

Pathways to Resilience: Formal Service and Informal Support Use Patterns among Youth in Challenging Social Ecologies

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Keywords: resilience, youth, China, Colombia, South Africa, community advisory panel, social ecology, formal service ecology, formal supports, informal supports, mixed methods

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Tribute to Luis Fernando Duque

It was our honour as a team to have counted Dr Duque among the lead investigators on this ICURA. From the very start, Dr Duque was an invaluable leader who helped design the study.

Dr Duque received his Doctor of Medicine and Master in Public Health from Johns Hopkins and the University of Antioquia. During his lifetime he held various roles that significantly influenced the development of public health and higher education. He was Vice Minister of Health in Colombia, Director of the Instituto Colombiano para el Fomento de la Educación Superior (ICFES), a World Bank consultant, Director of the University of Antioquia, and Dean of the National School of Public Health at the University of Antioquia, among others. Over the last thirteen years he focused his work on the state of Antioquian society, identifying violence as the leading cause of death and disease, which in the 2000s constituted the main problem in public health. As a result, he spent the last years of his life studying violence and risky behaviors. He founded the Previva program at the National School of Public Health, which was initially selected as the Programme for Violence Prevention in the Aburrá Valley. However, given the latest research evidence at the time, he changed it to the Prevention of Life Risky Behaviors Program. The purpose of creating this program was to study the causes of violence and ways to prevent it from a public health perspective.

His research contributions include increased understanding about the main causes of violence and the design and evaluation of public policies in this field, in particular, methods for preventing violence from an early age, including interventions with families, schools and communities. One of his main contributions was the application of the theoretical and methodological framework of resilience as an advanced alternative to prevent violence and risky behaviors.

Many of the Pathways to Resilience research team members were privileged to meet him and learn from him about science, public health and life. His teachings ranged from showing us how to write a better scientific article or an attractive funding proposal, to which was Beethoven's best symphony, the best pasta and the best white wine. With each lesson he always provided an example or a story to ground it, so we would never forget any of them.

He has left us a legacy that we will follow persistently, lending our effort and commitment to continue researching and doing our best to contribute to the University and society. His legacy in the field of public health poses a challenge to future generations to translate complex issues into simple components, enabling everyone to better understand the nature of society in order to support its transformation.

1 Research problem

Studies of children growing up facing numerous challenges have shown that more young people develop well than experience breakdown and disorder. Despite exposure to poverty, violence, mental illness, marginalization due to race, ethnicity, gender, sexual orientation, ability, divorce or death of their parents, cultural dislocation, and other such risks, research shows that many young people still become active contributors to their families and citizens in their communities. And yet seldom do we use the expertise of young people who demonstrate this pattern of survival to design policy and interventions, situating the lived experience of those who thrive at the forefront of resource allocation. An emerging trend in Minority World (i.e. western) countries has been to focus more research on investigating the nature of children's *resilience*, a field of study concerned with both the outcomes and processes associated with positive development in stressful environments. The focus of this ICURA was to respond to calls from our partners in three Canadian and three international settings for an investigation into the role a community's *formal and informal service ecologies* play in promoting resilience. Our goal was to develop theory that informs local practice. In this regard, the study of service ecologies reflect position that applied resilience research should focus attention on factors that: affect lives in particular contexts but also have applicability to children in varied contexts; are relatively malleable, and can be changed through intervention; are enduring and continue to exert an effect on a child's life over time; and that once changed, are generative of other systemic changes. This report does not include the results of the entire project; only those funded by IDRC through the jointly funded IDRC-SSHRC International Community-University Research Alliance Initiative.

Each of the national principal investigators (i.e., Prof Guoxiu Tian, China; Dr Alexa Restrepo, Colombia; Prof Linda Theron, South Africa) explains her alignment with the Resilience Research Centre (RRC) and the above as follows:

China

In 1990, I began to study youth development, mainly from the angles of school psychological services, teacher-student relationship coordination, campus culture, and PTAs (parent-teacher associations). My concern was how to build, optimize and maintain a favorable social and campus environment for youth development. I specifically emphasize that an optimized combination of formal and informal services is an effective way to promote healthy adolescent development, in which Chinese culture's unique "home-centered" ideology plays a big part in providing resources and supports to foster youth resilience.

Colombia

Publications about youth resilience in our context are scarce. A mixed design study on the perceptions of violence and aggression in different groups of youth was found. Resilient youth were those who were exposed to risk factors but not taking part in unorganized crime, or not stealing or leaving school or home. 44.1% were exposed to a stressor, 38.2% were exposed to two factors and 18% to more than three risk factors (abandonment or parental separation, intra-family violence, socio-economic difficulties). 40% experienced parental separation, 27% family conflict, 22% temporary separation from the father and 18% physical abuse. 58% reported suffering financial problems and only 6% reported having extreme problems

From a qualitative perspective, this study also explored the most important factors in resilience. It found that these young people were friendly, collaborative, participatory, reflective, and had a positive self-concept and the ability to control their impulses. Even though many of the families of resilient children were no longer intact, parents were found to assume their parental role; that is, they did not try to just be friends or pseudo siblings to their children, nor did they use them to fill their emotional needs. They allowed children greater autonomy, gave value to education and participated in homework and school activities. These youth also had a close relationship with a significant adult and this relationship marked their development.

