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Education Resilience Approaches (ERA) Program

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

A school snapshot amidst urban violence:
What can be learned from a resilience rapid assessment

Honduras
Education Resilience Case Report

About the ERA case report series

This report has been produced by the Education Resilience Approaches (ERA) team at The World Bank (HDNED) and analyzes the adversity, the resilience assets, and the education system response in a particular country or context. It makes use of available data collected through the ERA 's conceptual framework and/or tools, as well as review of other secondary sources. While the report complements those produced as part of the SABER series, the approach taken also differs in that it does not seek to benchmark or provide regional and international comparisons. Rather, in keeping with resilience theory and good practice (presented herein), the process is one of collecting and analyzing data as it pertains to the local relevance of education services in countries affected by significant adversities.

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Introduction

Education Resilience Approaches (ERA)

Violence, conflict and other contexts of adversity present a significant challenge to the pursuit of the Millennium Development Goals (MDGs). Moreover, as highlighted in the World Development Report 2011, countries affected by violence and conflict often face severe development challenges and many are characterized by weak institutional capacity and political instability. The impacts of pervasive violence and conflict are especially felt by the poor and traditionally excluded communities not least because such contexts often exacerbate existing inequity in social service delivery, including education services (World Development Report, World Bank 2011). However, research and practice in situations of adversity have also highlighted how education can protect vulnerable children and youth providing them with an appropriate environment within which to nurture their psychosocial well-being and better protect them.[1]

Responding to the “Learning for All” objective of the World Bank’s Education Strategy 2020, the ERA program builds upon and complements the body of work on protection and emotional well-being in difficult contexts by focusing on the education system level features that can also support the pursuit of positive learning outcomes in adversity. Also, ERA addresses the New Deal for Engagement in Fragile States and its focus on resilience within country-led fragility assessments agreed in Busan (Korea). Learning and competence in contexts of adversity have been identified as resilience factors in individuals, along with other non-cognitive skills such as purpose, empathy, perseverance, etc.[2] Today’s resilience studies emphasize that individuals can recover, continue to perform, and transform positively in times of adversity by dynamically engaging with their environment (including other actors and relevant and accessible services). Schools and education systems can support this dynamic process for students through integrated approaches that target their protection, socioemotional well-being and learning outcomes.

For more than 40 years, resilience studies have tried to understand the capacity of human beings (and their communities and organizations) to recover from crises, to continue to perform in spite of adversities and to transform positively in the midst of difficulties.[3] We now know that resilience is neither a special, super-human gift nor a trait in only a few individuals. Resilience occurs ordinarily in the interactions between people, as adversity triggers the need to understand our problems, to express our emotions and to develop competence and skills to overcome them—including academic and productive skills. Certainly, many studies identify schools and teachers as important contributors to resilience in children, adolescents and youth. What is more, in education systems resilience can be promoted through the provision of relevant and quality services that foster the interactions among students, teachers and parents to address both learning and well-being.

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[1] See for example Nicolai and Triplehorn 2003; *INEE Minimum Standards for Education* (revised) 2010.

[2] See for example Gamerzy, Masten and Tellegen 1984; Werner and Smith 1992; Gizir and Aydin 2009 on education resilience in spite of adverse economic situations, Masten et al. 2008 on education resilience in spite of homelessness and transitory situations, Boyden 2003 education resilience in conflict-affected settings and Borma and Overman 2004 on education resilience in spite of social exclusion.

[3] See for example, Garmezy 1985; Rutter 1987; Masten and Coatsworth 1998; Luthar 1991; Luthar et. al. 2000; Masten 2001; Benard 2004; Ungar and Liebenberg 2005; Ungar 2011/2012.

While the roots and forms of adversities—especially of violence and conflict—differ greatly from one country to the next, by applying resilience theory, the ERA Program has been able to develop an overarching framework through which to focus on learning outcomes and questions of relevance and quality even in times of pervasive adversity across varied contexts. As an approach, ERA does not provide rigid methods or formulas, rather it offers a guide to understand learning in spite of adversity. It does so through offering flexible diagnostic and research tools firstly to gather evidence of this process within a particular context and then to furnish general lessons learned. In so doing, ERA does not advocate for a specific intervention or stand-alone program. Instead, it employs a resilience lens to understand learning in contexts of adversity and identify the risks as well as assets present in education communities, with the aim of aligning those assets with existing education services and supports.

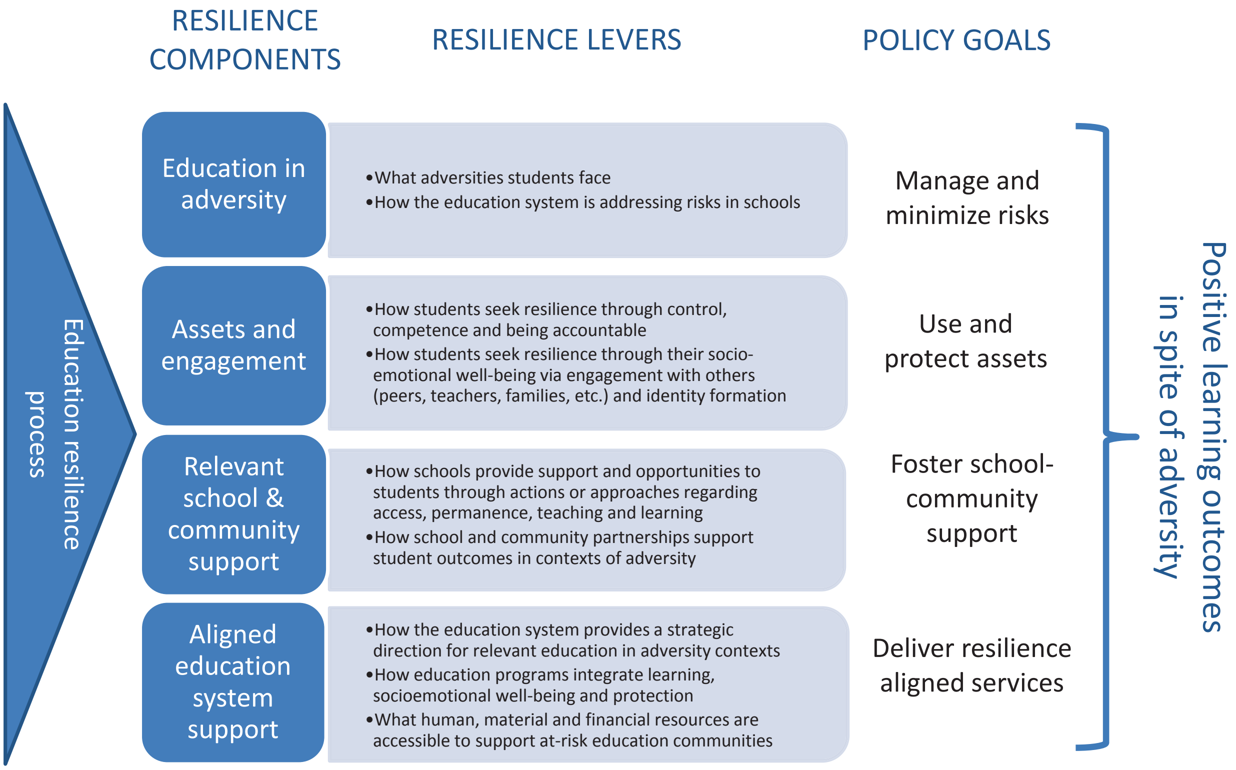
Thus unlike the other SABER domains, ERA does not benchmark nor provide regional and international comparisons. Instead, ERA complements them by offering lessons discerned from a process of collecting and analyzing data at a local level on the relevance of education services in difficult country contexts.

