES-360° Manual. It contains resources for collecting and analysing data on education resilience in a country, and for reporting and mobilizing this knowledge. Further guidance on the use of these materials can be found in the RES-360° Manual.



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# DATA COLLECTION TOOLS

# ANNEX A: GUIDE FOR THE FOCUS GROUP WITH MINISTRY OF EDUCATION (MoE) OR OTHER CENTRAL LEVEL ORGANIZATION

The goals of the MoE Level Focus Group Interview are to establish what this central level organization sees as the priority risks that students (children and youth) encounter and to identify key programs considered as priorities to mitigate the identified risks.

## 1. Preparation

- **Participants:** Ensure that 5–10 members of the MoE will attend the focus group (with no more than 10 attending). Members should be selected according to their ability to comment on the risks that children and youth face within the education system, and MoE policy and practice responses to these risks.
- **Facilitators:** If possible, have two researchers available to conduct the interview. One researcher can act as a moderator while the second is responsible for addressing technical issues such as ensuring that the audio recording equipment is working, taking notes of the discussion to type up after the interview, and recognizing emerging key points or themes.
- **Duration:** Expect the focus group to last between one and a half and two hours. Researchers should allow time (about one hour) before the focus group to set up the interview venue and greet participants.
- **Room Arrangement:** Arrange seating into a circle or around an oval table. This will facilitate equal participation and interest. If a writing board or projection screen is used, seating can be arranged in a horseshoe shape around the board/screen, and the moderating researcher should sit nearest to the board/screen.
- **Data Capture:** Interviews should be audio recorded and then transcribed following the interview. It is best to have two or more voice recorders and to use new batteries for each interview. Number each recorder before conducting the interview then arrange recorders so that they are spread evenly around the group. During the interview, the note taking researcher can draw a map showing where all participants are sitting and which recorder they are nearest. This will help to ensure that all data is captured and help in the transcription process.

## 2. Protective Education Programs and Services

**Facilitation Skills:** Interviewers should exercise mild, unobtrusive control during the focus group. The idea is to encourage the group to share thoughts, experiences, and ideas, and to ensure that all participants are able to do this. It is a good idea to be aware of the experts, dominant talkers, shy participants, and ramblers in the group. Using this knowledge, facilitators should encourage equal participation from all participants.

**Introductions and Informed Consent:** When all participants are seated, researchers should introduce themselves and review the participants' research rights and obtain confirmation of their

consent to participate.

Use this opportunity to explain that:

- The goal of the interview is to establish what the MoE sees as priority risks and key assets.
- There are no right or wrong answers, only differing points of view.
- We are on a first name basis.
- We are tape recording this meeting, so only one person should be speaking at a time.
- We are tape recording this meeting to ensure that all important information is captured.
- You don't need to agree with others, but you must listen respectfully as others share their views.
- As a reminder, your participation in this focus group is voluntary, and it is your right to refuse to answer any of the questions asked here.
- While we cannot assure anonymity of those who have participated here (because this is a focus group), we ask that you please not share what is discussed here today outside of this meeting in an effort to retain the confidentiality of the group.
- We ask that you turn off your phones or pagers. If you cannot and if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can.
- My role as moderator will be to guide the discussion.
- I would encourage you to talk to each other as a group.

When all participants have agreed to participate and have agreed to being recorded, the voice recorders should be switched on (if they are not already on). Once recorders are on, ask participants to briefly introduce themselves to the group. This will help to encourage participation and will help in the transcription process.

*Fieldwork success tips:*

*Minimum Obstruction: Keep in mind that during the focus group researchers should be primarily concerned with what the MoE sees as risks and what they believe they are doing to address those risks. Challenging the MoE position is not the purpose of the interview. Encourage participants to be vocal, engage in the interview, speak up, but to talk one at a time and to allow others the opportunity to comment.*

### 3. Interview Structure

The focus group interview is divided into three sections. In order to ensure that each section receives adequate attention, the moderator has a responsibility to limit discussion to the focus on the data. Keep in mind that the purpose of the focus group is simply to establish what the MoE officially sees as: priority risks, (section 1 of the focus group), key programs that address those risks (section 2 of the focus group), and the discussion of the local—school and community—level assessment (section 3 of the focus group).

During the interview make use of probes such as:

- “Would you explain further?”
- “Would you give an example?”
- “I don't understand, could you please tell me more about this?”

## 4. Interview Guide

### Section 1: Risk Assessment

**Discussion of National Risks Identified in the National Data Review.** Introduce the list of risks identified in your prior national data review (contained in Table 1) to MoE members in order to get their feedback on the findings. Specifically, you want to verify the risks identified in the document reviews.

Table 1. Risks Identified in the National Data Review			
Name Identified Risk	Source Document/s	Brief description regarding source, details, prevalence, and location of risk.	MoE Comments
1.			
2.			
3.			
...			
...			
...			

Keep in mind that as the focus group interview will be transcribed, notes in the table need not be detailed during the interview.

**New National Risks Not Previously Identified.** Once all previously identified risks have been presented to MoE members, the moderator should encourage participants to identify additional risks that may not have been revealed during the document reviews.

As new risks are revealed by MoE members, the moderating researcher should establish details of each risk before moving on to the next.

Details to establish are:

- Source of risk
- Location of risk
- Prevalence of risk
- Who is directly affected
- Do other MoE participants verify the risk?

### Section 2: Protective or Promotive Program Assessment

Section 2 of the MoE group interview focuses on identifying the national level resources (programs and services) available to youth that address risks.

Begin this section of the discussion by reviewing the national and international laws or policies regarding child protection that were identified in the document review.

## Discussion of National and International Laws and Policies Regarding Children and Youth

**Protection.** Begin by explaining that this section of the meeting is to establish a framework of what is expected from the country’s government in general and the MoE in particular with regard to child protection. Additional laws which may not pertain to the local context may also be presented as reference points. Explain that these laws or policies can provide useful frameworks for the consideration of prevention and protection supports.

Provide the MoE members an opportunity to identify any additional key policies or protective measures which have not been found by the research team.

<b>Table 2. National &amp; International Laws and Policies Related to Children and Youth Protection</b>				
Identified Law/ Policy	Source Document/s	Brief description regarding details, effect, and span of Program	Type of Risks Addressed	MoE Comments
1.				
2.				
3.				
...				
...				
...				

Once this review is complete proceed to a review of identified programs.

**Programs Identified in National Data Review.** Introduce the list of resources and programs identified in your prior national data review (contained in Table 3) to MoE members in order to get their get feedback on the findings. Validate these findings with MoE members.

<b>Table 3. National Programs to Protect Children, Adolescents, and Youth From Risks</b>				
Identified MoE Program	Source Document/s	Brief description regarding details, effect, and span of Program	Risks Addressed	MoE Comments
1.				
2.				
3.				
...				
...				
...				

**Additional MoE Programs and Policies to Address Risks.** Once all assets identified during the document reviews have been presented to MoE members, the moderator should encourage

participants to identify additional key policies, programs, and protective measures employed by the MoE and the education system that have not been addressed yet.

Each new asset should be detailed before discussing the next.

Details to establish are:

- Asset name
- What agency implemented the program
- Risks the asset aims to address
- Whom the program affects
- Do other MoE members verify the program’s implementation?

### Section 3: Discuss and Select Sample of Schools for Local Assessments

*Importantly, identified assets should be further explored to understand the link between these assets and identified risks and how the assets mitigate risks. Specifically, what programs are in place and what risks are they directed at?*

**Present Resilience Purposeful Sample Criteria.** The facilitators should present to the MoE focus group the rationale behind the local (school/community) assessment. For the critical case schools, it would be important to explain and discuss the importance of inter-acting with school actors who are both working in contexts of high adversity, but also taking important actions to cope with the risks (to prevent students’ exposure to risks, to continue to perform, to mitigate risks, etc.). The MoE representatives need to identify contexts of high adversity and schools within those contexts that can help to identify their local risks, coping assets, and perceptions of how national services are helping or can better help.

**Identify priority adversity (e.g., violence) context.** To identify the most appropriate context where schools can serve as resilience critical case studies, the MoE uses the list of risks and programs earlier identified to propose one or two priority high-risk contexts at the community level. This will inform the location of the critical case school to be invited to the study. Keep in mind that while the identified areas should be ones confronted by the greatest amounts of risk, they need not necessarily be areas experiencing the greatest amount of benefit from MoE programs.

For each identified possible “critical school case” assessment location, the moderator should find out:

- What risks typify this location?
- Are there assets specific to this region?
- What distinguishes this location from others?
- Who is authorised from the local MoE team and can be contacted to identify a specific school for participation, and can facilitate access to the school?
- Are there existing reports on schools in this context?

**RES-360° Questionnaire and Representative or Statistical School Sample.** Although the sample for the application of the RES-360° school questionnaire should not be selected at this stage, this possible next phase should be explained. Based on the information obtained through focus groups at the critical case schools, a questionnaire will be designed which later can be applied to a larger sample of schools. This larger sample can focus on representatives of schools of different contexts of the country (rural, urban, minority, indigenous, different types of adversities, etc.). If more resources (time, expertise, etc.) are available, the RES-360° questionnaire could be applied in a statistical sample of the population of interest. However, this decision should not be made at this point, as the priority is to understand from the critical case schools the local contexts and assets presents in these contexts.

## 5. Conclusion and Outputs

Conclude the focus group by providing the following:

- Briefly summarize findings from the focus group.
- Review the purpose of the interview and ask if anything has been missed.
- Thank participants for their time and their ongoing help.

Output from the national level focus groups should include:

- **Risk typology:** Identification of priority or key risks seen by the MoE to be confronting children and youth in the priority community for inclusion in the RES-360° questionnaire. These lists should be bullet points of key concepts and should be worded in ways that are understandable by local community members. Items should be no longer than five words and should be specific. These bullet points are then entered into Section A of the RES-360° questionnaire (see Annex D).
- **Protection programs:** Identification of existing education sector protective programs for school populations in contexts of adversity and risk. These lists should be bullet points of key concepts and should be worded in ways that are understandable by local community members. Items should be no longer than five words and should be specific. These bullet points are then entered into Section B of the RES-360° questionnaire (see Annex D).
- **Critical case school identification:** Identification of a priority community or school in which to conduct the school level assessment, and identification of key contacts from the MoE who can facilitate entry into the community.

## ANNEX B:

# GUIDE FOR INFORMATIONAL AND EXPERIENTIAL WORKSHOPS ON RESILIENCE

**Mini presentation goal:** Generate in a participative and positive way the interest of the teachers and parents in a resilience focus regarding students' well-being and learning achievement in spite of difficulties.

**The workshop has three components:** (1) The resilience definition, (2) The resilience process, and (3) ways in which schools and education program(s) can help.

### I. RESILIENCE DEFINITION

1. The mini presentation delivered to the participants (five slides at most) begins with a simple definition of the concept of resilience, and then an experiential exercise, focusing on "how you overcame a difficult time in your life." The following example can be used:
  - The researcher gives each participant three sheets of paper that the participant will use to reflect on ideas and to take personal notes about "a difficult situation in their lives that they have overcome." Participants should also write down those personal strengths that they believe helped them and what support they have received from other persons and resources (family, friends, unknown, institutions, place or community of worship, etc.). These pages are not for sharing with the wider group and, once finished, may be destroyed or taken home by the participant.
  - Participants wishing to do so may voluntarily share a summary of their experiences in the workshop.

### II. PRESENTATION OF THE RESILIENCE PROCESS

1. The researcher continues the mini presentation (five slides): *What helps us to recover and move forward in difficult times?*
2. Discuss examples of the difficult moments that the participants have shared.

### III. RESILIENCE AT SCHOOL AND THE SUPPORT PROVIDED BY EDUCATION PROGRAMS

1. The researcher closes the mini presentation (slide five) and asks participants to reflect on the importance of knowing the adversities that each school faces and the importance of feedback for education policy and program design. Specifically, how improved understanding of adversity and better aligned policy and programming will allow for more relevant support that utilizes and fosters the strengths of children and the education community.
2. Provide a space to reflect and discuss this further.

**Closure steps:** organize and/or start a focus group.



**EXERCISE 1. THE DIFFICULT MOMENTS IN MY LIFE: WHAT HAVE I OVERCOME AND WHAT AM I OVERCOMING?**

WHAT HAPPENED TO ME? WHAT DID I DO? IN WHAT CONTEXT DID THIS HAPPEN?

AS A BOY OR GIRL:

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AS A TEENAGER OR YOUNG ADULT:

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AS AN ADULT:

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THIS SHEET IS YOURS ONLY AND MAY BE USED FOR REFLECTIVE PURPOSES. DO NOT WRITE YOUR NAME. YOU MAY TAKE THIS PAPER WITH YOU OR DESTROY IT.



## EXERCISE 3. THE SUPPORT I RECEIVED DURING MY MOST DIFFICULT MOMENTS

(TRY TO THINK IN CONCRETE EXAMPLES WHENEVER POSSIBLE)

FROM FAMILY:

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FROM A SPECIAL TEACHER OR OTHER PERSONS:

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FROM INSTITUTIONS (EDUCATIONAL, RELIGIOUS, SOCIAL, ETC.):

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# ANNEX C:

## FOCUS GROUPS WITH STUDENTS, TEACHERS, AND PARENTS

### INSTRUCTIONS

Once the critical case schools (which represent priority contexts of adversity in the country) have been identified by the MoE and the schools have agreed to participate, the researchers should begin to organize the school and community level focus groups. The goal of these focus groups is to establish what the local education community (students, teachers, and parents) identify as priority risks threatening children and youth, and to identify the local formal and informal resources and opportunities available to mitigate exposure to these risks.

These locally identified risks and resources will allow the research team to compare school and community level priorities with those identified by the MoE. This comparative analysis can be done qualitatively by comparing the results of the MoE level focus groups with the school level focus groups. The second option is to conduct the comparison quantitatively, through administration of the RES-360° questionnaire to the larger school and community sample (see Annex D).

**Informational and Experiential Workshop:** Prior to all data collection, the researchers will facilitate the informational and experiential workshop with the focus group participants to both generate trust and, through real-life discussions, to better understand the meaning of resilience (see Annex B).

### 1. Preparation

- **Participants:** Focus groups should be organized with the following groups of participants:
  - Students
  - Teachers (and school administration including the principal)
  - Parents

It is very important to arrange focus group interviews with at least teachers, students, and parents but, if possible, also with other key stakeholders in the community that are believed to have something important to say about children and youth in the community, the risks confronting them, and the resources available to them. In order to ensure that participants feel comfortable participating, these groups must each have their own meeting. Researchers should expect to have at least three focus group interviews at the community level (one for students, one for teachers, and one for parents).

Ensure that five to six members of each group (students, teachers, and parents) will attend the focus groups, with no more than six people attending each group. Members should be selected according to their ability to comment on the risks that children and youth face within the community, and on the resources available to children and youth.

- **Facilitators:** If possible, have two researchers available to conduct the interview. One re-

searcher can act as a moderator while the second is responsible for addressing technical issues such as ensuring the audio recording equipment is working and on, taking notes of the discussion to type up after the interview, and recognizing emerging key points or themes.

- **Duration:** Expect the focus group to last between one and a half and two hours. Researchers should allow time (about one hour) before the focus group begins to set up the interview venue and greet participants. Using a list of expected participants, researchers can also use this time to record attendance as participants arrive.
- **Room Arrangement:** Arrange seating in a circular formation. This will facilitate equal participation and keep all participants engaged in the discussion. If a writing board or projection screen is used, seating can be arranged in a horseshoe shape around the board/screen, and the moderating researcher should sit nearest to the board/screen.
- **Data Capture:** Interviews should be audio recorded and then transcribed following the interview. It is best to have two or more voice recorders and to use new batteries for each interview. Number each recorder before conducting the interview then arrange recorders so that they are spread evenly around the group. During the interview, the note taker can draw a map showing where all participants are sitting and which recorder they are nearest. This will help ensure that all data is captured and help in the transcription process.
- Risks that become apparent to researchers during the school level observation period and while reviewing local reports should be listed prior to the focus group meetings. Similarly, resources available to youth should be listed.