In a case-control study, the behaviors of various types of aggressors, controls and resilient youth were compared. This study identified that severe aggressors and paramilitaries were less educated than the control group, came in smaller proportion than two-parent families, their families of origin had more substance use problems and alcohol abuse, and had a greater degree of forced displacement and family members killed. No differences were however found in: length of residence in the city and in the neighborhood, type of housing tenure in the family of origin, or in stressors in the current family. Differences were neither found in religious belief and practices. Paramilitaries reported having experienced extreme poverty as children to a greater degree than severe aggressors and controls.

From 2006 until 2010, we collaborated with the RRC on the design and validation of the psychometric characteristics of a test to measure resilience in 14 countries. The scale is called The Child and Youth Resilience Measure (CYRM), and enables the screening of young people with a high probability of being resilient.

Although some characteristics that help explain resilience in Medellín were known before this project, such as the ways resilient youth differ from others with aggressive and criminal behaviors, it was necessary to study in-depth the characteristics of these young people and the formal and informal resources influencing resilience, as well as identify from an ecological model perspective the culturally shared and culturally specific factors in relation to resilience. The ICURA project became an opportunity to study specific aspects of resilience in Medellín by sharing findings with young people and communities and by applying a cross-cultural perspective to the understanding of these findings.

South Africa

From 2007 until 2010 I collaborated with the RRC in a project entitled *Negotiating Resilience: Protective Processes of Children in Transition across Cultures and Contexts*. The findings of this project, along with those of my own nationally and internationally funded resilience-focused research, foregrounded that (i) resilience is a process of culturally- and contextually-sensitive interactions between youths and their social ecologies, and (ii) too little is known about how service ecologies and informal supports (e.g., kinship systems) facilitate youth resilience processes, particularly from the perspective of youth themselves. This limitation potentiated suboptimal support of youth resilience processes by service providers, mental health workers, families, communities and others. Thus, the opportunity to engage in the Pathways Project offered a golden opportunity to address gaps in the South African resilience literature.

2 Objectives

The above led to collaborative identification of four objectives. In the tables below, the realisation (or not) of these objectives is summarised. This is followed by summative reflections, by each national P.I.

Table 1: Objective 1

What does a successful young person look like across different cultures (Aboriginal, non-Aboriginal, French, English, and racialized minorities in Canada; and in diverse populations in South Africa, Colombia and China) and contexts (rural, urban, engaged and disengaged in school)?		
	Accomplished	In progress
China	The Chinese team studied the resilience of three types of children: children from impoverished urban families, children of migrant workers, and children with learning difficulties. Deeper understandings and insights were generated and disseminated. (GuoXiu & ZhaoJun, 2014; GuoXiu & Honghe, 2013; GuoXiu & Zengjing, 2012; Guoxiu & Jing Xue, 2011)	<p>The RRC is leading a cross-site publication explaining resilience in youth from different cultures (Ungar, M., Theron, L.C., Liebenberg, L., Restrepo, A., Tian, G., Sanders, J., Munford, R., & Russell, S. (Under review). Patterns of individual coping, engagement with social supports, and use of formal services among a five-country sample of resilient youth. <i>Child & Youth Services Review</i>).</p> <p>The 2012 invited ICP conference symposia (Theron, L., Liebenberg, L., Ungar, M., and Co-Investigators of the Pathways to Resilience Project, including a representative of The Nunatsiavut Government (July, 2012). <i>Pathways to Resilience: Lessons of positive adaption from a five country study</i>. Invited symposium presented at the 30th International Congress of Psychology, Cape Town, South Africa) was a first step toward the aforementioned.</p>
Colombia	The Colombian team conducted qualitative and quantitative research that provided understandings of resilience in youth between 13-19 years old in poor and violent neighbourhoods in the urban context of Medellin. These findings were disseminated (Hernandez, 2014; Alzate, 2012; Duque, 2011; Paez, 2012; Restrepo, 2014; Castro, 2013).	
South Africa	The SA project team generated and disseminated deeper understanding of resilience in black South African youth in disadvantaged, rural contexts with high levels of community violence (Jefferis & Theron, 2013; Theron, 2013, 2015; Theron, Liebenberg, & Malindi, 2014; Theron, Theron, & Malindi, 2013; Van Rensburg, Theron, Rothmann, & Kitching, 2013).	