Finally, the findings related to the assets and strengths of students under stress should not be seen to preclude or negate challenges faced by education communities (students, families, teachers and education administrators) nor by the education system itself. ERA's approach to this study does not diminish the need for wider and comprehensive efforts to address the sources of adversity in each context. Rather, adopting a resilience approach provides a means for education systems to understand both risks and assets in education communities in order to align their institutional policies, programs and available resources to better address the needs of at-risk children and youth.

ERA methodology

For education systems, ERA complements other diagnostic tools such as the World Bank's System Approach for Better Education Results (SABER). Unlike SABER—an approach based on quantitative metrics against which the performance and status of education systems can be assessed—ERA provides a more flexible framework to collect information on what matters most to foster education resilience. It focuses on risks, assets, interactions and available supports, although these are defined independently in each country context. Similar to SABER, ERA has organized the available evidence on Education Resilience around policy goals (which are called Resilience Components) and Resilience Levers, which guide data collection of the evidence to facilitate understanding of the resilience process in each context and to share lessons across countries. Figure 1 below presents the ERA program's components and levers.

Figure 1. Education Resilience Approaches (ERA) Framework


RESILIENCE COMPONENTS
RESILIENCE LEVERS
POLICY GOALS
Education resilience process
Education in adversity
•What adversities students face
•How the education system is addressing risks in schools
Manage and minimize risks
Assets and engagement
•How students seek resilience through control, competence and being accountable
•How students seek resilience through their socio-emotional well-being via engagement with others (peers, teachers, families, etc.) and identity formation
Use and protect assets
Relevant school & community support
•How schools provide support and opportunities to students through actions or approaches regarding access, permanence, teaching and learning
•How school and community partnerships support student outcomes in contexts of adversity
Foster school-community support
Aligned education system support
•How the education system provides a strategic direction for relevant education in adversity contexts
•How education programs integrate learning, socioemotional well-being and protection
•What human, material and financial resources are accessible to support at-risk education communities
Deliver resilience aligned services
Positive learning outcomes in spite of adversity

The ERA program relies primarily on the collection of mixed-methods data. Three primary tools are being developed:

(i) **Resilience in Education Systems (RES-360°):** A process for a rapid 360° diagnosis of the risks, education community assets and potentially relevant education programs in a country;

(ii) **Resilience in Schools (RES-School)**: An assessment of how resilience can be fostered through the core school functions (access and permanence, teaching and learning, school management, school climate and community relations); and

(iii) **Resilience in Education Settings Research (RES-Research):** An education resilience research training module for universities, local researchers and agencies working in fragile, conflict and violence affected contexts.

The Honduras case study is part of a group of five initial pilot country case studies that supported—through consultations, prototyping and pilot applications—the development of the ERA methodology and the program tools listed above. The sequence of the five pilot country cases is presented in the table, below. The application of the RES-3600 in Honduras represents one of the final stages of piloting.

Table 1: Sequencing of the ERA program development and respective country case studies

Country	ERA framework component
Rwanda	Development of the Education Resilience framework (institutional resilience component)
South Sudan	Initial prototype of an education resilience research approach with a university based in a fragile context (RES-Research)
Palestine Refugees (UNRWA)	Further development of the ERA framework and piloting of the qualitative education resilience training module (RES-Research). Findings guided the initial design of the resilience in schools questionnaire (RES-School)
Latin America (Colombia, Nicaragua and Honduras)	Development and piloting of the mixed-methods (qualitative and quantitative) education resilience research training module (RES-Research)
Honduras	Development and piloting of the RES-360˚ tool

The approach for the Honduras case study

This country report and the data presented herein are a product of the piloting of the RES-360° tool in Honduras. Following several trials and refinements of the tool, Honduras was selected for the final pilot due to the context of adversity in which many of its schools operate. With the exception of countries at war, Honduras is among the most violent in the world, with a homicide rate of 92 per 100,000 (UNODC 2011). A history of military rule and persistent poverty serve as the backdrop to current large scale urban violence, drug trafficking and criminal youth gangs.

For this report, the RES-360° rapid assessment process was followed. First, national level data was collected from government strategic plans, focus groups with Ministry of Education leadership and secondary sources such as national studies on youth violence. Next, focus groups were conducted with teachers, parents and students from two selected schools in low income neighborhoods affected by violence in the capital, Tegucigalpa. Both the national level data and school focus groups provided the information to prepare a context-based questionnaire on risks, community assets and relevant education programs/strategies to address the risks. The questionnaire was then piloted in one "Critical Case School," located in the urban periphery also of the capital city. The sample for the pilot questionnaire consisted of 93 students, 9 teachers, 9 parents and 3 school administrators. The pilot school served pre-school, primary and lower secondary students, which is considered the Basic Education cycle in Honduras. All students in grades 7-9, as well as their teachers, who were present at the time of the questionnaire application, participated.

Although this report is based on a pilot study in a critical case school, it does provide a lens into the potential risks, education community assets, and education systems responses that can be considered in Honduras. The schools for the qualitative (focus groups) and quantitative (RES-360 questionnaire) were selected as a purposeful sample, as they represented schools in contexts of adversity (specifically, poverty and violence affected). A larger sample would be necessary to draw national conclusions about the risks, assets and potentially relevant education programs in Honduras. Nonetheless, while not national or statistically representative, this first pilot reports seeks "analytic" or "theoretical generalizations" that explain what happens in one particular setting in order to develop a theory to understand other cases or situations.[4] Additionally, its findings serve as an example of the kind of information that could be generated were the study conducted more widely. To this end, the Honduras RES-360° questionnaire is now designed and validated and could be applied in a larger and more diverse sample of schools (or even a statistical sample, if such level of generalization is desired and resources are available).

Finally, as a pilot study under ERA, the scope of this study does not represent the full gamut of information that the ERA framework and tools in their final form seek to collect (see figure 1 above). However, the pilot application in Honduras of the RES-360 provides a snapshot across all four ERA components, namely, a collective understanding of education in adversity; the level of education community engagement and assets; guidance on school level supports; and sample proposals to align education system services to both the identified risks and assets within education communities.

The Honduras context

Honduras is confronting a dual historical challenge in its education system: providing quality universal basic education to its population and confronting growing violence especially affecting its youth. Both of these challenges have significant consequences for the country's education services. In what concerns education provision, Honduras began the 21st century with an illiteracy rate of 20 percent (population 15 years of age and older). The country has since made clear its ambitions to decrease the illiteracy rate, to increase access to basic education (preschool and grades 1-9), to improve the quality of learning (PREAL-FEREMA 2009) and to decrease dropouts and repetition. Today, it is on track to reduce the illiteracy rate to 9 percent by 2015.[5] As part of its Education for All Plan, access to grades 1-6 increased significantly reaching net enrollment rates of 96.5 percent. However, lower and upper secondary education is lagging behind, with only 39 percent net enrollment in lower secondary (grades 7-9) while only 4 out of 10 youth attend upper secondary education (grades 10-12). There have been some efforts to increase pre-school access, reaching net enrollment rates today of 44 percent. See figure 1, below.