## 2. Introduction

**Facilitation Skills:** Interviewers should exercise mild unobtrusive control during the focus group. The idea is to encourage the group to share thoughts, experiences, and ideas, and to ensure that all participants are able to do this. It is a good idea to be aware of the experts, dominant talkers, shy participants and those with a tendency to talk for long periods in the group. Using this knowledge, facilitators should encourage equal participation from all participants.

**Introduction and Informed Consent:** When all participants are seated, the researchers should introduce themselves and review the participants' research rights and obtain confirmation of their consent to participate.

Use this opportunity to explain:

- The goal of the interview is to establish what community members see as priority risks and key assets
- There are no right or wrong answers, only differing points of view
- We will function on a first name basis (or on the most appropriate ways in local context)
- We are tape recording this meeting, so only one person should be speaking at a time
- We are tape recording this meeting to ensure that all important information is captured
- You don't need to agree with others, but you must listen respectfully as others share their views
- As a reminder, your participation in this focus group is voluntary, and it is your right to refuse

to answer any of the questions asked here, should you wish

- While we cannot assure anonymity of those who have participated here (because this is a focus group), we ask that you please not share what is discussed here today outside of this meeting in an effort to retain the confidentiality of the group
- We ask that your turn off your phones or pagers. If you cannot and if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can
- My role as moderator will be to guide the discussion
- I would encourage you to talk to each other as a group

When all participants have agreed to participate and have agreed to being recorded, the voice recorders should be switched on (if they are not already on). Once recorders are on, ask participants to briefly introduce themselves to the group. This will help to encourage participation and will help the transcription process.

*Fieldwork success tip: Encourage participants to be vocal, engage in the interview, speak up, but to talk one at a time and to allow others the opportunity to comment.*

### 3. Interview Structure

The focus group interviews are divided into three sections: (i) risks, (ii) assets and coping strategies, and (iii) available programs and services. In order to ensure that each section receives adequate attention, the moderator has a responsibility to limit discussion that begins to veer away from the focus of the interview. Keep in mind that the purpose of the focus group is simply to establish and identify what community members deem to be priority risks and key assets that address those risks.

In order to clarify the opinions given by the participants during the interview you may use probes such as:

- “Would you explain further?”
- “Would you give an example?”
- “I don’t understand, could you please tell me more about this?”

### 4. Interview Guide

#### Section 1: Risk Assessment

Section 1 of the focus group aims to collect information on the local risks identified by students, teachers, and parents themselves. These risks may be present in the streets, in school, at home or in any other context identified by the participants.

**Initiating a Discussion on Risks:** To facilitate the initial discussion on risks, introduce some of the items contained in the list of risks identified in your prior national data review and focus group with MoE representatives to the participants in the focus group. Get their feedback on the findings. By introducing a few observed risks to the focus group, researchers will be able to encourage participation. During the focus group, introduce each listed risk to participants in order to get their feedback. The moderator should encourage community members to identify additional

risks that may not have been identified by researchers. As new risks are identified, the moderating researcher should establish details of each risk before moving on to the next. Important details to establish here are:

- Source of risk
- Location of risk
- Prevalence/Incidence of risk
- Who is directly affected?

Once the list is complete ask the group the following three questions:

- What sense or meaning can you take from these risks?
- Who or what is responsible for creating these risks?
- Who or what is responsible for resolving these risks?

In order to ensure that all identified risks are presented to participants, list them in the table below prior to the interview. This can also be used to prepare the preliminary list of local risks.

Risks established in the typology at school level	Participant conversations and local level comments	
	Where?	Who is affected by it?
1		
2		
3		
4		
5		

It is important to keep in mind that, as the focus group interview will be transcribed, notes in the table need not be detailed during the interview. The purpose of the above table is largely to encourage participation and to start off with a discussion focus and purpose.

## Section 2: School and Community Assets and Coping Strategies

Section 2 of the focus group is aimed at identifying the school and community assets and the coping strategies of students, teachers, and parents that help mitigate exposure to, or the impact of, the risks previously discussed. After each asset or coping strategy is presented or identified participants should discuss,

- which risks a particular asset or coping strategy can mitigate,
- to whom these resources are available, and
- how effective they believe the asset or coping strategy is.

The research assistant should capture the discussion on assets and coping strategies in a table such as the one below.

Assets or coping Strategies	Which risk it helps mitigate?	Who exhibits this asset or coping strategy?
1		
2		
3		
4		
5		

Once local/community assets have been identified by the participants, or if they are having problem verbalizing them, the following questions should be asked:

- Do young people have mentors in the community? Who are these people? Are they positive mentors?
- Are there teachers that form special relationships with children and youth? Are there people that children and youth can talk to? Who are they? What role does this play in the lives of youth?
- Are there opportunities to provide children and youth with socioemotional support? Do they have opportunities to express their emotions? Where are these opportunities located? Are these opportunities healthy or positive?
- What sense can the community make of the risks it faces? Are there good news stories that children and youth can take a positive image from?
- What role does connection to community and between community members play in positive outcomes? What role does trust and respect play in this? What about working together and doing things together?
- What efforts are made to hold people (adults and children) accountable for their behaviour? Here we should probe issues such as use of fair treatment, and non-abusive discipline approaches.
- What about teachers? How can they adapt their teaching methodologies? How can the curricular programs be adapted? What role does this or can this play in positive outcomes for children and youth?
- How could or does parental involvement in school and schooling promote positive outcomes for children and youth? What about community involvement in schools?

**Section 3: Support Programs Available at the Community Level**

Section 3 of the focus group is aimed at identifying programs within the school and community that help students, teachers, and parents mitigate exposure to, or the impact of, the risks previously discussed. Initiate the discussion with a list of support programs available for schools in contexts of adversity, identified through the national data review and MoE focus groups. Prepare a preliminary list of programs following the format in the table below prior to the meeting, and then present them to participants for comment.



Name of program or resource received	Which risk(s) does it help to mitigate?	Who executes the program or support?
1		
2		
3		
4		
5		

After each resource is presented or identified, participants should be asked about their views of the resource or program and what impact it has on the community. They should be allowed the opportunity to discuss which risks a resources can mitigate, who the resource is available to, and how effective the resource is.

**New Programs and Services for Local School and Community:** Once all pre-identified programs and services have been presented to participants and discussed, the moderator should encourage participants to identify additional local programs and services that are aimed at mitigating risks and protecting children, adolescents, and youth, that had not been identified yet. Each new program or service should be detailed before discussing the next. Details to establish are

- the name of the program/service,
- the agency that implemented the program/service, and
- the risks that the program/service aims to address.

It is also extremely important to explore the availability of informal services in schools and communities. Details to establish are:

- Are there informal programs? For example, are there feeding/meal programs, and if so where?
- Where are these programs located?
- Who is running these programs?
- How do these programs operate?
- What would a “day in the life of” description of this program be?

Finally, present the priority programs and supports identified at the national MoE level focus groups. Work with the participants to find a way of describing the programs that students, parents, and teachers in the community will understand. Use these descriptions in the RES-360o questionnaire, rather than actual program names.

### Conclusion and Output

Conclude the focus group by doing the following:

- Briefly summarize findings from the focus group.
- Review the purpose of the interview and ask if anything has been missed.
- Thank participants for their time and their ongoing help.

As with the national level focus group outputs, output from the community and school level focus groups should include:

- **Risk typology:** Identification of priority or key risks confronting children and youth for inclusion in the RES-360° questionnaire. These lists should be bullet points of key concepts and should be worded in ways that are understandable to local community members. Items should be no longer than five words and should be specific. These bullet points are then entered into Section A of the RES-360° questionnaire, following those of the MoE (see Annex D).
- **Protection programs:** Identification of existing education sector protective programs for school populations in contexts of adversity and risk. These lists should be bullet points of key concepts and should be worded in ways that are understandable to local community members. Items should be no longer than five words and should be specific. These bullet points are then entered into Section B of the RES-360° questionnaire, following those of the MoE (see Annex D).
- **Prioritized supports:** Wording of the MoE's typology of five prioritized programs and supports revised so that students, parents, and teachers can recognize the programs locally.

# ANNEX D: RES-360° QUESTIONNAIRE TEMPLATE

FOR OFFICE USE ONLY	
PARTICIPANT ID	
SAMPLE ID	
SITE ID	
DATE OF ADMINISTRATION	

Thank you for participating in the [Insert name of research here]. Listed below are questions about the risks that you face in your school and community and the resources that are available in your school, community, and family. Please read the directions for each question carefully. Please answer all questions as honestly as you can. There are no wrong answers.

Your answers will be combined with those of other students. Only the summarized information will be given back to the school and education department, and all answers will be anonymous. Therefore, please do not put your name anywhere on this questionnaire.

Thank you!

### *Questionnaire development instructions:*

*The following questions should be asked of students participating in the study. They should be adapted to suit the context and asked in an appropriate manner.*

Are you male or female?	
How old are you?	
What grade are you in?	

## SECTION A1 – RISKS

### *Questionnaire development instructions:*

*Insert up to 20 risks in the spaces below. Use up to 10 risks identified at the national level focus group with the MoE and up to 10 risks identified at the local level focus groups. Make sure the risks listed are specific. For example, if aggression has been identified, the options listed below should be specific (such as fights, bullying, disruptive behavior). Similarly, illicit activities should be listed (such as narco-trafficking, micro trafficking, arms trafficking, prostitution). These categories should be listed using words that will make sense to the participants completing the assessment. Keep notes regarding which items are provided by the MoE and which items by NGOs, donors, or local communities. Repeat the questions in Section A2.*

How prevalent are the following risks in your home, school, community, or neighborhood? Circle one answer for each statement.					
	1. Not at all prevalent	2. A little prevalent	3. Some – what prevalent	4. Often prevalent	5. Very prevalent
1. [insert risk here]	0	0	0	0	0
2. [insert risk here]	0	0	0	0	0
3. [insert risk here]	0	0	0	0	0
4. [insert risk here]	0	0	0	0	0
5. [insert risk here]	0	0	0	0	0
6. [insert risk here]	0	0	0	0	0
7. [insert risk here]	0	0	0	0	0
8. [insert risk here]	0	0	0	0	0
9. [insert risk here]	0	0	0	0	0
10. [insert risk here]	0	0	0	0	0
11. [insert risk here]	0	0	0	0	0
12. [insert risk here]	0	0	0	0	0
13. [insert risk here]	0	0	0	0	0
14. [insert risk here]	0	0	0	0	0
15. [insert risk here]	0	0	0	0	0
16. [insert risk here]	0	0	0	0	0
17. [insert risk here]	0	0	0	0	0
18. [insert risk here]	0	0	0	0	0
19. [insert risk here]	0	0	0	0	0
20. [insert risk here]	0	0	0	0	0

## SECTION A2 – LOCATION OF RISKS

Where do you experience these risks?			
	1. At School	2. At home	3. On the Street
1. [insert risk here]	0	0	0
2. [insert risk here]	0	0	0
3. [insert risk here]	0	0	0
4. [insert risk here]	0	0	0
5. [insert risk here]	0	0	0
6. [insert risk here]	0	0	0
7. [insert risk here]	0	0	0
8. [insert risk here]	0	0	0
9. [insert risk here]	0	0	0
10. [insert risk here]	0	0	0
11. [insert risk here]	0	0	0
12. [insert risk here]	0	0	0
13. [insert risk here]	0	0	0
14. [insert risk here]	0	0	0
15. [insert risk here]	0	0	0
16. [insert risk here]	0	0	0
17. [insert risk here]	0	0	0
18. [insert risk here]	0	0	0
19. [insert risk here]	0	0	0
20. [insert risk here]	0	0	0

## SECTION B1 - ASSETS

### Questionnaire development instructions:

Insert up to 20 school and community resources and positive assets that were identified in the focus groups with MoE representations and school community members (students, teachers, and parents) in the spaces below. Use up to 10 risks identified at the national level focus group with the MoE and up to 10 risks identified at the local level focus groups. Include activities, people, institutions, spaces and community. Make sure that the resources are listed in a way that will enable teachers, parents, and students to easily understand them. Participants should be able to respond regarding whether or not these resources are important to them and where these resources are positioned.

Repeat the questions in Section B2.

From the following list of positive things in your home, school, and community, please indicate how important these things are to you and how often they are happening/you have access to them.

School and Community resources	How important is this to you?				
	1. Not at all	2. A little important	3. Some-what important	4. Important	5. Very important
1. [insert asset here]	0	0	0	0	0
2. [insert asset here]	0	0	0	0	0
3. [insert asset here]	0	0	0	0	0
4. [insert asset here]	0	0	0	0	0
5. [insert asset here]	0	0	0	0	0
6. [insert asset here]	0	0	0	0	0
7. [insert asset here]	0	0	0	0	0
8. [insert asset here]	0	0	0	0	0
9. [insert asset here]	0	0	0	0	0
10. [insert asset here]	0	0	0	0	0
11. [insert asset here]	0	0	0	0	0
12. [insert asset here]	0	0	0	0	0
13. [insert asset here]	0	0	0	0	0
14. [insert asset here]	0	0	0	0	0
15. [insert asset here]	0	0	0	0	0
16. [insert asset here]	0	0	0	0	0
17. [insert asset here]	0	0	0	0	0
18. [insert asset here]	0	0	0	0	0
19. [insert asset here]	0	0	0	0	0
20. [insert asset here]	0	0	0	0	0

## SECTION B2 – AVAILABILITY OF ASSETS

School and Community resources	How often is this happening?				
	1. Never	2. Rarely	3. Some- times	4. Often	5. Always
1. [insert asset here]	0	0	0	0	0
2. [insert asset here]	0	0	0	0	0
3. [insert asset here]	0	0	0	0	0
4. [insert asset here]	0	0	0	0	0
5. [insert asset here]	0	0	0	0	0
6. [insert asset here]	0	0	0	0	0
7. [insert asset here]	0	0	0	0	0
8. [insert asset here]	0	0	0	0	0
9. [insert asset here]	0	0	0	0	0
10. [insert asset here]	0	0	0	0	0
11. [insert asset here]	0	0	0	0	0
12. [insert asset here]	0	0	0	0	0
13. [insert asset here]	0	0	0	0	0
14. [insert asset here]	0	0	0	0	0
15. [insert asset here]	0	0	0	0	0
16. [insert asset here]	0	0	0	0	0
17. [insert asset here]	0	0	0	0	0
18. [insert asset here]	0	0	0	0	0
19. [insert asset here]	0	0	0	0	0
20. [insert asset here]	0	0	0	0	0





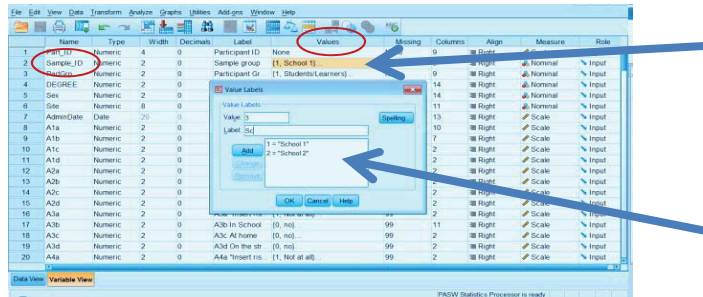
# DATA ANALYSIS TOOLS



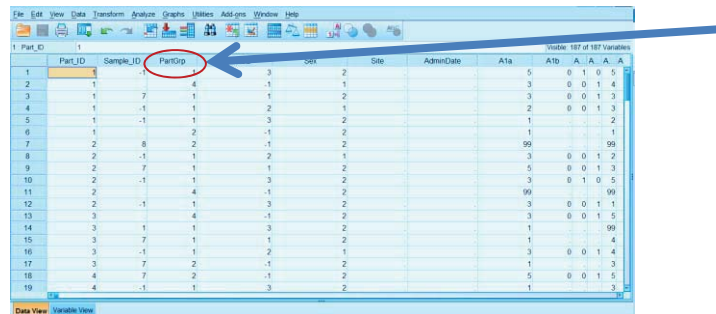
# ANNEX E: CUSTOMIZING THE SPSS DATABASE AND SPSS SYNTAX

The data base syntax will need to be adjusted to reflect the final version of the RES-360o questionnaire. The following actions are necessary:

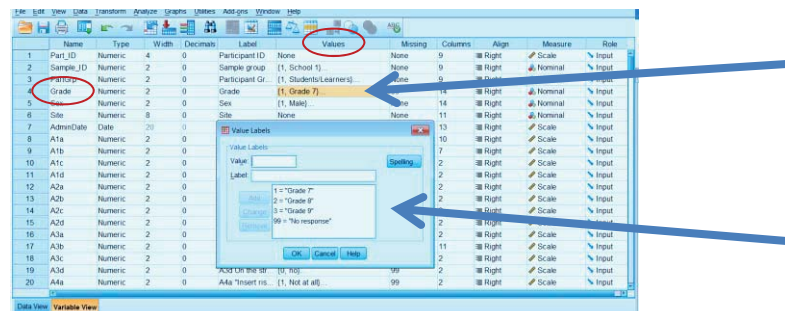
1. The number of schools participating in the survey should be reflected in the variable “Sample\_ID.” By clicking on the relevant value labels box, the number of schools and school names or identifiers can be added.