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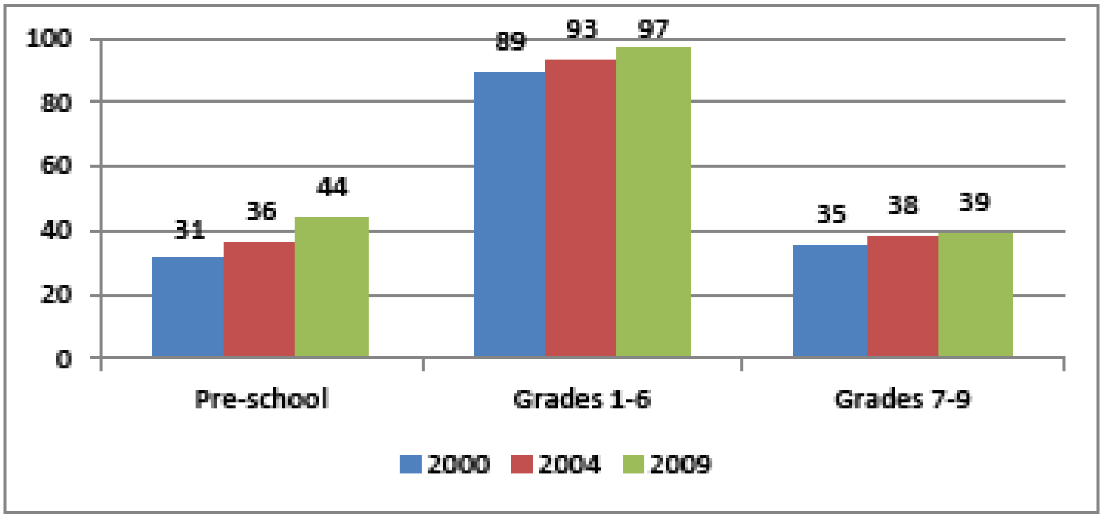
[4] See for example, Yin 2008 or Patton 2002.

[5] Estudio del UPNFM/INIEES 2009.

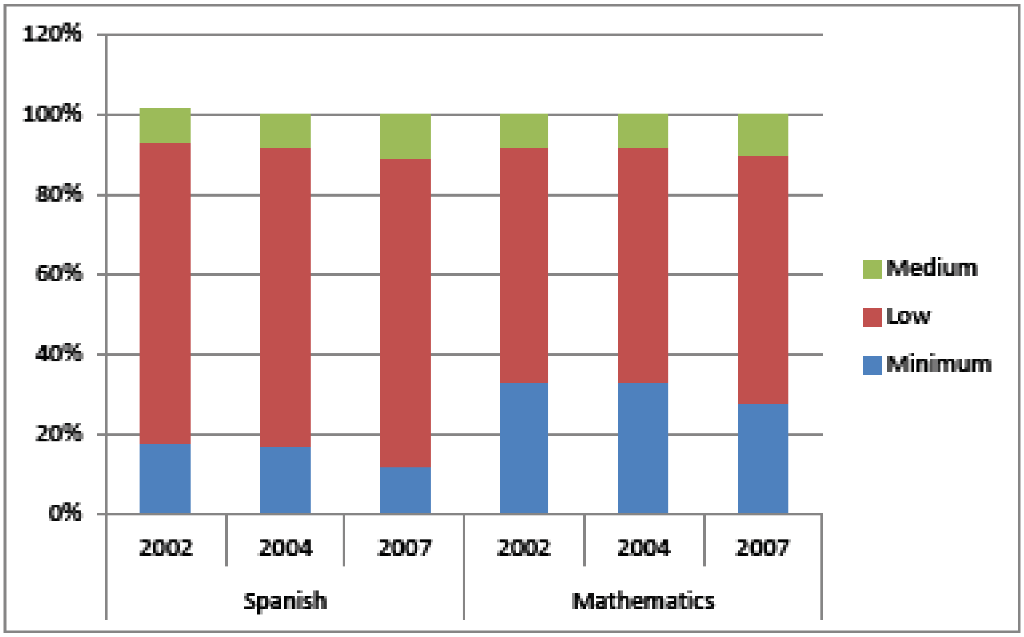
Figure 1: Net Enrollment Rates by Education Level, 2000 – 2009



Source: SDP 2001; INE: EHPM 2004; 2008, DES.2009; World Bank EdStats 2013

Quality of learning is also a cause for concern in Honduras. The country's learning assessment unit (*Unidad de Medicion de la Calidad Educativa,* UMCE) reported in 2007 that only 11 percent of students in 6th grade are achieving the minimum competencies in Spanish, and only 9 percent in Mathematics (see figure 1). In general, results in achievement levels from national standardized tests have remained low and stagnant since 2002 (see figure 2, below). Concurrently, repetition has increased in grades 2 to 5.

Figure 2: Public 6th Grade Students by Achievement Level, 2002-2007



Source: PREAL-FEREMA, *Informe de Progreso Educativo de Honduras: Educación* (2009)

Over the same period, youth exposure to high levels of violence has been climbing. The Honduran education sector faces significant social, economic, political and natural challenges to its ability to deliver quality and relevant education services to children and youth. Indeed, having avoided a direct impact of civil wars that came to define the Central American region in the 1980s and 1990s, Honduras today finds itself as the country most adversely affected by high levels of crime and violence. The growing violence is linked to youth gangs and the transnational drugs trade that has engulfed the region. In June 2012 for example, the Economist reported that:

> *Last year Hondurans were about 80 times more likely than Western Europeans to be murdered. For men in their 20s, the odds were four times worse again…the murder rate has nearly doubled in the past five years. Barring war zones, this makes Honduras by most reckonings the most violent country in the world.*[6]

To be sure, data from the United Nations Office on Drugs and Crime (UNODC) confirms that murder rates in Honduras were 92 per 100,000 people in 2011—one of the highest ever recorded in modern times.[7] Equally as troubling, young people are especially susceptible to joining gangs which increasingly become more violent. Within schools, gangs that were once linked to rival supporters of football teams have evolved into much more complex and violent groups.[8] This worrying trend, combined with a history of political upheaval and continued threat of natural disasters,[9] has led to a situation in which violence is taxing young people in Honduras as never before.

In this context, the education system thus faces considerable operational challenges, but it also constitutes a critical player in addressing the challenges and meeting the needs of the youth through the provision of inclusive and relevant learning opportunities that could support positive and socially cohesive transformations. The following analysis of the findings from RES-360 data and supporting sources point to the opportunities and challenges involved in addressing this.

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[6] The Economist, "The eye of the storm: Timid steps to tame the world's most violent country" (16 June 2012): retrieved from http://www.economist.com/node/21556914 on February 12th, 2013.

[7] UNODC, T*ransnational Organized Crime in Central America and the Caribbean: A Threat Assessment* (September 2012).

[8] Universidad Pedagógica Nacional (UPN), Resiliencia Educativa Ante Los Riesgos Sociales Generados por las Barras Juveniles de Futbol en Honduras, (not yet unpublished).

[9] The destruction caused by Hurricane Mitch in 1998 caused significant setbacks to the education system, to schools and to poor and marginal communities. See for example, UN ECLAC, *Honduras: Assessment of the damage caused by Hurricane Mitch* (1998); UN ECLAC, *Implications for economic and social development and for the environment.* (14 April 1999), http://www.gfdrr.org/sites/gfdrr.org/files/dldocs/(1998)Hurricane%20Mitch,%20Hoduras%20(ENG).pdf/

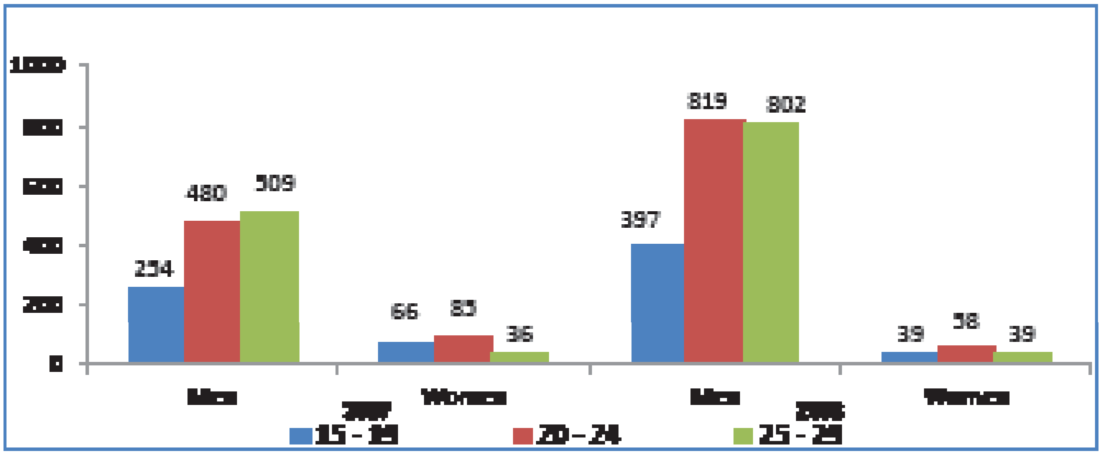
Findings

Education Resilience Component 1: Creating a collective understanding of education in adversity

Identification of adversities faced by students

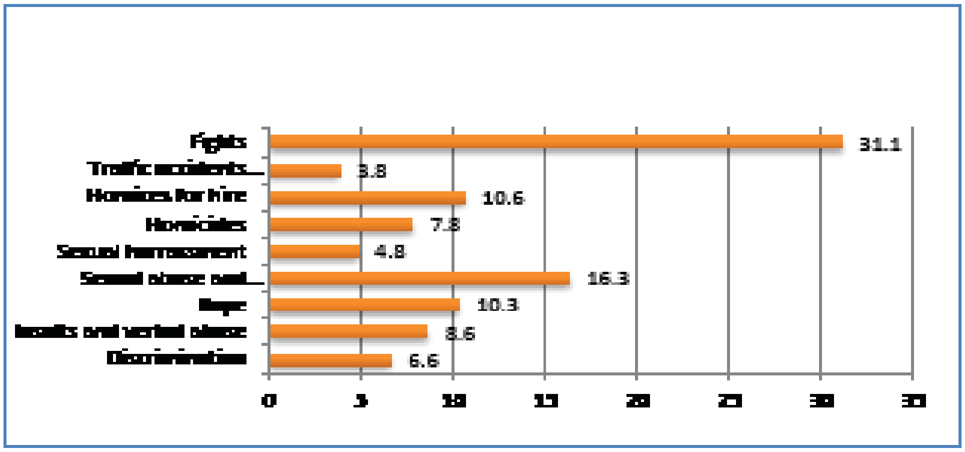
The adversities facing the country as a whole have penetrated the school system and are felt by its students. Various organizations in Honduras have been conducting research on the risks confronting children and youth in the country, including UNODC, UNDP, and UNICEF. UNDP complements the high homicide rate findings by UNODC by pointing out that these are disproportionately affecting youth and young adults, ages 15-29 (see figure 3). Self-reporting by Honduran youth, themselves, has further confirmed the escalating level of violence which manifests itself through fights to different forms of abuse (including physical, emotional and sexual abuse), and homicides for hire (see figure 4).

Figure 3: Annual Homicides of Youth by Age and Sex, 2007-2008



Source: UNDP, *Human Development Report, Honduras 2008/2009: From social exclusion to youth citizenship* (2008/2009)

Figure 4: Types of Violence that Affect Youth (Self-Report)



Source: *Encuesta Nacional de Percepción sobre Desarrollo Humano* (2008).

Although the education system is limited in its ability to mitigate the violence and crime exposure of children and youth outside of school, violence is also present in education institutions as well, including primary schools. Especially in violence related to youth gangs, students may be both perpetrators and victims.[10] The RES-360 critical case pilot suggested that students may be recruited to carry errands for gang members and for other elicit activities and some of them have been see handling large, unexplained, amounts of money in school. Another example of exposure to violence in schools is through disciplinary practices, such as yelling and physical punishment (see figure 5).[11] Also other less explicit school practices may be posing risks to students, such as non-physical discipline through suspension of children and youth from school. For example, in the pilot RES-360° questionnaire, students named "not being allowed to enter school without a uniform" as a critical risk related to violence, along with "skipping school" (truancy), "walking to school alone", "violent attacks" and "theft" (see figure 6). Schools suspensions as a first response to students not following rules (such as not wearing uniforms, or arriving late) may contribute to students becoming an easier prey on the streets to violent, armed and criminal groups In all, violence in different forms seems to have permeated the education system and requires attention and response.

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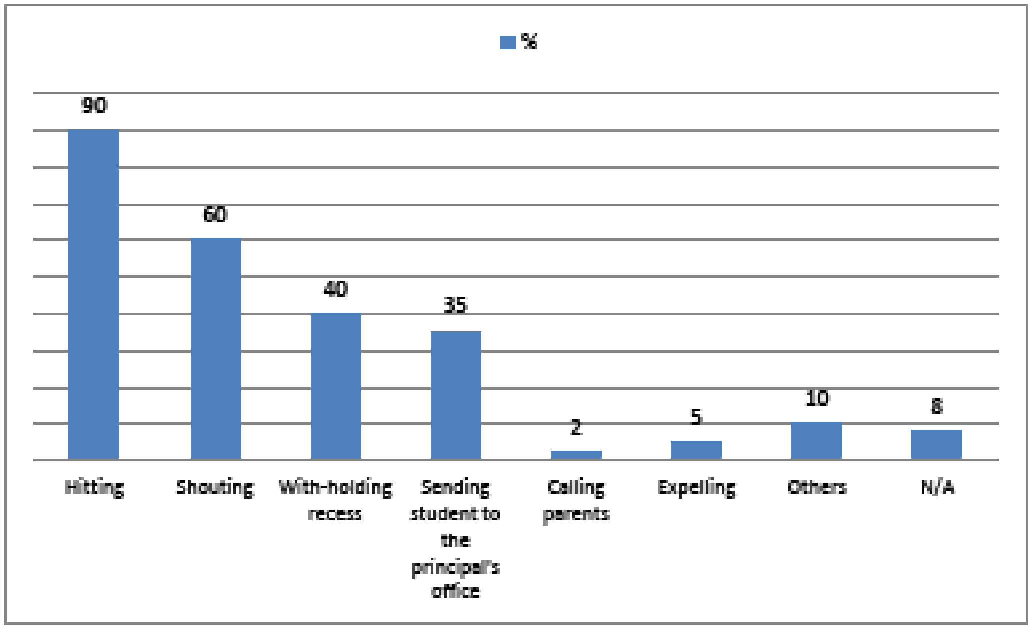
[10] Luke Dowdney, *Neither war nor peace: international comparison of children and youth in organized armed violence* (2005).