2. Data for students should be entered first as group “1” for the variable PartGrp/Participant Group; parents as group “2”; teachers as group “3”; and school administrative staff as group “4.” As data for each participant is entered, the relevant group number needs to be inserted in the PartGrp column.



3. The grades represented by students participating in the survey should be reflected in the variable “Grade.” By clicking on the relevant value labels box, the various grades can be added.



- All risks listed in the RES-360o questionnaire need to be listed in the database. Risks should be inserted as indicated in the database, replacing “Insert risk here.” Changes can be made by double clicking (using the left hand button of your mouse) on the relevant cell and then typing normally (including deleting). Make a note on which risks were identified by the MoE and which were identified by the Critical Case Schools, by using a marker in the SPSS data set in the SPSS variable label. This can be done by adding NL (for National Level) and CL (Community Level) at the end of the relevant items.

Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measure
1 Part_ID	Numeric	4	0	Participant ID	None	None	9	Right	Scale
2 Sample_ID	Numeric	2	0	Sample group	(1, School 1)	None	9	Right	All Nominal
3 PartGrp	Numeric	2	0	Participant Group	(1, Student/Learners)	None	9	Right	All Nominal
4 Grade	Numeric	2	0	Grade	(1, Grade 7)	99	14	Right	All Nominal
5 Sex	Numeric	2	0	Sex	(1, Male)	None	14	Right	Nominal
6 AdminDate	Date	20	0	Administration Date				Right	Scale
7 A1a	Numeric	2	0	A1a "Insert risk here"	(0, no)	99	10	Right	Scale
8 A1b	Numeric	2	0	A1b In School	(0, no)	99	7	Right	Scale
9 A1c	Numeric	2	0	A1c At home	(0, no)	99	2	Right	Scale
10 A1d	Numeric	2	0	A1d On the street	(0, no)	99	2	Right	Scale
11 A2a	Numeric	2	0	A2a "Insert risk here"	(1, Not at all)	99	2	Right	Scale
12 A2b	Numeric	2	0	A2b In School	(0, no)	99	2	Right	Scale
13 A2c	Numeric	2	0	A2c At home	(0, no)	99	2	Right	Scale
14 A2d	Numeric	2	0	A2d On the street	(0, no)	99	2	Right	Scale
15 A3a	Numeric	2	0	A3a "Insert risk here"	(1, Not at all)	99	2	Right	Scale
16 A3b	Numeric	2	0	A3b In School	(0, no)	99	11	Right	Scale
17 A3c	Numeric	2	0	A3c At home	(0, no)	99	2	Right	Scale
18 A3d	Numeric	2	0	A3d On the street	(0, no)	99	2	Right	Scale
19 A4a	Numeric	2	0	A4a "Insert risk here"	(1, Not at all)	99	2	Right	Scale
20 A4b	Numeric	2	0	A4b In School	(0, no)	99	2	Right	Scale

- This process needs to be repeated for assets as well, in each “importance” cell of section B.
- Risk and asset labels also need to be inserted in the scoring syntax files. Risk labels are entered into the “Scoring Syntax for Risk and Exposure Analysis File 1” file and asset labels are entered into the “Scoring Syntax for Resource Prevalence and Importance” file.

```

1 RECODE B1a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B1almpport.
2 VARIABLE LABELS B1almpport "Insert asset here".
3 EXECUTE.
4
5 RECODE B2a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B2almpport.
6 VARIABLE LABELS B2almpport "Insert asset here".
7 EXECUTE.
8
9 RECODE B3a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B3almpport.
10 VARIABLE LABELS B3almpport "Insert asset here".
11 EXECUTE.
12
13 RECODE B4a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B4almpport.
14 VARIABLE LABELS B4almpport "Insert asset here".
15 EXECUTE.
16
17 RECODE B5a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B5almpport.
18 VARIABLE LABELS B5almpport "Insert asset here".
19 EXECUTE.
20
21 RECODE B6a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B6almpport.
22 VARIABLE LABELS B6almpport "Insert asset here".
23 EXECUTE.
24
25 RECODE B7a (SYSMIS=99) (1=1) (2=2) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B7almpport.

```

# ANNEX F:

## RES-360° QUESTIONNAIRE DATA ENTRY GUIDE

FOR OFFICE USE ONLY	
PARTICIPANT ID	<i>Identification numbers should be numeric and distinct for every participant</i>
SAMPLE ID	<i>Each participating school should have its own unique identification number. Numbering can start at 1.</i>
SITE ID	<i>Where data has been gathered from students a "1" should be entered for this variable, a "2" should be entered for parents, "3" for teachers, and "4" for school administrative staff.</i>
DATE OF ADMINISTRATION	

Thank you for participating in the [Insert name of research here]. Listed below are questions about the risks you face in your school and community and the resources available in your school, community, and family. Please read the directions for each question carefully. Please answer all questions as honestly as you can. There are no wrong answers.

Your answers will be combined with those of other students. Only the summarized information will be given back to the school and education department, and all answers will be anonymous. Therefore, please do not put your name anywhere on this questionnaire.

Thank you!

Are you male or female?	<i>1=male; 2=female</i>
How old are you?	<i>Age should be entered numerically in years</i>
What grade are you in?	<i>Grade should be entered numerically</i>

## SECTION A1—RISKS

How prevalent are the following risks in your home, school, community or neighbourhood? Circle one answer for each statement.					
	1. Not at all	2. A little	3. Some - what	4. Often	5. A lot
1. Someone selling drugs	1	2	3	4	5
2. Someone stealing things	1	2	3	4	5
3. Forceful sexual relations	1	2	3	4	5
4. Hitting violently another person	1	2	3	4	5
5. Children or youth being hit violently by their parents	1	2	3	4	5
6. Couples yelling at each other	1	2	3	4	5
7. Someone died because of shooting or stabbing	1	2	3	4	5
8. Physical punishment by teachers	1	2	3	4	5
9. Asking for money with threats	1	2	3	4	5
10. Persons being robbed	1	2	3	4	5
11. Not allowed to enter schools without uniform	1	2	3	4	5
12. [insert risk here]	1	2	3	4	5
13. [insert risk here]	1	2	3	4	5
14. [insert risk here]	1	2	3	4	5
15. [insert risk here]	1	2	3	4	5
16. [insert risk here]	1	2	3	4	5
17. [insert risk here]	1	2	3	4	5
18. [insert risk here]	1	2	3	4	5
19. [insert risk here]	1	2	3	4	5
20. [insert risk here]	1	2	3	4	5

**NOTE:** Items are examples only, as each context will develop its own items based on the qualitative phase of the RES-360° process.

## SECTION A2—LOCATION OF RISKS

Where do you experience these risks?			
	1. At School	2. At home	3. On the Street
1. Someone selling drugs	1	2	3
2. Someone stealing things	1	2	3
3. Forceful sexual relations	1	2	3
4. Hitting violently another person	1	2	3
5. Children or youth being hit violently by their parents	1	2	3
6. Couples yelling at each other	1	2	3
7. Someone died because of shooting or stabbing	1	2	3
8. Physical punishment by teachers	1	2	3
9. Asking for money with threats	1	2	3
10. Persons being robbed	1	2	3
11. Not allowed to enter school without uniform	1	2	3
12. [insert risk here]	1	2	3
13. [insert risk here]	1	2	3
14. [insert risk here]	1	2	3
15. [insert risk here]	1	2	3
16. [insert risk here]	1	2	3
17. [insert risk here]	1	2	3
18. [insert risk here]	1	2	3
19. [insert risk here]	1	2	3
20. [insert risk here]	1	2	3

**NOTE:** Items are examples only, as each context will develop its own items based on the qualitative phase of the RES-360° process.

## SECTION B1—ASSETS

From the following list of positive things in your home, school and community, please indicate how important these things are to you and how often they are happening/you have access to them.

School and Community resources	How important is this to you?				
	1. Not at all	2. A little important	3. Some-what important	4. Important	5. Very important
1. Repairs, Materials, and Recreational Activities by Parent Teacher Associations and School Boards	1	2	3	4	5
2. Math and Spanish Reinforcement By Teachers	1	2	3	4	5
3. Free Story and Work Books to Take Home	1	2	3	4	5
4. Free School Lunch	1	2	3	4	5
5. Rights and Good Citizen Lectures by Community Organizations and Churches	1	2	3	4	5
6. Drug Prevention Programs by Police	1	2	3	4	5
7. Mothers come to school to help with security	1	2	3	4	5
8. Some teachers take the time to advice students after school	1	2	3	4	5
9. Monitoring student behaviour and share with parents	1	2	3	4	5
10. School psychologist or counselors accessible	1	2	3	4	5
11. Students like to take decisions for themselves	1	2	3	4	5
12. [insert asset here]	1	2	3	4	5
13. [insert asset here]	1	2	3	4	5
14. [insert asset here]	1	2	3	4	5
15. [insert asset here]	1	2	3	4	5
16. [insert asset here]	1	2	3	4	5
17. [insert asset here]	1	2	3	4	5
18. [insert asset here]	1	2	3	4	5
19. [insert asset here]	1	2	3	4	5
20. [insert asset here]	1	2	3	4	5

**NOTE:** Items are examples only, as each context will develop its own items based on the qualitative phase of the RES-360° process.



## SECTION B2—AVAILABILITY OF ASSETS

School and Community resources	How often is this happening?				
	1. Never	2. Rarely	3. Some- times	4. A lot	5. Always
1. Repairs, Materials, and Recreational Activities by Parent Teacher Associations and School Boards	1	2	3	4	5
2. Math and Spanish Reinforcement By Teachers	1	2	3	4	5
3. Free Story and Work Books to Take Home	1	2	3	4	5
4. Free School Lunch	1	2	3	4	5
5. Rights and Good Citizen Lectures by Community Organizations and Churches	1	2	3	4	5
6. Drug Prevention Programs by Police	1	2	3	4	5
7. Mothers come to school to help with security	1	2	3	4	5
8. Some teachers take the time to advice students after school	1	2	3	4	5
9. Monitoring student behaviour and share with parents	1	2	3	4	5
10. School psychologist or counselors accessible	1	2	3	4	5
11. Students like to take decisions for themselves	1	2	3	4	5
12. [insert asset here]	1	2	3	4	5
13. [insert asset here]	1	2	3	4	5
14. [insert asset here]	1	2	3	4	5
15. [insert asset here]	1	2	3	4	5
16. [insert asset here]	1	2	3	4	5
17. [insert asset here]	1	2	3	4	5
18. [insert asset here]	1	2	3	4	5
19. [insert asset here]	1	2	3	4	5
20. [insert asset here]	1	2	3	4	5

**NOTE:** Items are examples only, as each context will develop its own items based on the qualitative phase of the RES-360° process.

## ANNEX G: SPSS SYNTAX FILES

The following three syntax files are used for scoring and analyzing the data contained in the SPSS database. Electronic versions are available with the SPSS database.

## Scoring syntax for risk and exposure analysis file 1

RECODE A1a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A1a\_exp.  
VARIABLE LABELS A1a\_exp 'A1a\_exp: Insert risk here'.

EXECUTE.

RECODE A2a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A2a\_exp.  
VARIABLE LABELS A2a\_exp 'A2a\_exp: Insert risk here'.

EXECUTE.

RECODE A3a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A3a\_exp.  
VARIABLE LABELS A3a\_exp 'A3a\_exp: Insert risk here'.

EXECUTE.

RECODE A4a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A4a\_exp.  
VARIABLE LABELS A4a\_exp 'A4a\_exp: Insert risk here'.

EXECUTE.

RECODE A5a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A5a\_exp.  
VARIABLE LABELS A5a\_exp 'A5a\_exp: Insert risk here'.

EXECUTE.

RECODE A6a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A6a\_exp.  
VARIABLE LABELS A6a\_exp 'A6a\_exp: Insert risk here'.

EXECUTE.

RECODE A7a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A7a\_exp.  
VARIABLE LABELS A7a\_exp 'A7a\_exp: Insert risk here'.

EXECUTE.

RECODE A8a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A8a\_exp.  
VARIABLE LABELS A8a\_exp 'A8a\_exp: Insert risk here'.

EXECUTE.

RECODE A9a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A9a\_exp.  
VARIABLE LABELS A9a\_exp 'A9a\_exp: Insert risk here'.

EXECUTE.

RECODE A10a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A10a\_exp.  
VARIABLE LABELS A10a\_exp 'A10a\_exp: Insert risk here'.

EXECUTE.

RECODE A11a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A11a\_exp.  
VARIABLE LABELS A11a\_exp 'A11a\_exp: Insert risk here'.

EXECUTE.

RECODE A12a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A12a\_exp.  
VARIABLE LABELS A12a\_exp 'A12a\_exp: Insert risk here'.

EXECUTE.

RECODE A13a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A13a\_exp.  
VARIABLE LABELS A13a\_exp 'A13a\_exp: Insert risk here'.

EXECUTE.

RECODE A14a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A14a\_exp.  
VARIABLE LABELS A14a\_exp 'A14a\_exp: Insert risk here'.

EXECUTE.

RECODE A15a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A15a\_exp.

```

VARIABLE LABELS A15a_exp 'A15a_exp: Insert risk here'.
EXECUTE.
RECODE A16a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A16a_exp.
VARIABLE LABELS A16a_exp 'A16a_exp: Insert risk here'.
EXECUTE.
RECODE A17a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A17a_exp.
VARIABLE LABELS A17a_exp 'A17a_exp: Insert risk here'.
EXECUTE.
RECODE A18a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A18a_exp.
VARIABLE LABELS A18a_exp 'A18a_exp: Insert risk here'.
EXECUTE.
RECODE A19a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A19a_exp.
VARIABLE LABELS A19a_exp 'A19a_exp: Insert risk here'.
EXECUTE.
RECODE A20a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO A20a_exp.
VARIABLE LABELS A20a_exp 'A20a_exp: Insert risk here'.
EXECUTE.

```

```

USE ALL.
COMPUTE filter_$=(PartGrp = 1).
VARIABLE LABEL filter_$ 'PartGrp = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMAT filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

```

```

FREQUENCIES VARIABLES=A1a_exp A2a_exp A3a_exp A4a_exp A5a_exp A6a_exp A7a_exp
A8a_exp A9a_exp
  A10a_exp A11a_exp A12a_exp A13a_exp A14a_exp A15a_exp A16a_exp A17a_exp A18a_exp
A19a_exp A20a_exp
  /BARCHART FREQ
  /ORDER=ANALYSIS.

```

```

USE ALL.
COMPUTE filter_$=(PartGrp = 2).
VARIABLE LABEL filter_$ 'PartGrp = 2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMAT filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

```

```

FREQUENCIES VARIABLES=A1a_exp A2a_exp A3a_exp A4a_exp A5a_exp A6a_exp A7a_exp
A8a_exp A9a_exp
  A10a_exp A11a_exp A12a_exp A13a_exp A14a_exp A15a_exp A16a_exp A17a_exp A18a_exp
A19a_exp A20a_exp

```

```
/BARCHART FREQ  
/ORDER=ANALYSIS.
```

```
USE ALL.  
COMPUTE filter_$=(PartGrp = 3).  
VARIABLE LABEL filter_$ 'PartGrp = 3 (FILTER)'.  
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.  
FORMAT filter_$ (f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

```
FREQUENCIES VARIABLES=A1a_exp A2a_exp A3a_exp A4a_exp A5a_exp A6a_exp A7a_exp  
A8a_exp A9a_exp  
A10a_exp A11a_exp A12a_exp A13a_exp A14a_exp A15a_exp A16a_exp A17a_exp A18a_exp  
A19a_exp A20a_exp  
/BARCHART FREQ  
/ORDER=ANALYSIS.
```

```
USE ALL.  
COMPUTE filter_$=(PartGrp = 4).  
VARIABLE LABEL filter_$ 'PartGrp = 4 (FILTER)'.  
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.  
FORMAT filter_$ (f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

```
FREQUENCIES VARIABLES=A1a_exp A2a_exp A3a_exp A4a_exp A5a_exp A6a_exp A7a_exp  
A8a_exp A9a_exp  
A10a_exp A11a_exp A12a_exp A13a_exp A14a_exp A15a_exp A16a_exp A17a_exp A18a_exp  
A19a_exp A20a_exp  
/BARCHART FREQ  
/ORDER=ANALYSIS.
```

## Scoring syntax for risk and exposure analysis file 2

```
USE ALL.  
COMPUTE filter_$=(PartGrp = 1).  
VARIABLE LABEL filter_$ 'PartGrp = 1 (FILTER)'.  
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.  
FORMAT filter_$ (f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

```
FREQUENCIES VARIABLES= *Enter variable names here, separating each one with a space*  
/BARCHART FREQ  
/ORDER=ANALYSIS.
```

```
FREQUENCIES VARIABLES= A2b A2c A2d A3b A3c A3d A4b A4c A4d  
A5b A5c A5d A7b A7c A7d A12b A12c A12d  
/BARCHART FREQ  
/ORDER=ANALYSIS.
```

## Scoring syntax for resource prevalence and importance analysis file 1

```
RECODE B1a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B1aIimport.
VARIABLE LABELS B1aIimport 'Insert asset here'.
EXECUTE.
RECODE B2a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B2aIimport.
VARIABLE LABELS B2aIimport 'Insert asset here'.
EXECUTE.
RECODE B3a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B3aIimport.
VARIABLE LABELS B3aIimport 'Insert asset here'.
EXECUTE.
RECODE B4a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B4aIimport.
VARIABLE LABELS B4aIimport 'Insert asset here'.
EXECUTE.
RECODE B5a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B5aIimport.
VARIABLE LABELS B5aIimport 'Insert asset here'.
EXECUTE.
RECODE B6a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B6aIimport.
VARIABLE LABELS B6aIimport 'Insert asset here'.
EXECUTE.
RECODE B7a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B7aIimport.
VARIABLE LABELS B7aIimport 'Insert asset here'.
EXECUTE.
RECODE B8a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B8aIimport.
VARIABLE LABELS B8aIimport 'Insert asset here'.
EXECUTE.
RECODE B9a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B9aIimport.
VARIABLE LABELS B9aIimport 'Insert asset here'.
EXECUTE.
RECODE B10a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B10aIimport.
VARIABLE LABELS B10aIimport 'Insert asset here'.
EXECUTE.
RECODE B11a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B11aIimport.
VARIABLE LABELS B11aIimport 'Insert asset here'.
EXECUTE.
RECODE B12a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B12aIimport.
VARIABLE LABELS B12aIimport 'Insert asset here'.
EXECUTE.
RECODE B13a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B13aIimport.
VARIABLE LABELS B13aIimport 'Insert asset here'.
EXECUTE.
RECODE B14a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B14aIimport.
VARIABLE LABELS B14aIimport 'Insert asset here'.
EXECUTE.
```

```

RECODE B15a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B15almpport.
VARIABLE LABELS B15almpport 'Insert asset here'.
EXECUTE.
RECODE B16a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B16almpport.
VARIABLE LABELS B16almpport 'Insert asset here'.
EXECUTE.
RECODE B17a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B17almpport.
VARIABLE LABELS B17almpport 'Insert asset here'.
EXECUTE.
RECODE B18a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B18almpport.
VARIABLE LABELS B18almpport 'Insert asset here'.
EXECUTE.
RECODE B19a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B19almpport.
VARIABLE LABELS B19almpport 'Insert asset here'.
EXECUTE.
RECODE B20a (SYSMIS=99) (1=1) (2=1) (3=2) (4=3) (5=3) (ELSE=Copy) INTO B20almpport.
VARIABLE LABELS B20almpport 'Insert asset here'.
EXECUTE.

```

```

USE ALL.
COMPUTE filter_$(PartGrp = 1).
VARIABLE LABEL filter_$(PartGrp = 1 (FILTER)'.
VALUE LABELS filter_$(0 'Not Selected' 1 'Selected'.
FORMAT filter_$(f1.0).
FILTER BY filter_$.
EXECUTE.

```

```

FREQUENCIES VARIABLES=B1almpport B2almpport B3almpport B4almpport B5almpport B6almpport
B7almpport B8almpport B9almpport B10almpport B11almpport B12almpport B13almpport B14almpport
B15almpport B16almpport B17almpport B18almpport B19almpport B20almpport
/ORDER=ANALYSIS.

```

```

USE ALL.
COMPUTE filter_$(PartGrp = 2).
VARIABLE LABEL filter_$(PartGrp = 2 (FILTER)'.
VALUE LABELS filter_$(0 'Not Selected' 1 'Selected'.
FORMAT filter_$(f1.0).
FILTER BY filter_$.
EXECUTE.

```

```

FREQUENCIES VARIABLES=B1almpport B2almpport B3almpport B4almpport B5almpport B6almpport
B7almpport B8almpport B9almpport B10almpport B11almpport B12almpport B13almpport B14almpport
B15almpport B16almpport B17almpport B18almpport B19almpport B20almpport
/ORDER=ANALYSIS.

```



```
USE ALL.  
COMPUTE filter_$(PartGrp = 3).  
VARIABLE LABEL filter_$(PartGrp = 3 (FILTER)).  
VALUE LABELS filter_$(0 'Not Selected' 1 'Selected').  
FORMAT filter_$(f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

```
FREQUENCIES VARIABLES=B1alImport B2alImport B3alImport B4alImport B5alImport B6alImport  
B7alImport B8alImport B9alImport B10alImport B11alImport B12alImport B13alImport B14alImport  
B15alImport B16alImport B17alImport B18alImport B19alImport B20alImport  
/ORDER=ANALYSIS.
```

```
USE ALL.  
COMPUTE filter_$(PartGrp = 4).  
VARIABLE LABEL filter_$(PartGrp = 4 (FILTER)).  
VALUE LABELS filter_$(0 'Not Selected' 1 'Selected').  
FORMAT filter_$(f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

```
FREQUENCIES VARIABLES=B1alImport B2alImport B3alImport B4alImport B5alImport B6alImport  
B7alImport B8alImport B9alImport B10alImport B11alImport B12alImport B13alImport B14alImport  
B15alImport B16alImport B17alImport B18alImport B19alImport B20alImport  
/ORDER=ANALYSIS.
```

## Scoring syntax for resource prevalence and importance analysis file 2

```
USE ALL.  
COMPUTE filter_$=(PartGrp = 1).  
VARIABLE LABEL filter_$ 'PartGrp = 1 (FILTER)'.  
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.  
FORMAT filter_$ (f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

```
FREQUENCIES VARIABLES=B1b B2b B3b B4b B5b B6b B7b B8b B9b B10b B11b B12b B13b B14b  
B15b B16b B17b B18b B19b B20b  
/ORDER=ANALYSIS.
```

# ANNEX H: QUANTITATIVE DATA ANALYSIS GUIDELINES

## A1.1: Identifying Critical Risks

1. Run the “Scoring Syntax for Risk and Exposure Analysis File 1.” This will recode participant responses, changing them from a 5-point scale (Not at all; A little; Somewhat; Often; A lot) to a 3-point scale (Not at all/A little; Somewhat; Often/A lot).

Allowing participants to respond on a 5-point scale will more accurately capture the variance in people’s experiences. Converting responses into a 3-point scale streamlines the data for interpreting high, medium, and low agreement with the respective item.

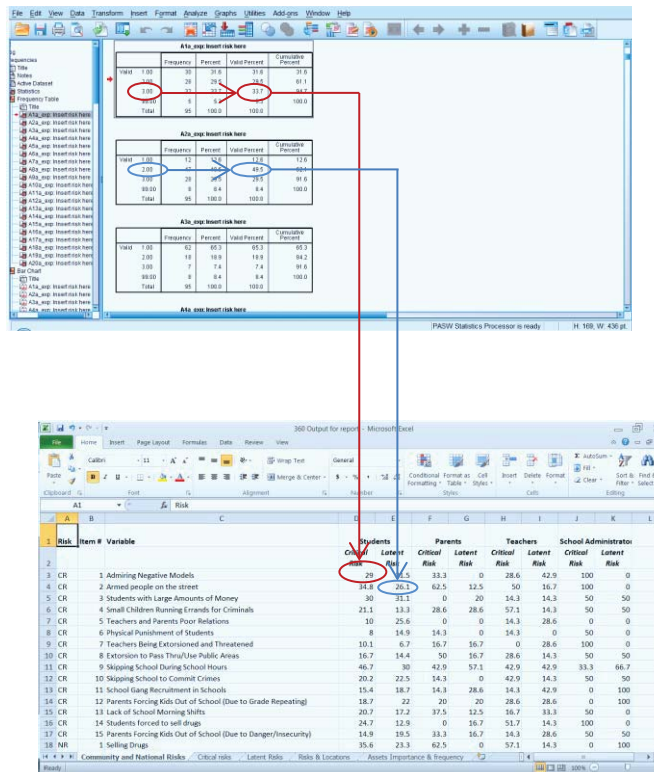
The syntax will also produce a frequency analysis of how participants responded to the risks listed. The output will be grouped by type of participant (student, parent, teacher, and administrative staff).

2. Open a new MS Excel spreadsheet.
3. Right click on the bottom tab and select “rename.” Name the first spreadsheet “Community and national risks.”
4. In the spreadsheet, label the first three columns: “Risk,” “Item #,” and “Variable.” Then label columns D and E “Students,” columns F and G “Parents,” columns H and I “Teachers,” and columns J and K “School Administrators.”
5. In the cells below students, parents, teachers, and school administrators, label the columns “Critical risk” and “Latent risk.”
6. List all risks named in the RES-360o questionnaire in the column labeled “Variable (starting in row 3). List the question number as it appears in the questionnaire, in the column labeled “Item #.” Finally, in the column labeled “Risk,” indicate if the risk was identified at the national level (NR) or at the community level (CR).

Risk	Item #	Variable	Students		Parents		Teachers		School Administrators	
			Critical	Latent	Critical	Latent	Critical	Latent	Critical	Latent
CR	1	Admiring Negative Models	21.4	23.2	0	28.6	42.9	100	0	0
CR	2	Armed Juvenile on the Street	14.8	26.1	22.2	32.5	50	16.7	100	0
CR	3	Students with Large Amounts of Money	30	31.1	0	20	14.3	14.3	50	50
CR	4	Small Children Running Errands for Criminals	21.1	13.3	28.6	28.6	57.1	14.3	50	50
CR	5	Teachers and Parents Poor Relations	10	25.6	0	0	14.3	28.6	0	0
CR	6	Physical Punishment of Students	8	14.9	14.3	0	14.3	0	50	0
CR	7	Teachers Being Extortioned and Threatened								
CR	8	Extension to Pass Thru/Use Public Areas	16.7	14.4	50	16.7	28.6	14.3	50	50
CR	9	Skipping School During School Hours	46.7	30	42.9	57.1	42.9	42.9	33.3	66.7
CR	10	Skipping School to Commit Crimes	20.2	22.5	14.3	0	42.9	14.3	50	50
CR	11	School Gang Recruitment in Schools	15.4	18.7	14.3	28.6	14.3	42.9	0	100
CR	12	Parents Forcing Kids Out of School (Due to School Repeating)	18.7	22	20	20	28.6	28.6	0	100
CR	13	Lack of School Morning Skills	20.7	17.2	37.5	12.5	16.7	13.3	50	0
CR	14	Students Forced to Sell Drugs	24.7	12.9	0	16.7	51.7	14.3	100	0
CR	15	Students Being Forced Out of School (Due to Discipline/Security)	14.9	19.5	33.3	16.7	14.3	28.6	50	50
CR	16	16 Selling Drugs	16	14.9	0	0	0	0	0	100

7. Using the SPSS output, enter the amounts of the valid percent column for response option

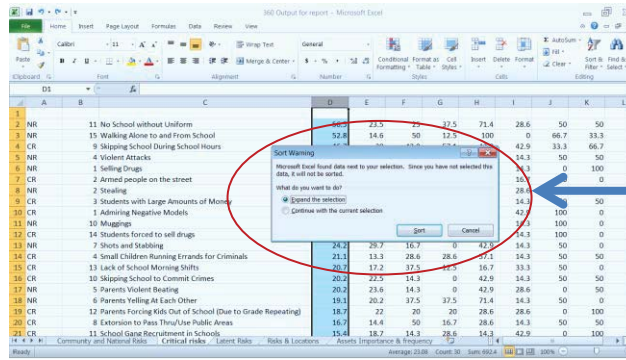
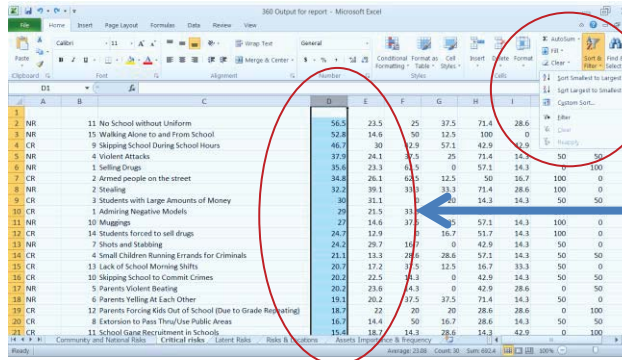
3 of each variable in the matching critical risk column and row of the MS Excel spreadsheet. Enter the amounts of the valid percent column for response option 2 of each variable in the matching latent risk column and row of the MS Excel spreadsheet.