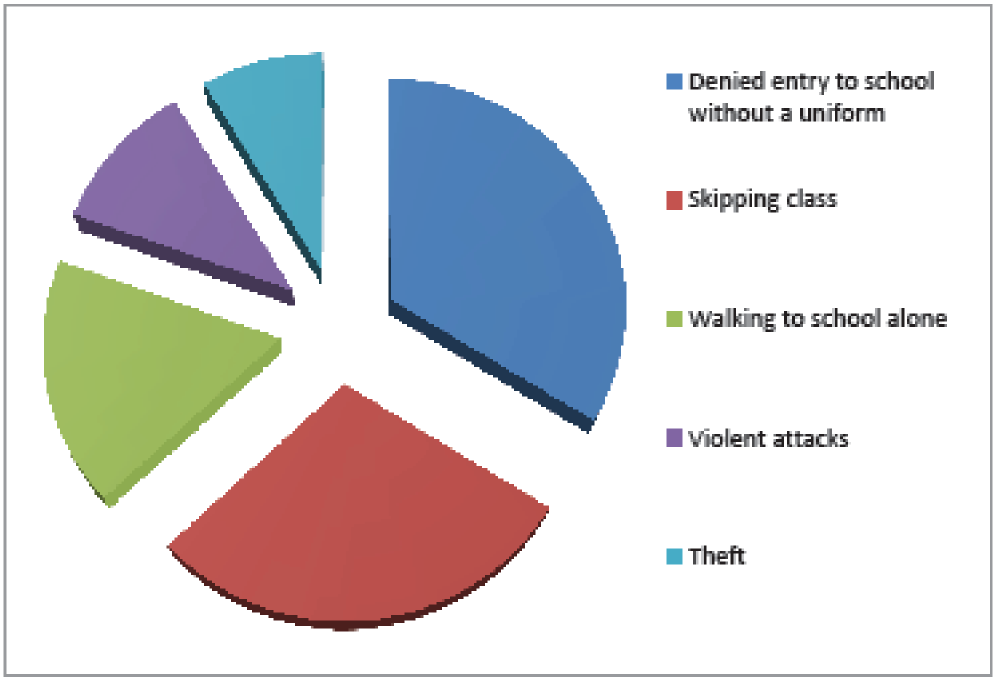
[11] Data sourced from A UNICEF study in 7 regions of the country and in 27 public and private primary education schools (grades 1-6): UNICEF, the Agencia Andaluza de Cooperación and the President's Council, *Síntesis del Estudio sobre Garantías de Derechos de la Niñez en el Sistema Educativo Nacional.*

Figure 5: Types of student discipline



Source: UNICEF, Agencia Andaluza de Cooperación Internacional para el Desarrollo, President’s Council, *Estudio de Garantía de Derechos de la Niñez en el Sistema Educativo Nacional* (2008)

Figure 6: Top Five critical risks at school



Source: Honduras RES-360° Application in Critical Case School (2012)

National and local education levels share a collective vision of risks and adversities

Understanding the risks that affect children and youth is an important first step in helping students to navigate the adversities present in their lives. The RES-360° process in Honduras compared the national and local views of the risks that affect schools, as expressed by focus groups with the national Ministry of Education and with a local community of students, parents and teachers (see table 3). Both national and local actors expressed concern for the rise in violence and crime to which students are exposed. However, at the local level, and especially among students, some indirect contributors to these risks were noted, such as prohibiting student access to school when not wearing a uniform. Students also mentioned they fear walking alone to and from school, inferring also to the myriad of risks on the street (armed people, drug sales, gun shooting, stabbings, etc.). In general, students seem to be very aware of the risks in the streets and seek refuge in schools. Students as a place of protection can also be inferred from the national and local participants' concerned about access to secondary education services, which was considered both a risk (when limited) and an asset (when available).

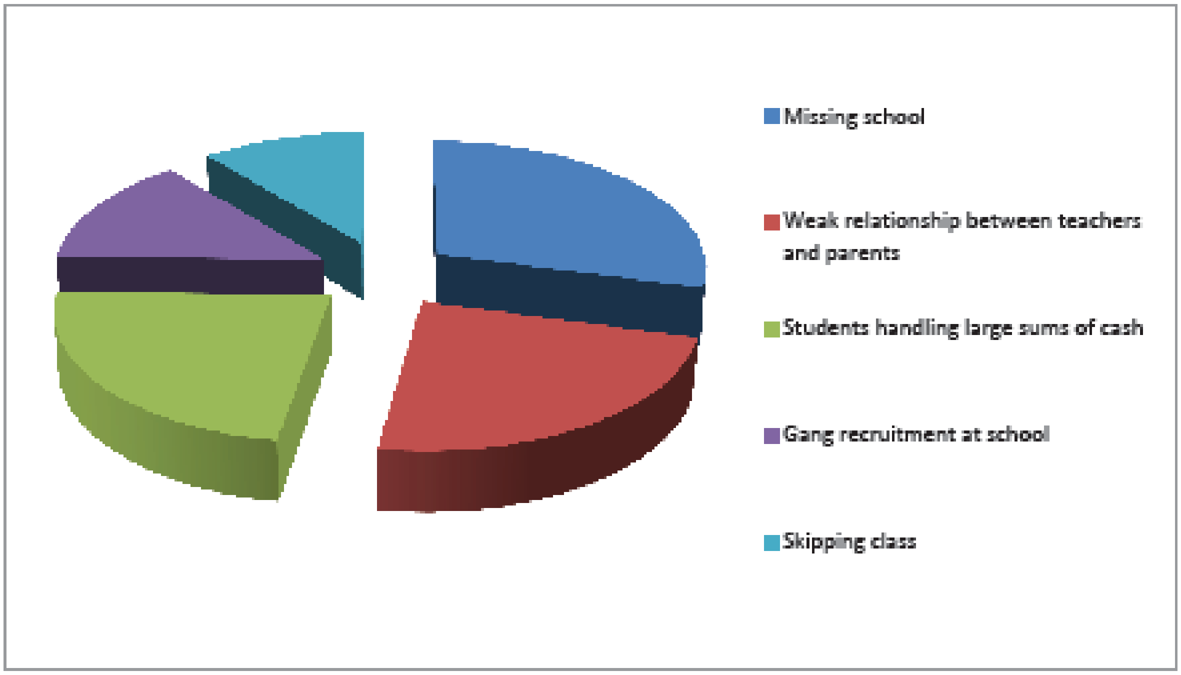
Table 3: Comparison of Risks Students are Exposed to in Honduras

Top 5 Risk Identified at the National and Local Education Levels	
National Level	Local Level
On the Street • Growing rates of gang involvement and violence • High rates of violence in neighborhoods where schools are located • Street fights among students	On the Street • Armed people on the streets • Forced to sell drugs • Gun shooting and stabbings • Walking alone to and from school
In School • Physical abuse in schools and at home • Lack of education services, especially in rural areas and for secondary education	• In School • Fights and injuries • Prohibited Access to School Without a Uniform

Source: Honduras RES-360° Application in Critical Case School (2012)

Many students from the RES-360° critical case school also pointed to risks considered latent, as they occur only occasionally, albeit present, in the school (see figure 7). These latent risks included students missing school, direct gang recruitment, and students in possession of unexplained large amounts of money. It is important to note that many students also reported their concern for weak relations perceived between teachers and parents, and listed this as a latent risk. Positive adult relations and the participation of parents in school life seem particularly significant to students living in very difficult situations. This could be related to the need for a sense of community and for a sense of direction from adult caretakers; further research would be necessary to confirm this.

Figure 7: Top 5 latent risks at school identified by students



Source: Honduras ES-360° Application in Critical Case School (2012)

In general, there is an expanding collective view in Honduras of the critical and latent risks to which children and youth are exposed. However, there is also a need to understand the way students, families and teachers are coping with these adversities. Tapping into these assets can contribute to innovative solutions by the education system and schools to address the mounting violence in the country, neighborhoods and schools of Honduras. The direct engagement of and among students, parents, teachers and school administrators can improve the relevance of the response and support from the education system and its institutions.

Education Resilience Component 2: Supporting a Positive Engagement and Assets in Education Communities

In addition to cataloging risks and adversities, the RES-360° process identified various assets and opportunities to mitigate children and youth exposure to the above identified risks, considered important by students, parents, teachers and administrators. These are examples of how the education community in this critical case study is finding ways to cope with the growing risks affecting students, but these opportunities are not systematically or formally supported by the education system. For example, school actors pointed to efforts to provide extracurricular activities, psycho-social services, academic support and protection of children and youth in and outside of school (see table 4).

Table 4:

A Sample of Resilient Activities Identified In Some Education Communities of Honduras
Extracurricular and Psycho-Social Programs
Activities Organized by Community Actors (church, NGOs, etc.) Activities Organized by Parents and Teachers Activities Organized by Students Sporting Events Disaster Prevention Training
Academic Programs
Mathematics, Spanish and Computer Training Teacher Support After School Student Self-Managed Activities in School Remedial classes
Protection and Care
Police Patrols on the Way to and from School Mothers' Support in School Parent and Teacher Shared Monitoring in School Random Book Bags and Backpack Checks

Source: Honduras RES-360° Application in Critical Case School (2012)

The above activities can be supported more formally by the education system in partnerships with other sectors (such as security, health and social protection) and with community actors (faith based groups, NGOs, businesses, etc.). These local opportunities and community assets can also help students regain a sense of control, accountability, connection with other and socio-emotional wellbeing. These are important processes that build resilience, to which we turn next.

Control through competence and accountability

Students in situations of overwhelming risks seek both protection and some level of control over the difficulties that overwhelm them. Through the pilot RES-360° focus groups and questionnaire, many participating students noted their desire for academic support, including opportunities for remedial learning. Learning and school success furnish children and youth with a sense of empowerment, competence and a positive identity in the face of difficult living conditions.[12] Table 5 presents the top five opportunities and assets which students in this study valued to help them regain a sense of control and competence. It is important to note that students also prioritized measures to ensure safety, such as preparing for natural disasters and checking school bags.

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[12] See for example, The World Bank, *ERA Palestine Refugee Country Report* (2013); Gizir and Aydin, *Protective factors contribution to the academic resilience of students living in poverty in Turkey* (2009).

Table 5:

Top 5 Control, Competence and Accountability Opportunities Valued by Students
• Academic Support (Mathematics, Language and Computer) • Teacher Support After School • Opportunities for students to act as leaders and decision makers • Being prepared for natural disasters • Checking of Backpacks (security)

Source: Honduras RES-360° Application in Critical Case School (2012)

Socioemotional well-being via engagement with others

Notably, when discussing assets and opportunities, students also spoke to the importance of close relationships between parents, teachers and other community organizations such NGOs and universities. Students clearly feel the effects when school-community relations are strained or fostered. As mentioned earlier, students view their perceived weak relations between parents and teachers as a risk. As an asset, the pilot RES-360° assessment also showed that students value the participation of mothers in school and even a shared monitoring role between teachers and parents in school (see table 6).

Engagement with others builds a sense of socio-emotional wellbeing and group identity.[13] In Honduras, a study by UNDP (2008) on the perceptions of young people emphasized their search for socialization and engagement with others, as well as their capacity to peacefully resolve conflicts. Therefore, extracurricular activities (organized by the school, community and student themselves) were also sensed by students as assets (see table 6, below). In general, providing opportunities for socio-emotional development via engagement with others is an important message, especially when considering the maladaptive alternatives for “group belonging” provided via involvement of youth and children in violent gangs in the country.

Table 6:

Socioemotional Well-being and Engagement With Others Top 5 Opportunities Valued by Students
• Mothers’ Support in School • Activities Provided by the Community • Parent-Teacher Monitoring in School • Student-led Activities in the Community • School extracurricular Activities

Source: Honduras RES-360° Application in Critical Case School (2012)

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[13] See for example, Michael Ungar, *Resilience Across Cultures* (2008).

Education Resilience Component 3: Enabling Relevant School Level Support

School access and permanence as means to protection

Schools, along families, have a central place to support children and youth in contexts of adversity. The primary function of schools in contexts of emergency, crisis or chronic adversities has been to provide a secure environment for children and youth.[14] Honduras has shown that it is possible to make significant advances in school access, as demonstrated by the near universal net enrollments in grades 1-6, although similar efforts and investments are needed in pre-basic and secondary levels. However, as the pilot RES-360° data reveals (as well as other studies, such as UNICEF cited earlier), school policies and practices may also be "expelling" students into the many risks found in the streets.

Lack of lower and secondary education access is a primary concern regarding idle youth on the streets, but also the low quality of education and high repetition can contribute to a sense of helplessness and lack of education purpose. (House 1989; West 2012). Disciplinary practices also expel students into the streets, as the primary response for unruly behavior or not wearing uniforms. Students in the pilot noted that being denied entry into schools was a risk, understandably due to the high level of violence in the city streets. The pilot data also revealed concerns, for the same reasons, about students walking to and from school alone, skipping classes, dropping out altogether or being removed from school by their parents if they fail a grade.

Learning as means to empowerment: The dual role of schools in providing academic guidance and socioemotional support

Student focus group data shows young people place great importance in the academic support they receive at school. As referred to earlier, students considered valuable the reinforcement classes, out-of-hours help from teachers, the availability of textbooks, and support in subjects such as Math, Spanish and especially computer courses. These comments from students in the Honduran RES-360° pilot parallel ample evidence regarding "academic resilience" (or student academic learning in spite very difficult living conditions).[15] This literature suggests that learning and socio-emotional well-being have a mutually reinforcing relation: learning contributes to socioemotional well-being and positive socioemotional feelings contribute to readiness to learn. The contrary is also possible creating a vicious cycle rather than a virtuous and supportive one.[16]

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[14] INEE, *Minimum Standards for Education* (2010).

[15] See for example Gamerzy, Masten and Tellegen 1984; Werner and Smith 1992; Gizir and Aydin 2009 on academic resilience in spite of adverse economic situations, Masten et al. 2008 on academic resilience in spite of homelessness and transitory situations, Boyden 2003 academic resilience in conflict-affected settings and Borma and Overman 2004 on academic resilience in spite of social exclusion.