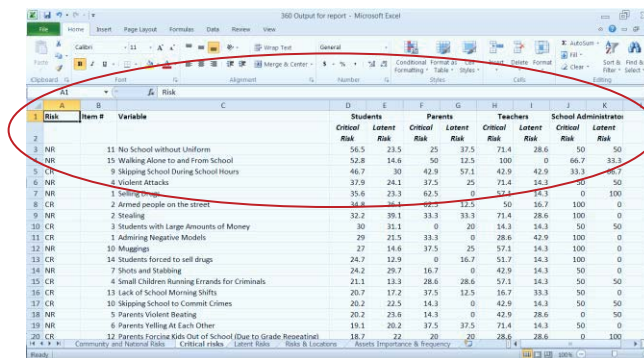
8. Copy all the contents of the spreadsheet and paste it into a new spreadsheet called “Critical Risks.”

Select the two top rows and delete them.

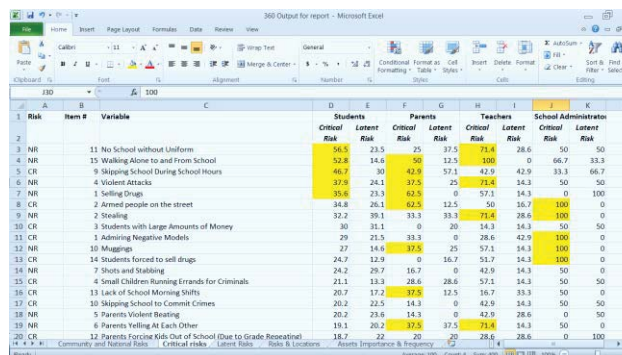
Highlight column D (the column that was previously labeled “Students: Critical Risks”). In the task bar, click on “sort and Filter” and select “Sort largest to smallest.” A “sort warning” will appear. Select “Expand the selection,” and click on “Sort.” All the data contained in the spreadsheet should now be sorted according to the percentage of frequency counts of students, from greatest to smallest. Looking at the numbers in the “Item #” column will provide a quick assessment to determine if this was carried out correctly or not. The numbers should no longer be in chronological order.



9. Insert two rows back at the top of the spreadsheet and paste the column headers back.



10. Highlight the top five critical risks as identified by students. Review the critical risk column for parents, teachers, and school administrators, and highlight their top five risks. Note that the critical risks as identified by parents, teachers, and school administrators will not be in chronological order.

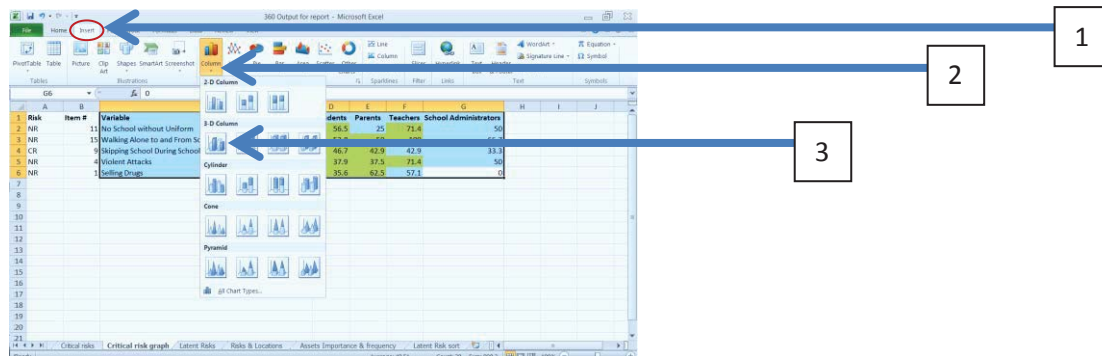


11. Copy and paste the rows with the column names and data of the top five critical risks for students into a new spreadsheet labeled “Critical risk graph.” Delete the latent risk columns for each of the four groups and row two (the row that contains the column names “critical risks” and “latent risks”). The spreadsheet should look like the one below.

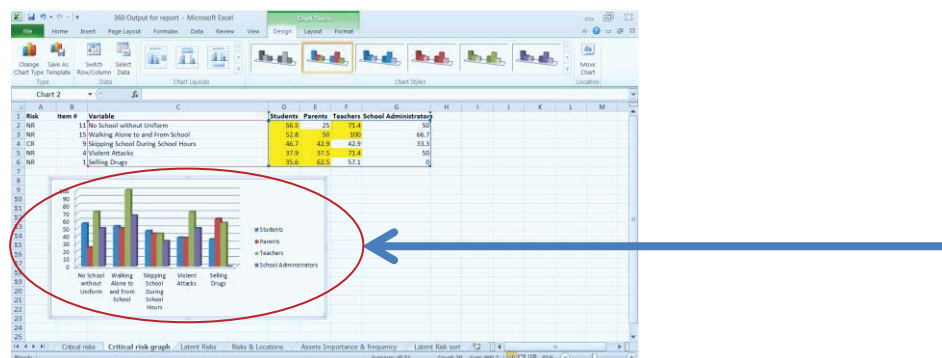
Select the content of the columns labeled “Variable,” “Students,” “Parents,” “Teachers,” and “School administrators.”

Risk	Item #	Variable	Students	Parents	Teachers	School Administrators
NR	11	No School without Uniform	58.5	25	71.4	50
NR	15	Walking Alone to and From School	52.8	50	100	66.7
CR	9	Sleeping School During School Hours	46.7	42.9	42.9	33.3
NR	4	Violent Attacks	37.9	37.5	71.4	50
NR	1	Selling Drugs	35.6	62.5	57.1	0

12. From the menu tabs at the top of the screen, select “Insert,” and then select “3-D column” under the drop down menu “Column.”

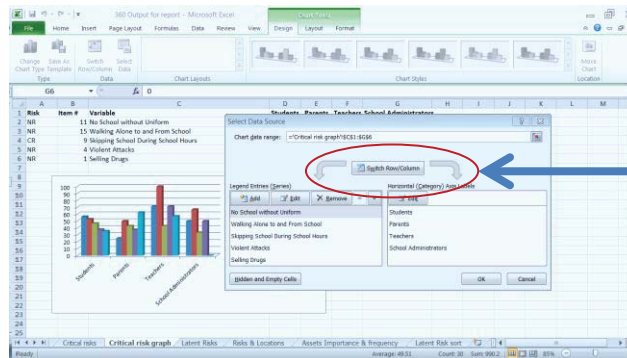


A graph should appear in Excel depicting data for the five priority risks for students, and how they are rated by students, parents, teachers, and school administrators.



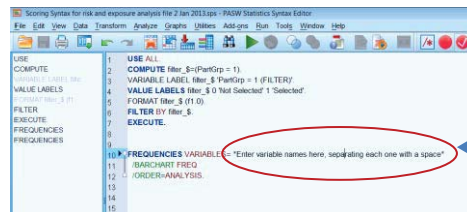
If all five variables are not displayed on the graph, you should increase the size of the graph frame. If the clusters of columns are named by respondent group rather than risk, place your

cursor over the graph, right click on your mouse, and click on “Select data.” A select data source box will appear. Click on “Switch Row/Column” and then on “OK.”

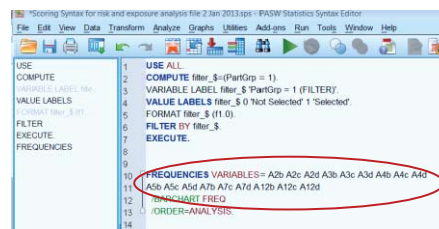


### A1.2: Identifying the Location of Critical Risks

1. In Excel create a list of the top five critical risks for each group of actors in a new spreadsheet called “Critical Risk Location” (see point 4 below). Delete any items that are repeated across the four groups.
2. Enter the item numbers (i.e., the number of each risk question as they appear in the SPSS data base) into the SPSS “Scoring Syntax for Risk and Exposure Analysis File 2,” replacing the section \*Enter variable names here, separating each one with a space.\*



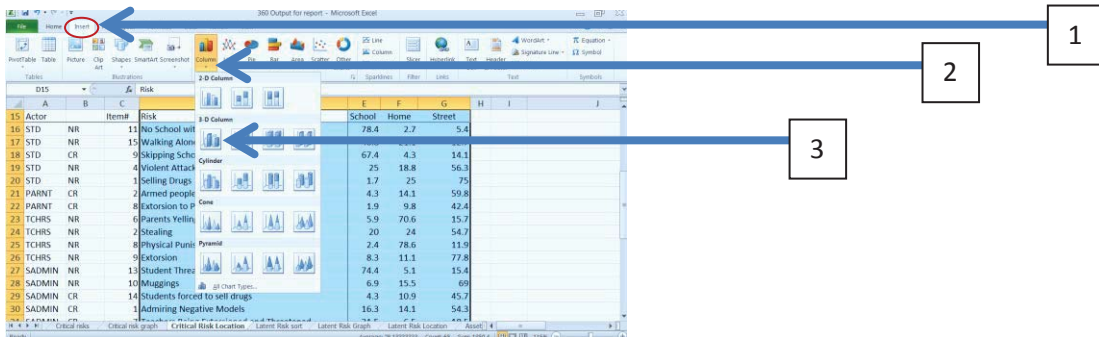
As an example, the syntax should now look like this:



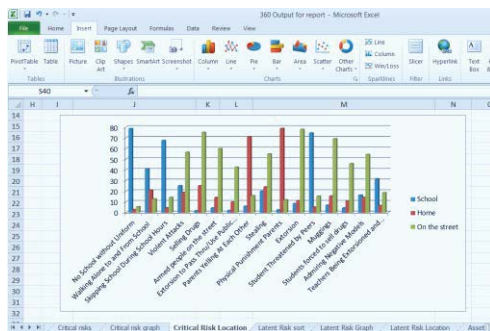
3. Run the SPSS “Scoring Syntax for Risk and Exposure Analysis File 2.” The syntax will produce a frequency analysis in an SPSS output file of where students are experiencing the critical risks identified by themselves as well as parents, teachers, and the school administration. This SPSS output will reflect only the experiences of students themselves.
4. Enter the values in the “Valid Percent” output for “yes” into the Excel table created for “Critical Risk Locations.”

	A	B	C	D	E	F	G	H	I	J
15										
16	Actor	Location	Item #	Risk	Location of youth experiences					
17	STD	NR	11	No School without Uniform	78.4	2.7	5.4			
18	STD	NR	15	Walking Alone to and From School	40.8	21.1	12.7			
19	STD	CR	9	Skipping School During School Hours	67.4	4.3	14.1			
20	STD	NR	4	Violent Attacks	25	18.8	56.3			
21	STD	NR	1	Selling Drugs	1.7	25	75			
22	PARNT	CR	2	Armed people on the street	4.3	14.1	59.8			
23	PARNT	CR	8	Extortion to Pass Thru/Use Public Areas	1.9	9.8	42.4			
24	TCHRS	NR	6	Parents Yelling At Each Other	5.9	70.6	15.7			
25	TCHRS	NR	2	Stealing	20	24	54.7			
26	TCHRS	NR	8	Physical Punishment Parents	2.4	78.6	11.9			
27	TCHRS	NR	9	Extortion	8.3	11.1	77.8			
28	SADMIN	NR	13	Student Threatened by Peers	74.4	5.1	15.4			
29	SADMIN	NR	10	Muggings	6.9	15.5	69			
30	SADMIN	CR	14	Students forced to sell drugs	4.3	10.9	45.7			
31	SADMIN	CR	1	Students forced to sell drugs	4.3	10.9	45.7			

5. Create a clustered bar graph of these locations by risk. From the menu tabs at the top of the screen, select "Insert," and then select "3-D column" under the drop down menu "Column."



A graph should appear in Excel depicting where students are experiencing the five priority risks as identified by students, parents, teachers, and school administration.



As with the clustered bar graph of the five most critical risks facing youth, if all variables are not displayed on the graph, you should increase the size of the graph frame. If the clusters of columns are named by respondent group rather than risk, place your cursor over the graph, right click on your mouse, and click on "Select data." A select data source box will appear. Click on "Switch Row/Column" and then on "OK."

### A2.1 Identifying Latent risks

1. Return to the Excel spreadsheet called "Community and national risks." Copy all the data and paste it into a new Excel spreadsheet called "Latent Risks." Enter the amounts of the valid percent column for response option 2 of each variable in the matching latent risk column and row of the MS Excel spreadsheet. Delete the columns containing the critical risk data for

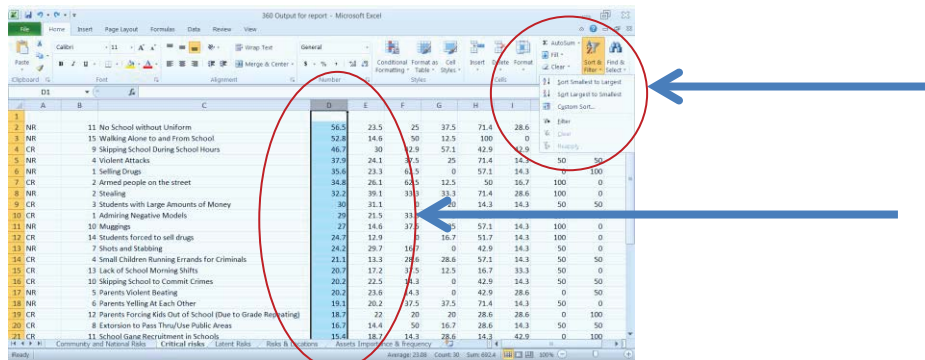


each of the four groups. The spreadsheet should now contain only data on frequency of the latent risks as indicated by students, parents, teachers, and school administrators.

Risk	Item #	Variable	Students Latent Risk	Parents Latent Risk	Teachers Latent Risk	School Administrators Latent Risk
3	CR	1 Admiring Negative Models	21.5	0	42.9	0
4	CR	2 Armed people on the street	26.1	12.5	16.7	0
5	CR	3 Students with Large Amounts of Money	31.1	20	14.3	50
6	CR	4 Small Children Running Errands for Criminals	13.3	28.6	14.3	50
7	CR	5 Teachers and Parents Poor Relations	25.6	0	28.6	0
8	CR	6 Physical Punishment of Students	14.9	0	0	0
9	CR	7 Teachers Being Extorted and Threatened	6.7	16.7	28.6	0
10	CR	8 Extortion to Pass Thru/Use Public Areas	14.4	16.7	14.3	50
11	CR	9 Skipping School During School Hours	30	57.1	42.9	66.7
12	CR	10 Skipping School to Commit Crimes	22.5	0	14.3	50
13	CR	11 School Gang Recruitment in Schools	18.7	28.6	42.9	100
14	CR	12 Parents Forcing Kids Out of School (Due to Grade Repeating)	22	20	28.6	100
15	CR	13 Lack of School Morning Shifts	17.2	12.5	33.3	0
16	CR	14 Students forced to sell drugs	12.9	16.7	14.3	0
17	CR	15 Parents Forcing Kids Out of School (Due to Danger/Insecurity)	19.5	18.7	28.6	50
18	NR	1 Selling Drugs	21.9	0	14.3	100

2. Select the two top rows and delete them.

Highlight column D (the column that was previously labeled “Students Latent Risks”). In the task bar, click on “Sort and Filter” and select “Sort largest to smallest.” A “sort warning” will appear. Select “Expand the selection,” and click on “Sort.” All the data contained in the spreadsheet should now be sorted according to the percentage of frequency counts of students, from greatest to smallest. Looking at the numbers in the “Item #” column will provide a quick assessment to determine if this was carried out correctly or not. The numbers should no longer be in chronological order.



Risk	Item #	Variable	Students Latent Risk	Parents Latent Risk	Teachers Latent Risk	School Administrators Latent Risk			
1	NR	11 No School without Uniform	56.5	23.5	25	37.5	71.4	28.6	0
2	NR	15 Walking Alone to and From School	52.8	14.6	50	12.5	100	0	66.7
3	CR	9 Skipping School During School Hours	46.7	30	33.3	57.1	42.9	50	50
4	NR	4 Violent Attacks	37.9	24.1	37.5	25	71.4	14.3	50
5	NR	1 Selling Drugs	35.6	23.3	43.5	0	57.1	14.3	100
6	CR	2 Armed people on the street	34.8	26.1	66.5	12.5	50	16.7	100
7	CR	2 Stabbing	32.2	39.1	33.3	33.3	71.4	28.6	100
8	CR	3 Students with Large Amounts of Money	30	31.1	5	19	14.3	14.3	50
9	CR	1 Admiring Negative Models	29	21.5	59	35	57.1	14.3	100
10	NR	10 Muggings	27	14.6	37	12.5	16.7	14.3	100
11	CR	14 Students forced to sell drugs	24.7	12.9	5	16.7	51.7	14.3	100
12	NR	7 Shots and Stabbing	24.2	29.7	16.7	0	42.9	14.3	50
13	CR	4 Small Children Running Errands for Criminals	23.1	13.3	28.6	28.6	57.1	14.3	50
14	CR	13 Lack of School Morning Shifts	20.7	17.2	7.3	12.5	16.7	33.3	50
15	CR	10 Skipping School to Commit Crimes	20.2	22.5	14.3	0	42.9	14.3	50
16	NR	5 Parents Violent Beating	20.2	23.6	14.3	0	42.9	28.6	0
17	NR	6 Parents Yelling At Each Other	19.1	20.2	37.5	37.5	71.4	14.3	50
18	CR	12 Parents Forcing Kids Out of School (Due to Grade Repeating)	18.7	22	20	20	28.6	28.6	0
19	CR	8 Extortion to Pass Thru/Use Public Areas	16.9	14.4	50	16.7	28.6	14.3	50
20	CR	11 School Gang Recruitment in Schools	15.4	18.7	14.3	28.6	14.3	42.9	0

3. Insert two rows back at the top of the spreadsheet and paste the column headers back.

Risk	Item #	Variable	Students Latent Risk	Parents Latent Risk	Teachers Latent Risk	School Administrators Latent Risk
1	2	Stealing	39.1	33.3	28.6	0
5	3	Students with Large Amounts of Money	31.1	20	14.3	50
6	9	Skipping School During School Hours	30	57.1	42.9	66.7
7	7	Shots and Stabbing	29.7	0	14.3	0
8	12	Missing Classes	29.5	25	50	33.3

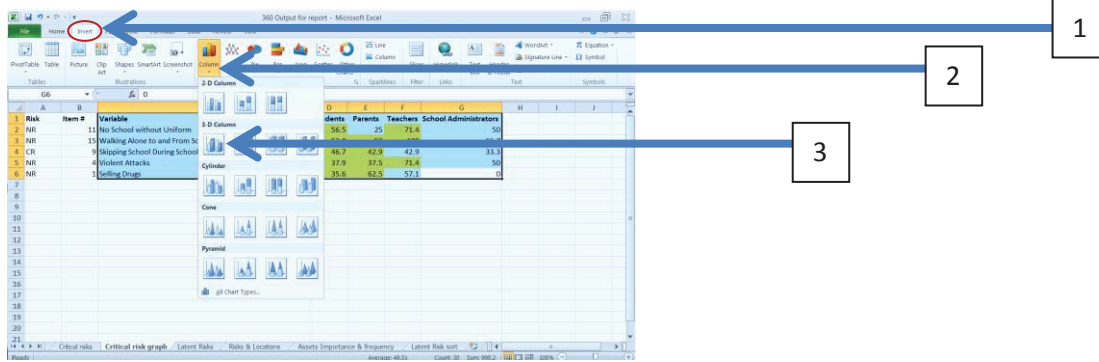
- Highlight the top five latent risks as identified by students. Review the latent risk column for parents, teachers, and school administrators, and highlight their top five risks. Note that the latent risks as identified by parents, teachers, and school administrators will not be in chronological order.

Risk	Item #	Variable	Students Latent Risk	Parents Latent Risk	Teachers Latent Risk	School Administrators Latent Risk
1	2	Stealing	39.1	33.3	28.6	0
5	3	Students with Large Amounts of Money	31.1	20	14.3	50
6	9	Skipping School During School Hours	30	57.1	42.9	66.7
7	7	Shots and Stabbing	29.7	0	14.3	0
8	12	Missing Classes	29.5	25	50	33.3

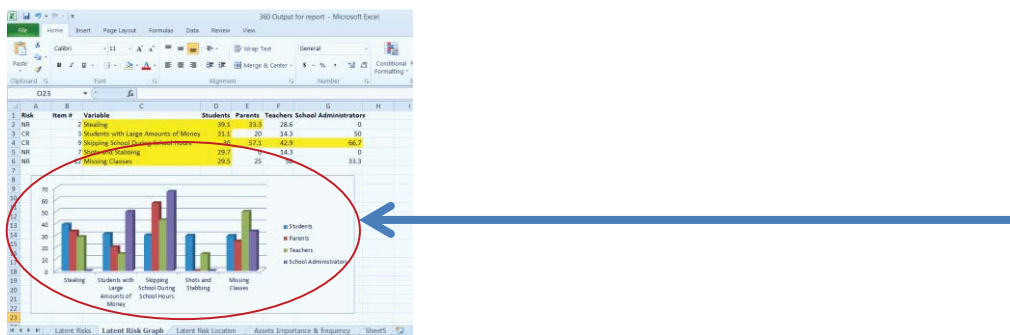
- Copy and paste the rows with the column names and data of the top five latent risks for students into a new spreadsheet labeled "Latent risk graph." Select the content of the columns labeled "Variable," "Students," "Parents," "Teachers," and "School administrators."

Risk	Item #	Variable	Students	Parents	Teachers	School Administrators
1	NR	11 No School without Uniform	56.5	25	79.4	50
3	NR	15 Walking Alone to and From School	52.8	50	100	66.7
4	CR	9 Skipping School During School Hours	46.7	42.9	42.9	33.3
5	NR	4 Violent Attacks	37.9	37.5	37.5	50
6	NR	1 Selling Drugs	35.6	62.5	57.1	0

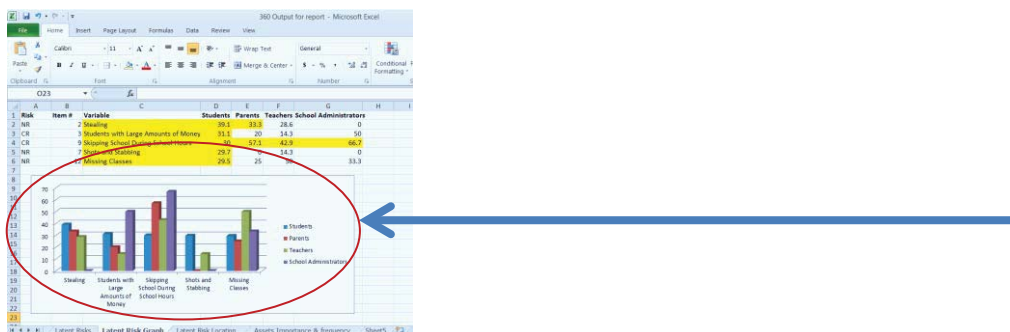
- From the menu tabs at the top of the screen, select "Insert," and then select "3-D column" under the drop down menu "Column."



A graph should appear in Excel depicting data for the five latent risks for students, and how they are rated by students, parents, teachers, and school administrators.

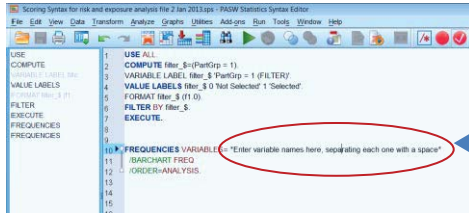


If all five variables are not displayed on the graph, you should increase the size of the graph frame. If the clusters of columns are named by respondent group rather than risk, place your cursor over the graph, right click on your mouse, and click on “Select data.” A select data source box will appear. Click on “Switch Row/Column” and then on “OK.”

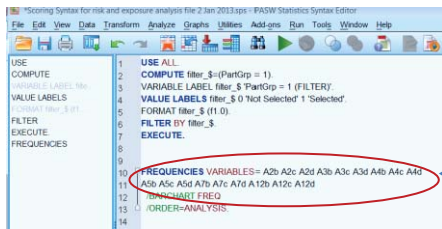


## A2.2: Identifying the Location of Latent Risks

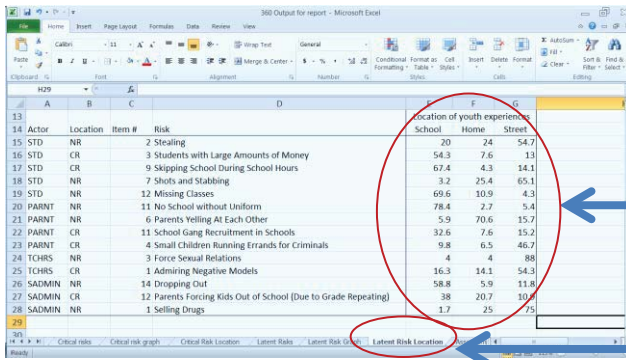
1. In Excel create a list of the top five latent risks for each group of actors in a new spreadsheet called “Latent Risk Location” (see point 4 below). Delete any items that are repeated across the four variables.
2. Enter the item numbers (i.e., the number of each risk question as it appears in the SPSS data base) of this list into the SPSS “Scoring Syntax for Risk and Exposure Analysis File 2,” replacing the section \*Enter variable names here, separating each one with a space.\*



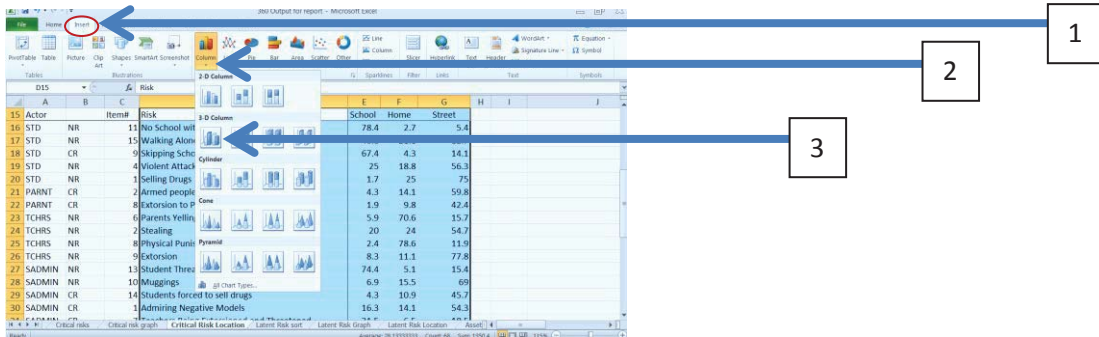
As an example, the syntax should now look like this:



- Run the SPSS “Scoring Syntax for Risk and Exposure Analysis File 2.” The syntax will produce a frequency analysis in an SPSS output file of where students are experiencing the latent risks identified by themselves as well as by parents, teachers, and the school administration. This SPSS output will reflect only the experiences of students themselves.
- Enter the values in the “Valid Percent” output for “yes” into the Excel table created for “Latent Risk Locations.”

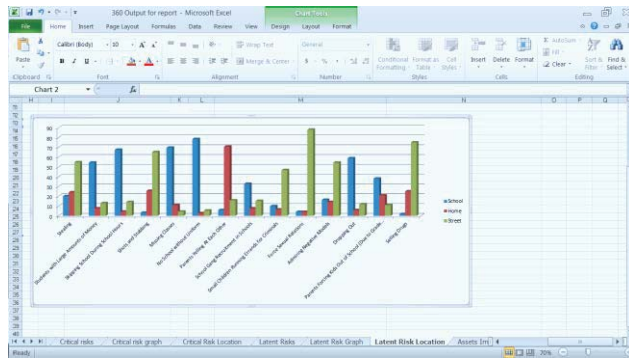


- Create a clustered bar graph of these locations by risk. From the menu tabs at the top of the screen, select “Insert,” and then select “3-D column” under the drop down menu “Column.”



A graph should appear in the Excel depicting where students are experiencing the five prior-

ity risks as identified by students, parents, teachers, and school administration.



As with previous clustered bar graphs, if all variables are not displayed on the graph, you should increase the size of the graph frame. If the clusters of columns are named by respondent group rather than risk, place your cursor over the graph, right click on your mouse, and click on “Select data.” A select data source box will appear. Click on “Switch Row/Column” and then on “OK.”

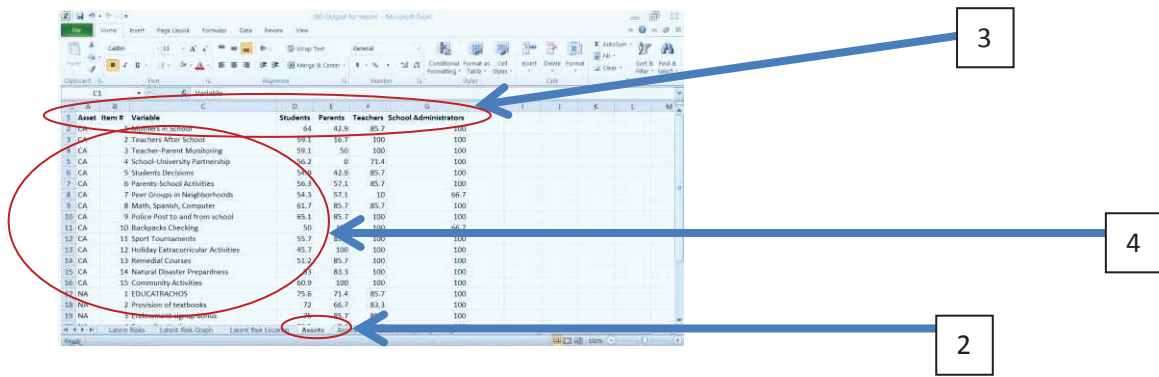
## B1. Identifying Assets

1. Run the SPSS “Scoring Syntax for Prevalence and Importance File 1.” Again, this will recode participant responses changing them from a 5-point scale (Not important; A little important; Somewhat important; Important; Very important) to a 3-point scale (Not important/A little important; Somewhat important; Important /Very important).

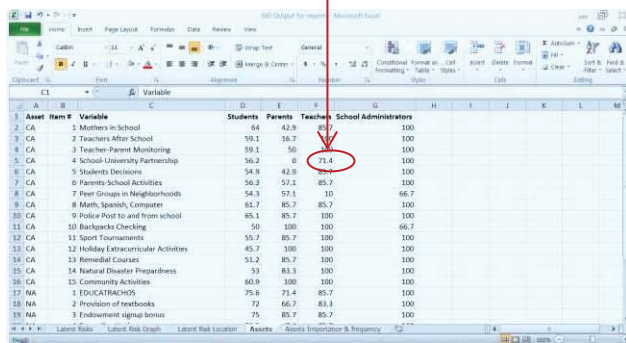
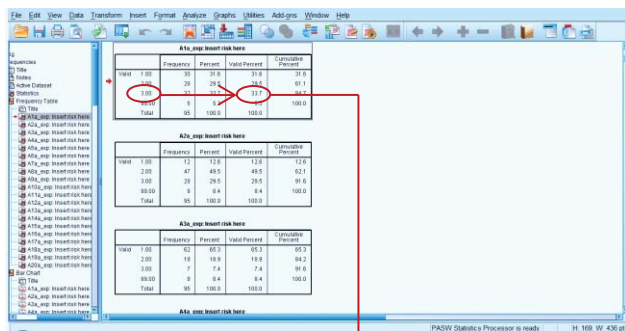
As with risks, allowing participants to respond on a 5-point scale regarding the assets that help students manage the risks they face will more accurately capture the variance in people’s experiences. Converting responses into a 3-point scale streamlines the data for interpreting high, medium, and low agreement with the respective item.