[16] See for example the work of Martin Seligman, especial his seminal studies depicted in (1992) Helplessness: On development, depression and death. His experimental psychology work in education settings has shown that low expectations, a pessimistic stance, and multiple trauma has an effect on how people learn, even lowering previous achievement levels. In turn, seeing adversities as temporary, having some locus of control, and having a supportive group contributes to an optimistic stance in spite of adversities, and better levels of achievement.

Therefore, beyond this rapid assessment, evidence is needed on promising teaching-learning models and practices that can contribute both to student learning and to their socioemotional development. Important instructional practices to review include child-centered and participatory pedagogy (as children and youth commented on the need to take their own decisions), peer-to-peer learning (to foster resilience through engagement with others) and community-based projects and assessments (in line with the need for students to connect, serve and be accountable to their communities). Innovative and relevant instructional practices for contexts of adversity also require support for teachers, whose own professional development and socioemotional well-being are critical in order to support their students.

Community school management: An accountable community of adults for the well-being of children and youth

Being supported by, and accountable to, a community is a strong determinant of the capacity of children, youth and adults to recover, perform and even transform positively when facing adversities. Schools especially are well placed to bring together parents and teachers, as the principal caretakers of children and youth. Time and time again, studies from neuroscience, child-development, education, mental health, crime prevention, and gang involvement stress the importance of caring and protective groups for those at risk. Moreover, fractured families and unresponsive education communities may be opening opportunities for other non-adaptive "group" and "community" options for children and youth in Central America, such as gang membership and organized crime.[17]

Building on existing school-community alliances is an important opportunity to foster protection, socioemotional wellbeing and learning in Honduras. According to RES-360° data teachers advise students after school hours, school administrator seek university psychology interns to provide counseling for students, and some teachers organize homework groups by neighborhood so students can meet easily and as safely as possible. The role of mothers at school also is highly valued by students. Mothers support the school by acting as school monitors to supervise students, and participate in other school activities. Especially, students stated that they like to make their own decisions as well, which can be the foundation to further development students' non-cognitive skills such as leadership, decision making, discernment and empathy. Figure 8 below presents the top five responses provided by students when asked about positive engagement among students, parents and teachers in schools.

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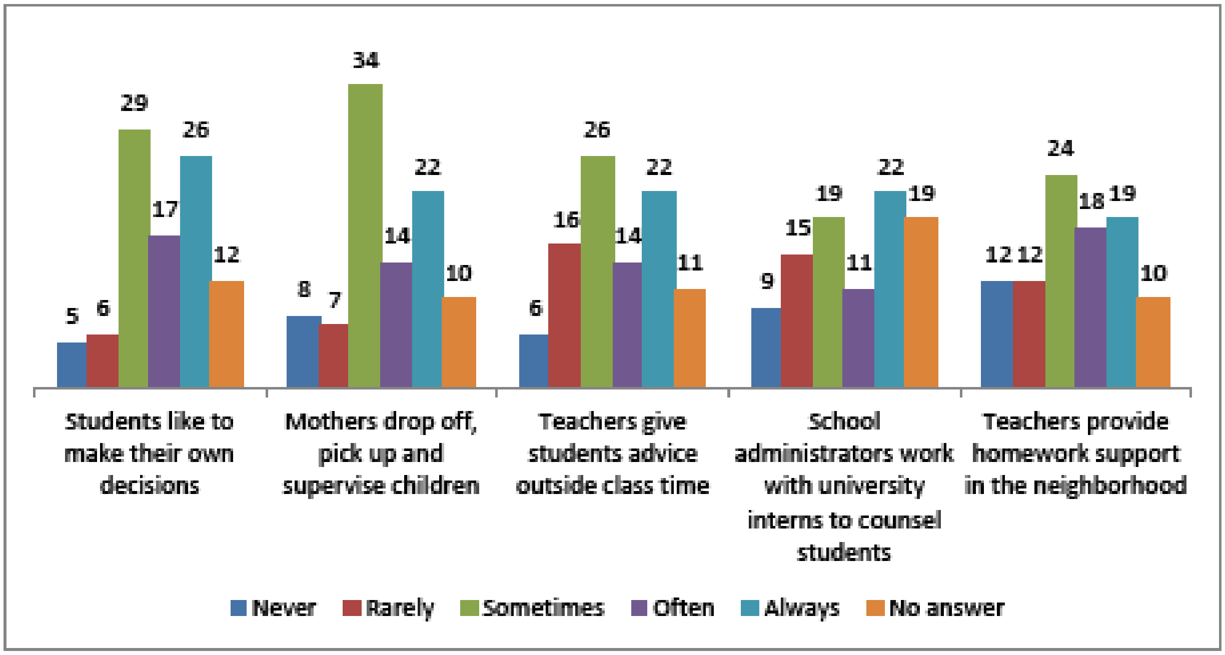
[17] See for example, Luke Dowdney, *Neither war nor peace: International comparison of children and youth in organized armed violence* (2002).

Figure 8: Frequency of assets recognized by the education community



Source: Honduras RES-360° Application in Critical Case School (2012)

The examples of positive community participation in school have to be contrasted with statements regarding weak coordination between teachers and parents. The positive engagement among some parents, teacher, school administrators, and students can be formalized and supported by the education system. This is an opportunity to provide the structures to improve community involvement in the management of schools, not necessarily focused on administrative activities but rather on the protection, socioemotional well-being and learning of Honduran children and youth living in very difficult situations.

Education Resilience Component 4: Aligning the Support from the Education System

Aligning existing programs for access, permanence and quality education to also foster resilience

While in Honduras many programs addressing issues of access, permanence and quality have been in existence for more than two decades, the dual learning-violence mitigation challenge present today calls for a more meaningful strategic direction and education services that are directly relevant and adapted to this dual challenge. There is probably no need for independent or stand-alone “resilience” projects, but rather a need to align the existing and future education services for these ends. Existing education programs can be aligned to both address academic objectives as well as to promote a more protective environment and socioemotional support of children and youth.

For example, the RES-360° process reviewed the following programs geared towards increasing access, permanence and learning in Honduran schools. *Programa de Merienda Escolar*, *Bono de Matrícula Gratis*, *Bono de Transporte* provided free or subsidized school meals, transportation and tuition. *Programa Hondureño de Educación Comunitaria*, PROHECO and *Centros Comunitarios de Educación Pre-Básica* target the expansion of education services in rural areas through community participation. Still others program focus on widening coverage for over-age students through alternative education routes (*Sistema de Educación Media a la Distancia*, SEMED; *Programa* EDUCATODOS). Finally, improving the quality of education has been addressed through the Education for All programs and the EDUCATRACHOS, which provides free Math and Spanish textbooks as well as computer labs. NGO and external organizations-led programs were also mentioned as important by students for specialized support in sexual and reproductive education, human rights and citizenship and disaster risk protection.

The above education programs and others (offered by the Ministry of Education, donors, national and international NGOs, etc.) and other local organizations can be aligned along a resilience approach. The following formula for alignment is proposed by the RES-360° process:

1. First, assess existing education programs in line with the data on risks identified in Honduras (especially those critical and latent risks noted by students) and consider if the programs are being affected by these risks and if they contribute to mitigating them.

2. Second, consider the local assets and opportunities present in education communities—for example, the participation of parents (especially mothers) in school activities, the potential alliances with university and human and social services programs, and the support of faith-based institutions. Equally important is to consider if the existing programs are providing students with opportunities to make decisions, to develop leadership and to work together—especially to provide alternatives to non-adaptive "group activities" which are preying on children and youth in Honduras, such as violent gangs and organized crime.

3. Lastly, consider how the existing program objectives, components and/or implementation strategies can contribute to mitigate the exposure of participants to the identified risks and incorporate and support local actors—with their assets and strengthened capacities— into their activities.

Table 7, below, illustrates—as an example—such a reflection and planning process to align existing education programs to a resilience framework.

Table 7: Alignment of education programs and services for education resilience

Education needs and priority local risks	Education communty assets and priority education programs	Example of alignment for fostering education resilience
Education system basic needs: • Universal basic education • Permanence and school success • Quality learning Priority local risks • Restricted access to school (not wearing uniform, discipline, limited places in lower and upper secondary school • Violence and delinquent behavior inside school (attacks, theft, extortion, students in possession of large unexplained amounts of money in schools) • Violent and unsafe streets (walking to school, delinquent activities, gang recruitment of children and youth)	Assets: • The participation of parents in different school activities (monitoring, supervisión, etc.) • The support of university interns (psyschology, counseling, etc.) • Extra-curricular activities supported by community organizations (NGOs, municipalities, religious groups, etc.) • Combination of academic and socio-emotional support by teachers Priority education programs: • EDUCATRACHOS, • PROHECO • Sexual and reproductive education • Human rights and citizenship programs • Free school meals • “Ampliando Horizontes” program (computer labs with internet)	1. School management with resilience focus The country has school-based administration and very active community participation in school (over 10 years of implementation). These programs can be adjusted to provide socioemotional support to build resilience in students (purpose and meaning behind contexts of adversity and opportunities for connection between students, teachers and parents). 2. Teacher training and development With the program, practice and evaluation of teachers. Include the strengthening of socioemotional skills that that foster students’ learning and resilience to make positive life plans and navigate adversities. 3. Inter-sectorial coordinatopm for the protection of external risks Coordination between relevant Ministries to improve safety in the context external to the school, ensuring the use of community actors – including families, NGOs and religious groups.

Community-school relations can be fostered by education systems: Strategic guidance, structure and resources

A community of adults with a shared vision of support for students in contexts of adversity is a foundational pillar for education resilience responses. Education systems can provide the policies, structures and resources to foster and more formally support parents, teachers and school administrators working together (as well as students themselves). Around the world, many education systems have adopted policies for community participation such as school boards, for parents and teachers to plan together, and for the provision of resources to finance school-community (parental) projects and activities. Honduras has already models of such policies and structures to foster community participation in schools, such as PROHECO. It is important, however, to note that the resilience aim for parental and community participation in schools is not to share administrative responsibilities (financing, payment, and accounting) but rather to be mutually responsible and accountable for the protection, socioemotional well-being and learning of students. Resources and their administration may be needed,[18] but the aim of parents, teachers and school administrators working together is the safety and school success of all students.

Risk mitigation requires inter-sectorial coordination

Although the rapid RES-360° assessment did not intend to review the programs of other sectors (health, family protection, security) nor the opportunities for coordination with education, these do exist and are important. While it is within the scope of the Honduras education systems' authority to address risks internal to schools, responses that could in turn impact students at home and on the streets, the root of adversity run deeper than the system's reach. Long-term changes to structures that generate poverty, violence, conflict and suffering are by nature a task that requires inter-sectorial and inter-institutional coordination. If any progress is to be made in this, the education sector's role in lobbying for this coordination is essential, in order to mitigate and prevent the most likely external risks that their students face.

Policy options/recommendations

Honduras was chosen as a pilot for the ERA program because of the important lessons it might share with other school systems operating in similar contexts of adversity. As data extrapolated from national and local level sources has shown, although the Honduras education system is experiencing major challenges both to its traditional education goals (access, retention, equity, learning) and to growing and overwhelming indicators of violence, it can also count on several assets critical for fostering the resilience of its students. This may be a context familiar to other countries.

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[18] For example the education system in Colombia provides financial resources (grants) to support the implementation of "social cohesion" activities within school plans prepared by students, parents, teachers and school administrators (*planes de convivencia*).

Thus in table 8, below, we extract some lessons learned from this pilot study, which can guide Honduras and other similar contexts to engage in collective discussions and further in-depth analysis of risks, local assets and the most relevant ways that education systems and schools can respond to adversities.

Table 8: Honduras Education Resilience Lessons Learned

Education system level

- Existing education programs and services can learn from the students' own awareness of the risks they face and their opinions about what will help them to navigate these risks. Heeding this can help existing programs to be more relevant to student realities.
- The access, equity, retention and learning focused education programs can also contribute to promote socio-emotional wellbeing through cognitive and non-cognitive skills of students in contexts of adversity and in turn benefit from such improvement.
- Education systems can align their existing education services to address risks, incorporate local assets and innovations and promote school-community relations through their policies, institutional structures and resources.
- A collective understanding (national and local) of the risks students face – and as understood by the students themselves—is an important first step in fostering resilience through education policies and programs.
- Community participation in school can be fostered by education systems and examples of how to do it exist around the world, including in Honduras. The focus should be on the protection, socio-emotional wellbeing and learning of students, not only on administrative functions.

School level

- Students claim that a community of adults in schools, which includes parents and teachers, provides them the most sense of protection.
- Learning is an asset in contexts of adversity. Time and time again, in studies across the world, students at-risk prioritize academic support and appreciate extra efforts to support their learning, such as remedial classes and out-of-hours-support, which appear to provide them a sense of control over an overwhelming "uncontrollable" and risky environment.
- Education communities in schools must be aware of both critical risks (those most obvious) as well as latent and non-explicit risks (manifested only occasionally). Latent risks are "early sentinels" of growing threats and identified earlier have a better chance of mitigation and prevention.
- Violent and non-constructive disciplinary methods expel students to the dangers of the streets, compounding their risk and reinforcing violence.

Community level

- A shared community purpose for education in adversity contributes to build education communities that support the protection, well-being and positive development of children and youth in spite of adversities.
- Parents, especially mothers/grandmothers, can play a crucial supportive role in schools through supervision of students and socioemotional guidance accompanying school staff.
- External actors such as faith based organization, universities, large and other community actors, sport clubs, etc., are assets that can be engaged more formally with education systems, schools and student activities.

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Online links

Honduras Vision for the Country 2010-2038 and National Plan 2010-2022
http://www.plandenacion.hn/

Honduras Ministry of Education: Education Plan 2010-2012 ¡Para el cambio ya!
http://www.se.gob.hn/nuevo/www/index.php

RESILIENCE POLICY GOALS

1. Manage and Minimize Adversity in Education
- Identification of adversities faced by students
- Identification of current responses to risks in schools

2. Use and Protect Positive Engagement and Assets in Education Communities
- Resilience through control, competence and being accountable
- Resilience through socioemotional well-being, engagement with others and identity formation

3. Foster Relevant School & Community Support
- Relevant approaches to access and permanence
- Relevant approaches to learning and teaching
- Relevant approaches to school management, school climate and community relations

4. Align Education System Services to the Resilience Assets
- Meaningful and relevant strategic direction for education in contexts of adversity
- Innovative education programs for learning, socioemotional well-being and protection
- Available and equitable human, material and financial resources

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