The SPSS syntax will also produce a frequency analysis of how participants responded to the assets listed. The output will be grouped by type of participant (student, parent, teacher, and administrative staff).

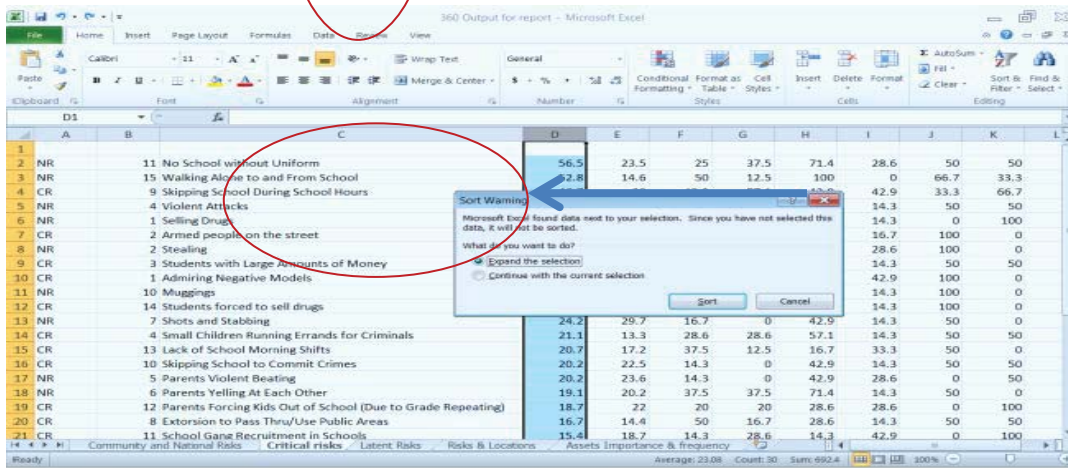
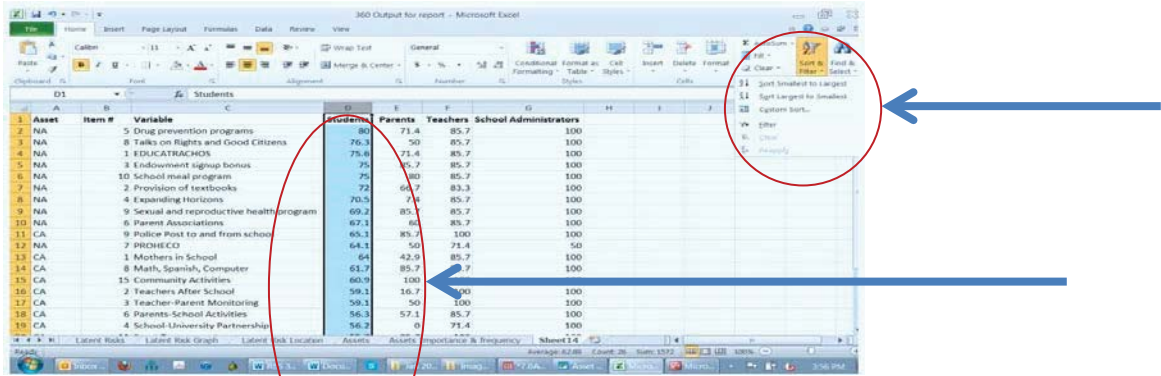
2. Create a new Excel spreadsheet called “Assets.”
3. In the spreadsheet, label the first three columns “Asset,” “Item #,” and “Variable.” Then label column D “Students,” column E “Parents,” column F “Teachers,” and column G “School Administrators.”
4. List all assets named in the RES-360o questionnaire in the column labeled “Variable” (starting in row 2). List the question number as it appears in the questionnaire in the column labeled “Item #.” Finally, in the column labeled “Asset,” indicate if the asset is provided from a national level (NA, MoE, NGO, etc.) or from within the community level (CA).



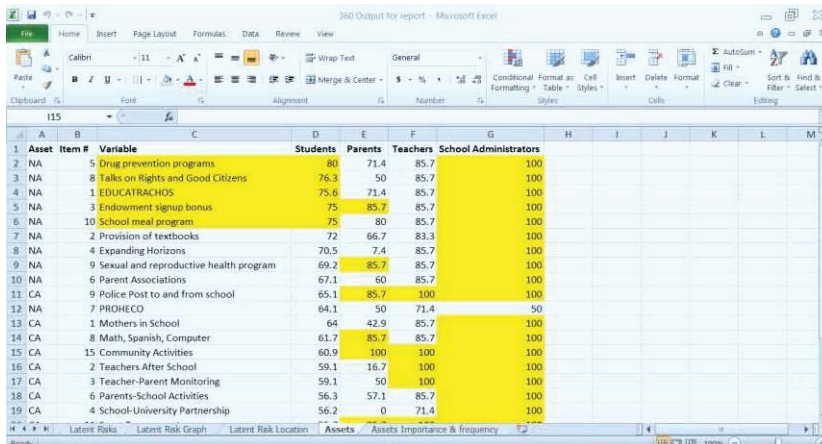
5. Using the SPSS output, enter the amounts of the valid percent column for response option 3 of each variable in the matching asset column and row of the MS Excel spreadsheet.



6. Highlight column D (the column labeled “Students”). In the task bar, click on “Sort and filter” and select “Sort largest to smallest.” A “sort warning” will appear. Select “Expand the selection,” and click on “Sort.” All the data contained in the spreadsheet should now be sorted according to the percentage of frequency counts of students, from greatest to smallest. Looking at the numbers in the “Item #” column will provide a quick assessment to determine if this was carried out correctly or not. The numbers should no longer be in chronological order.



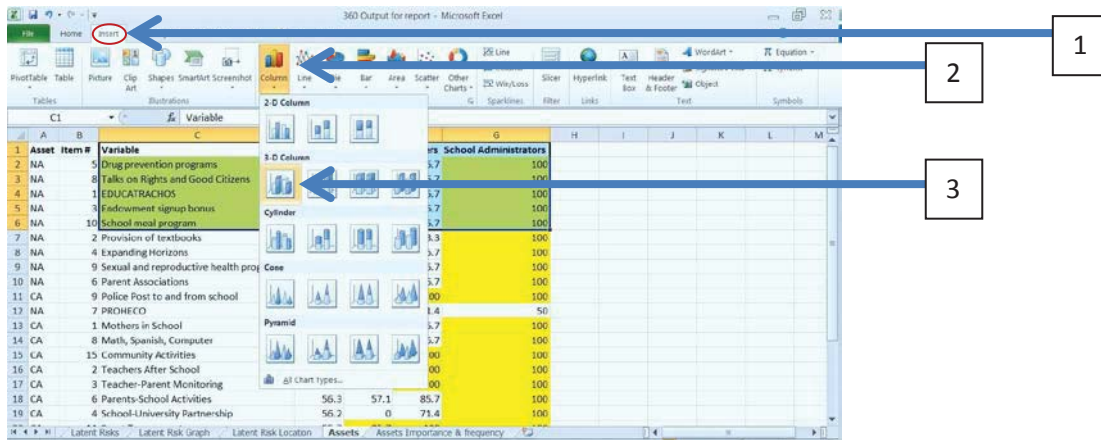
- Highlight the top five assets as identified by students. Review the asset columns for parents, teachers, and school administrators, and highlight their top five risks. Note that the latent risks as identified by parents, teachers, and school administrators will not be in chronological order.



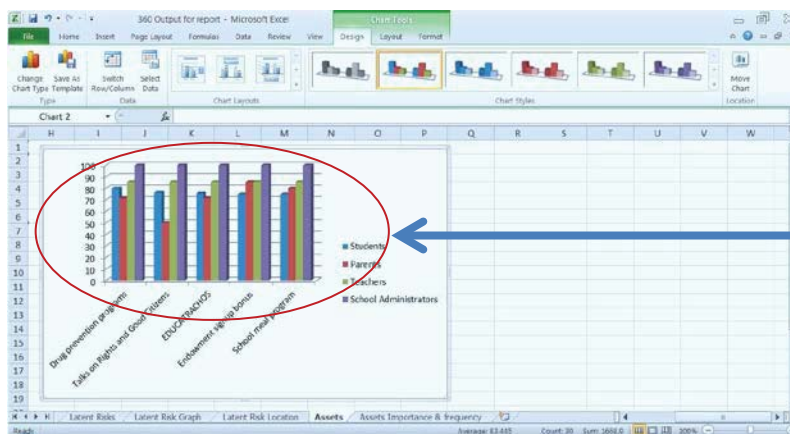
- Select first five rows and the content of the columns labeled "Variable," "Students," "Parents," "Teachers," and "School administrators."

Asset	Item #	Variable	Students	Parents	Teachers	School Administrators
1	NA	5	80	71.4	85.7	100
2	NA	8	76.3	50	85.7	100
3	NA	1	75.6	71.4	85.7	100
4	NA	3	75	85.7	85.7	100
5	NA	10	25	80	85.7	100
6	NA	2	72	66.7	83.3	100
7	NA	4	70.5	7.4	85.7	100
8	NA	9	69.2	85.7	85.7	100
9	NA	6	67.1	50	85.7	100
10	NA	9	65.1	85.7	100	100
11	CA	7	64.1	50	71.4	50
12	CA	1	64	42.9	85.7	100
13	CA	8	61.7	85.7	85.7	100
14	CA	15	60.9	100	100	100
15	CA	2	59.1	16.7	100	100
16	CA	3	59.1	50	100	100
17	CA	6	56.3	57.1	85.7	100
18	CA	4	56.2	0	71.4	100
19	CA	4	56.2	0	71.4	100

- From the menu tabs at the top of the screen, select “Insert,” and then select “3-D column” under the drop down menu “Column.”

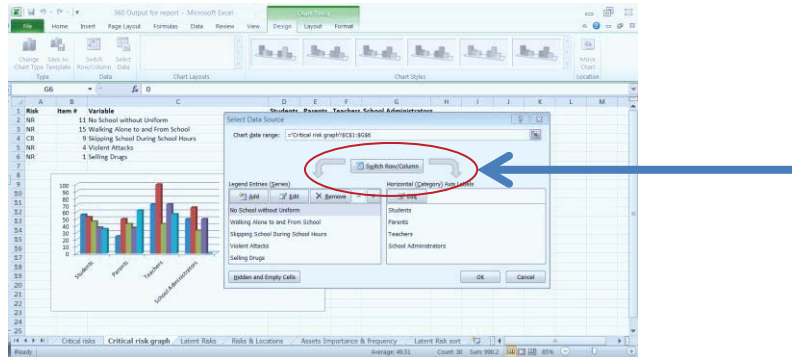


A graph should appear in Excel depicting data for the five priority assets for students, and how they are rated by students, parents, teachers, and school administrators.



If all five variables are not displayed on the graph, you should increase the size of the graph frame. If the clusters of columns are named by respondent group rather than risk, place your cursor over the graph, right click on your mouse, and click on “Select data.” A select data source box will appear. Click on “Switch Row/Column” and then on “OK.”





## B1.2: Identifying the Availability of Assets

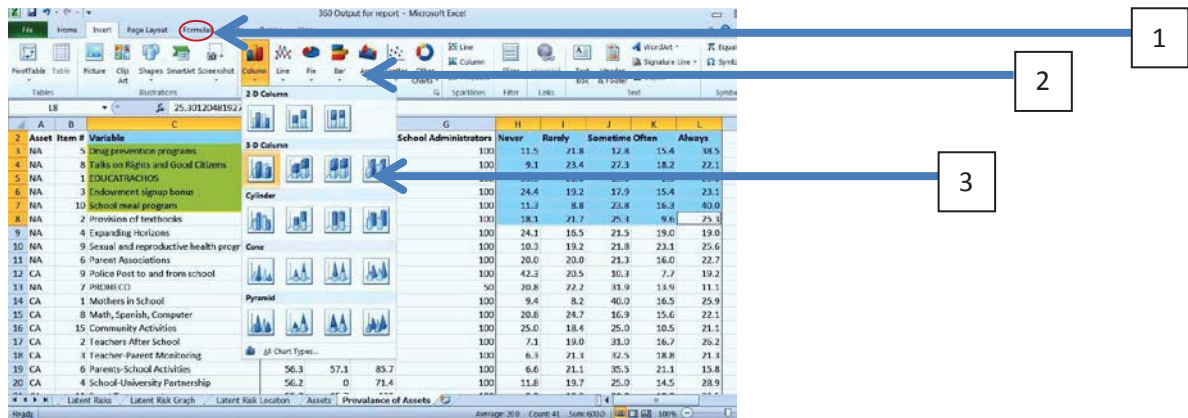
1. Run the SPSS “Scoring Syntax for Prevalence and Importance File 2.” The syntax will produce a frequency analysis in an SPSS output file of how often students feel these assets are available to them in their school context. Again, this SPSS output will reflect only the experiences of students themselves.
2. In the Excel spreadsheet called “Assets,” add five columns, one for each of the response options for the availability of identified assets (i.e., “Never,” “Rarely,” “Sometimes,” “Often,” and “Always”).

Enter the values in the “Valid Percent” output for all five response options into the newly created columns of the Excel spreadsheet “Assets.” Remember that the variables are no longer in numeric order. Be sure to enter the correct values with the correct variable.

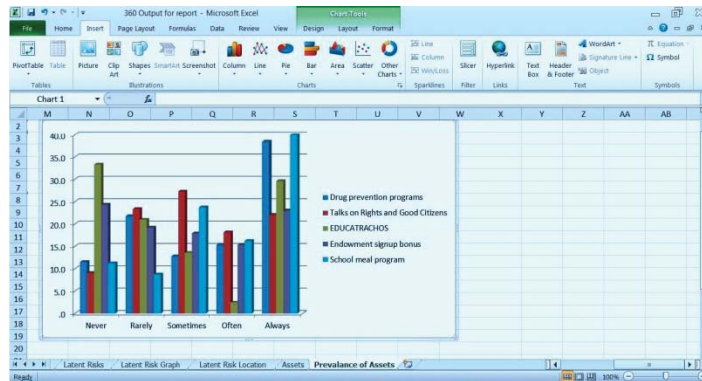
Asset Item #	Variable	Students	Parents	Teachers	School Administrators	Never	Rarely	Sometimes	Often	Always
1	5 Drug prevention programs	80	71.4	85.7	100	11.5	21.8	12.8	13.4	38.5
2	8 Talks on Rights and Good Citizens	76.3	50	85.7	100	9.1	23.4	27.3	18.2	22.3
3	1 EDUCATRACHOS	75.6	71.4	85.7	100	23.3	21.0	13.6	2.5	29.6
4	3 Endowment sign-up bonus	75	85.7	85.7	100	24.4	19.2	17.9	15.4	23.1
5	10 School mental program	72	66.7	83.3	100	11.3	8.8	23.8	16.3	40.0
6	2 Provision of textbooks	72	66.7	83.3	100	18.1	21.7	25.3	9.6	25.3
7	4 Expanding Horizons	70.5	7.4	85.7	100	24.1	16.5	21.5	19.0	19.0
8	9 Sexual and reproductive health program	69.2	85.7	85.7	100	10.3	10.2	21.8	23.1	25.6
9	6 Parent Associations	67.1	60	85.7	100	20.0	20.0	21.3	16.0	22.7
10	9 Police Post to and from school	65.1	85.7	100	100	42.3	20.5	10.3	7.7	19.2
11	7 PROHECO	64.1	50	71.4	50	20.8	22.2	31.9	13.9	13.1
12	1 Mothers in School	64	42.9	85.7	100	9.4	8.2	40.0	16.5	25.9
13	8 Math, Spanish, Computer	61.7	85.7	85.7	100	20.8	24.7	16.9	15.6	22.1
14	15 Community Activities	60.9	100	100	100	25.0	18.4	25.0	10.5	21.1
15	2 Teachers After School	59.1	16.7	100	100	7.1	19.9	31.0	16.7	26.2
16	3 Teacher Parent Monitoring	58.1	50	100	100	6.8	23.3	32.5	18.8	11.3
17	6 Parents School Activities	56.3	57.1	85.7	100	6.6	21.1	35.5	21.1	15.8
18	4 School-University Partnership	56.2	0	71.4	100	11.8	19.7	25.0	14.5	28.9
19	11 Sport Tournaments	55.7	85.7	100	100	18.3	11.0	12.8	22.3	35.6

3. Create a clustered bar graph of the availability of assets. To do this, select the top five assets as well as the column label “Variable.” Hold down the “Ctrl” (Control) key, and then select the top five rows of the five frequency columns.

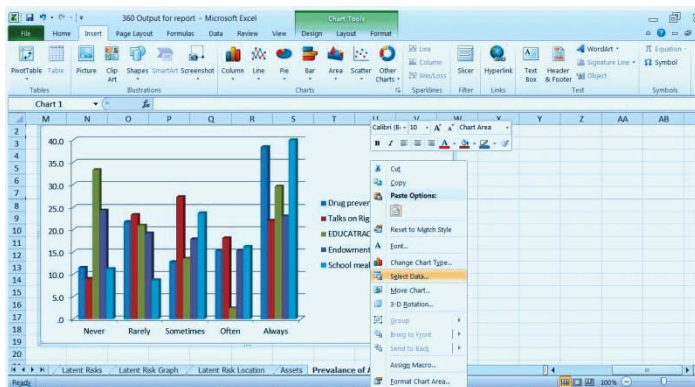
- From the menu tabs at the top of the screen, select “Insert,” and then select “3-D column” under the drop down menu “Column.”



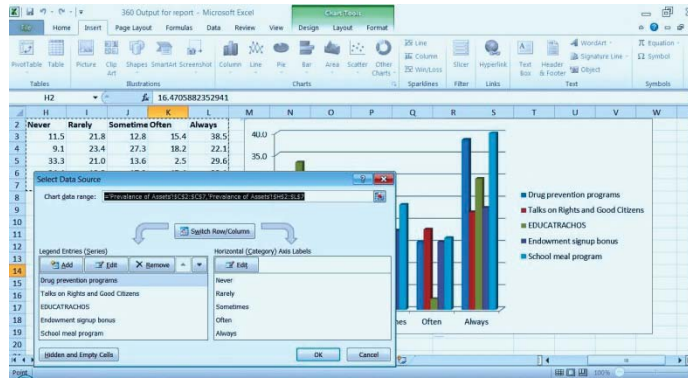
A graph should appear in the Excel depicting the top five assets as identified by students by the frequency of their availability.



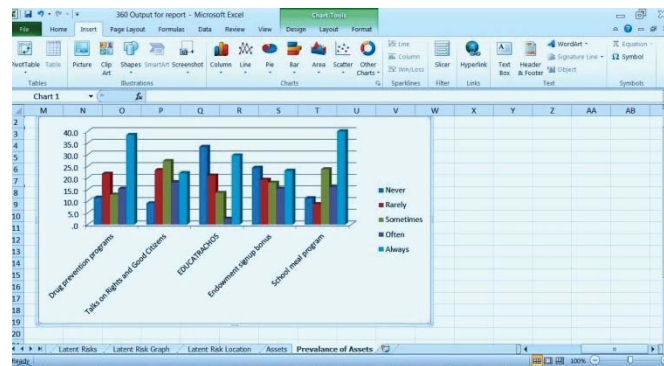
A more helpful graph may be one that shows the five assets by the frequency of their availability. To change the information around, place your cursor over the graph, right click on your mouse, and click on “Select data.”



A select data source box will appear. Click on “Switch Row/Column” and then on “OK.”



The graph should now show each of the five assets by their frequency of availability.





# REPORTING AND KNOWLEDGE MOBILIZATION



# ANNEX I:

## MINISTRY OF EDUCATION COUNTRY REPORT TEMPLATE

The report should reflect how results from the national level assessment regarding the Ministry of Education’s perception of risks and assets aligns with the perception of risks and assets experienced by the local community. It should also contain suggestions for further research, action, and policy changes where needed. The report should be approximately eight pages long.

### Section 1: Introduction and General Overview (two pages)

- Provide a brief overview of the goals and focus of the education resilience rapid assessment and of this report—why this research was important to conduct (half a page).
- Explain how the data was gathered (two-three sentences) and who the participants are (one sentence and a box or table).
- Key findings from the research should be listed in nine bullet points regarding (1) a collective view of risks confronted by education communities, (2) the local assets and engagement processes used to respond to adversities, (3) risks and resilient activities within school functions (e.g., access, learning, management, and school-community relations), (4) national education programs important for at-risk communities, (5) improvements that the education system can make to existing programs by integrating local assets, (6) how community assets can be better utilized, (7) how MoE and other external assets can be better utilized, (8) how collaboration between the two groups (i.e., local communities and the MoE) can be increased, and (9) immediate, medium-term, and long-term steps that can be taken by the MoE to further support the protection of children and youth living in violent or vulnerable environments.

### Section 2: Collective View of Risks Confronting Students (two pages)

- Comparison of critical risks identified by the national level and critical risks identified by the local communities (based on national and local focus groups).
- Comparison of the prevalence of the critical risks confronting education actors: (1) by school, communities, or regions and (2) by actors (students, parents, teachers, and principals). Stress differences of perception between students and other actors.
- Comparison of latent risks identified by the national level and latent risks identified by the local communities (based on national and local focus groups).
- Comparison of the prevalence of the latent risks confronting education actors (students, parents, teachers, and principals). Stress differences of perception between students and other actors. Stress the importance of paying attention to latent risks, providing an opportunity for early prevention.

- Risks by location: streets, home, and school. Stress responsibility of education systems and schools to mitigate those risks at school, and coordination with responsible agencies for risks outside school (security, social welfare, etc.).
- General Conclusion: the importance of a collective view of the risks confronting the education community—especially students—and the responsibility of the education system to pay attention to both critical and latent risks.

### Section 3: Local Assets and Engagement Process Used by Education Communities (students, parents, teachers, and school administration) to Cope with Risks (two pages)

- List the programs and assets that exist in the community. Highlight those assets and programs that students in particular believe are most important to students' ability to manage the risks they face. Indicate the availability of these assets. Discuss these assets as ways of how students, parents, teachers, and school administrators cope with the daily risks students face.
- Emphasize that education resilience theory proposes that students can learn and succeed in school if education systems provide support for a positive engagement in schools and communities that is focused on student safety, socioemotional well-being, and learning. Qualitatively sort the assets identified in focus groups and the RES-360° questionnaire by assets that can support: (1) physical safety, (2) socioemotional well-being, and (3) academic learning.

### Section 4: Education Program Response to Findings (two pages)

- Emphasize how risks are impacting the effectiveness of schools and, therefore, of the education system. Sort critical and latent risks by those affecting access and permanence, learning, school management and climate, and school-community relations.
- Show how school and community assets, also sorted by school functions (access, learning, management, and community relations) can support schools to succeed in contexts of adversity. However, they cannot do it alone; they need the support of the education system.

### Section 5: Education System Responses: Short, Medium and Long-Term (one page)

- Review legal obligations with regard to child and youth protection that were found during the national level data review (include box with list of policies that are designed to protect children and young people from harm).
- Compare the national level programs with the local assets and propose strategies to align them. How can national programs make better use of local assets (participation of parents, support by local community actors, extra-curricular activities, community-based safety strategies, etc.)?
- List the non-governmental support and programs available and propose strategies for exchanging lessons learned with the MoE and other government agencies.
- List possible education response:
  - Immediate actions that the MoE could take that would serve to protect children and



- youth living in violent and/or vulnerable emergency contexts
- List medium and longer term strategies, such as possible policies and programs, that could be implemented to foster resilience in education systems
  - Include sources and support for additional education resilience evidence (ERA tools, SABER tools, universities' RES-Research).
  - Discuss the need for further alignment studies that could ensure that the MoE understanding and vision of risks facing young people corresponds with the risks that young people actually encounter on a local level. Similarly, further research should be conducted to ensure that MoE visions for protective intervention programs correspond with the needs found at the community level.

# ANNEX J:

## SCHOOL LEVEL REPORT TEMPLATE

The local level report to schools and their communities allows researchers to report back to the community that provided the research data. It should reflect findings from the research to show prevalent critical and latent risks as well as the resilient actions from the local education community and the national strategies most relevant to protect students, help them learn, and support their socioemotional well-being. The school report will help the local education community (school administrators, teachers, parents, and students) discuss ways to mitigate risks, pedagogical strategies that also address the socioemotional needs of students, and the ways school, families, and communities can work together to support students and help keep them safe. The research findings must be presented in a way that is accessible to school and community actors. It should be approximately 10 pages long.

### Section 1: Introduction (half a page)

Provide a description of the goals of the rapid assessment and the focus of the assessment.

Explain why the research was important to conduct.

Explain how data was gathered and how participants (including the particular community and/or school) were selected.

### Section 2: Summary of Findings (one page)

Key findings from the research: (1) Critical risks, (2) Latent risks, (3) Resilient actions (assets) within the local education community, (4) National support programs, and (5) recommendations for ways in which the local education community can better align resources to support students.

### Section 3: Risks Experienced by Students and Resilient Responses by the Education Community (four pages)

- Present the risks faced by students, noting those that are critical risks and those that are latent but with growth potential (as identified by students).
- Compare the view of other members of the education community (school staff and parents) with that of students.
- List the resilient actions (i.e., assets and programs) carried out by the local education community to cope with the identified risks as examples of assets and positive engagement that need to be supported. Highlight those identified by students as being most valuable to them. Discuss the availability of these assets.

### Section 4: Strategies to Foster and Strengthen the Education Community Resilience (four pages)

- Present the risks that were identified at the school level and advocate for a stronger role of the school community to mitigate them using the identified assets.
- Discuss the importance of schools and the communities in which they are situated not being

left alone in addressing the risks students face.

- Discuss the importance of advocating for the support of national education programs and for the alignment of these programs to the local education community and their own resilient actions.

### Section 5: Use of Findings and Next Steps at the School Level (half a page)

Participating schools can use their individualized reports to: (1) discuss the risks and assets identified in their community; (2) identify pedagogical strategies that address both learning and the socioemotional well-being of students; (3) discuss ways that principals, teachers, and parents can provide protection, emotional attention, and academic achievement of students; and (4) promote improvement to national programs in contexts of adversity.

# ANNEX K:

## RESOURCES FOR LITERATURE REVIEW ON ADVERSITY AND RESILIENCE

The following resources provide useful information for establishing the national developmental, child rights, and education contexts in a particular country. Some of the resources include information about a limited number of countries while others provide macro level comparable data across all countries.

### World Bank countries and regions data

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/0,,pagePK:180619~theSitePK:136917,00.html>

### World Bank World Development Indicators

<http://data.worldbank.org/data-catalog/country-profiles>

### International Crisis Group

<http://www.crisisgroup.org/>

*Browse by country for reports and analysis.*

### UNHCR statistical yearbook

<http://www.unhcr.org/pages/49c3646c4d6.html>

*Statistics and Operational data for countries from which there are significant numbers of refugees, and for countries hosting significant refugee populations.*

### Internal Displacement Global Overview 2011: People internally displaced by conflict and violence

<http://www.internal-displacement.org/publications/global-overview-2011>

### and country pages

[http://www.internal-displacement.org/8025708F004CE90B/\(httpPages\)/7E469E186B-4495D2802570A60055C804?OpenDocument&count=1000](http://www.internal-displacement.org/8025708F004CE90B/(httpPages)/7E469E186B-4495D2802570A60055C804?OpenDocument&count=1000)

*For countries with significant internal displacement*

### UNDP Human Development Index

<http://hdr.undp.org/en/countries/>

### Relief web: articles and resources

<http://reliefweb.int/> Especially for news on outbreaks of humanitarian crises

### UN OCHA

<http://www.unocha.org/top-stories/stories-by-country/results>

*For new reports on humanitarian situation and response*

## Human rights and legislative environment

### Amnesty international Country data

<http://www.amnesty.org/en/annual-report/2012/country-data>

### Human Rights Watch publications

<http://www.hrw.org/publications>

### OHCHR annual report 2011: section on armed conflict and insecurity

[http://www2.ohchr.org/english/ohchrreport2011/web\\_version/ohchr\\_report2011\\_web/allegati/13\\_Armed\\_Conflict.pdf](http://www2.ohchr.org/english/ohchrreport2011/web_version/ohchr_report2011_web/allegati/13_Armed_Conflict.pdf)

## Environment for children and youth

### UNICEF: The State of the World's Children reports

[http://www.unicef.org/sowc/index\\_sowc.html](http://www.unicef.org/sowc/index_sowc.html)

### Reports of the Special Rapporteur for the Secretary General on children affected by armed conflict: monitoring and reporting mechanism

<http://childrenandarmedconflict.un.org/>

*Reporting currently covers the following countries; Afghanistan, Central African Republic, Chad, Colombia, Cote d'Ivoire, DRC, India, Iraq, Lebanon, Libya, Lord's Resistance Army in the Central African Region, Myanmar, Nepal, OPT and Israel, Philippines, Pakistan, Somalia, Sri Lanka, Syria, Thailand, Uganda, and Yemen. Includes annual reports and country reports:*

<http://childrenandarmedconflict.un.org/library/>

*Of note is adherence to UNSC Resolution 1998 on attacks on schools and hospitals*

### The Watchlist on Children and Armed Conflict

*Country level reports for Afghanistan, Central African Republic, Colombia, Democratic Republic of Congo, Israel/OPT, Myanmar, Nepal, Sri Lanka, Sudan, and Uganda*

*See also press room reports and statements* <http://watchlist.org/press-room/>

### Child Rights International Network

<http://www.crin.org/>

*See in particular CRC Session reports and alternative reports:*

<http://www.crin.org/Alternative-reports/index.asp>

<http://www.crin.org/NGOGroupforCRC/search.asp>

## Education specific data

### World Bank Human Development Network Research database (by country)

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:22130988~menuPK:282405~pagePK:210058~piPK:210062~theSitePK:282386,00.html>

### World Bank education statistics for data and analysis on key education topics

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/EXTDATASTATISTICS/EXTEDSTATS/0,,menuPK:3232818~pagePK:64168427~piPK:64168435~theSitePK:3232764,00.html>

**Right to Education project country database**

<http://www.right-to-education.org/node/272>

*Search by country to get a report of the legislative environment that exists for education. Highlights gaps and protections*

**UNESCO UIS statistical records for the education sector**

<http://www.uis.unesco.org/Education/Pages/default.aspx>

**Reports of the Special Rapporteur on the Right to Education**

<http://www.ohchr.org/EN/Issues/Education/SREducation/Pages/AnnualReports.aspx>

*See both annual reports and country visit reports*

**UNESCO, Education Under Attack 2010**

<http://unesdoc.unesco.org/images/0018/001868/186809e.pdf>

*Report contains data and specific country entries*

**EFA Global Monitoring report**

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/>

**Conflict and Education: a list of resources**

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Documentation/Special-Search/2012Conflictdoc\\_2.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Documentation/Special-Search/2012Conflictdoc_2.pdf)





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