Table 2: Objective 2

What specific service ecologies are most likely to result in young people coping well with adversities?		
	Accomplished	In progress
China	The government and society provide financial and policy support. For children from impoverished families: the government provides services such as setting up special schools, exempting students with financial burdens from tuition, textbook expenses and accommodation, and launching a psychological guidance program. For children of migrant workers: there are NGO supports, professional services provided by voluntary social workers, and services provided by local communities. For children with learning difficulties: schools provide life guidance and tutorship, individual psychological counseling, moral education, and PTA (parent-teacher association) projects.	The RRC is leading a cross-site publication explaining how service ecologies facilitate resilience in youth from different cultures. The 2012 invited IACCP conference symposia (Theron, L.C. Liebenberg, L., Ungar, M., and Co-Investigators of the Pathways to Resilience Project (July, 2012). <i>Promoting resilience processes for youth with complex needs: Cross-cultural experiences of service use.</i> Invited symposium presented at International Association of Cross Cultural Psychology 21 st International Congress,
Colombia	The Colombian team conducted research that provided understanding of resilience in youth between 13-19 years old in poor and violent neighbourhoods in the urban context of Medellín. Findings highlighted how services that promote resilience include: - Informal services such as family, peers and significant adults who support young people to face their problems, by listening and helping them identify strengths and pursue opportunities. - Formal services such as cultural, recreational, religious and the school engage young people, providing them with suitable means of communication, innovating their practices and helping them identify their goals and achieve them. Specific service ecologies which worked best were cultural programs, e.g., dance programs with vulnerable youth and those that focused on the specific needs of the child rather than standardized care. These findings were disseminated.	Stellenbosch, South Africa) was a first step toward the aforementioned.
South Africa	The SA project team generated and disseminated deeper understanding of which service ecologies support resilience in black South African youth in rural contexts, and theorised reasons for the above (Theron, Jefferis, & Van Rensburg, 2014; Theron, Liebenberg, & Malindi, 2014; Theron & Theron, 2013; Van Rensburg, Theron, Rothmann, & Kitching, 2013; Van Rensburg, Theron, & Rothmann, 2014). The findings spotlight informal service ecologies (especially caring kinship systems) and education services.	

Table 3: Objective 3

How are patterns of indigenous (local) service provision similar and different across cultures and contexts, and how might this insight help policy makers and practitioners build upon and promote best practices?		
	Accomplished	In progress
China, Colombia & South Africa	Not a country-specific objective.	The RRC is leading a cross-site understanding of the similarities/ differences in service provision and the implications for service providers/ policy makers.

Table 4: Objective 4

What would locally designed interventions look like that promote resilience (citizenship, prosociality, safety, etc.) for youth exposed to significant risk associated with their social and physical ecologies?	
	Accomplished
China	<ol style="list-style-type: none"> 1. Cooperation between universities and middle schools: taking the form of a professional internship, where university students can volunteer to provide long-term services to middle school students. 2. Standardization of school psychological education: schools need to be equipped with a consultation room and regular psychologists with proper qualifications. School-based courses and courses with local characteristics should also be set up to provide life guidance on resilience. 3. Minority female teacher training: with the help of the National Women's Federation, trainings focusing on minority youth development and services can be held two to three times a year, each lasting 10 days.
Colombia	The Colombian team designed an intervention to promote youth resilience through the training of service providers, the ICARUS program to develop skills in youth, and a mentoring program for professionals on how to provide better services.
South Africa	The SA project team generated, disseminated, and monitored a locally designed intervention (Khazimula) to support social ecological facilitation of youth resilience (Theron, 2014; Theron, Jefferis, & Van Rensburg, 2014). The Khazimula intervention was also registered as a short learning program with North-West University to promote continued and optimal social ecological use of this intervention.

China

Recently, China has undergone a radical transformation; various social problems and contradictions have become concentrated and have exploded. In this historical stage of multiple problems and contradictions, adolescents experience disparity between the rich and the poor, the disintegration of the family, family alienation, academic competition, the pressure of entering a good school and other challenges and crises. Therefore, the necessary topic that this contemporary youth development study must respond to is: how are those teenagers able to overcome these difficulties and seek favorable social resources and development opportunities? Our research contents focused on topics that are crucial for research on Chinese youth; it is of

vital significance that we further explore the environment that Beijing teenagers grow up in, as well as their future development paths.

Colombia

The project objectives have been achieved as indicated in the tables above. Achieving Objective 3, which involves cross-cultural knowledge of resilience, is pending.

South Africa

From the above tables, it is clear that the within site objectives were met in South Africa. Realising the cross-site objectives is in process (see list of submitted articles and conference outputs). At the time of this report, three manuscripts that are central to Objectives 1 and 2 are in the peer-review process of impactful, internationally indexed journals.

3 Methodology

The original project methodology can be summarised as:

- **Quantitative survey:** Administration of PRYM (see Appendix A) to 1200 at-risk participants in each partner country (200 service using youth; 200 functionally resilient youth; 800 non-clinical comparison sample). See original project proposal, pages 10-12 for detail (i.e. Appendix B).
- **Qualitative follow-up:** Use of culturally appropriate qualitative measures to gain localized understandings of risk, resilience, and service and support ecologies based on stratified sample of youth. See original project proposal, pages 12-13 for detail (i.e. Appendix B).

In the sections below, a country-specific description of how the above was operationalized is provided. This is followed by a description of how project-affiliated students were capacitated to use the methodology.

3.1 Country-specific operationalization

The table below summarises the sampling goals as set out in the original proposal and the actual sample totals for each population. The country-specific narratives provide detail on these totals.

Table 5: Study sample goals and actuals

	Quantitative	Qualitative
Sample goal	1200	48
China (actual sample total)	1417	48
Colombia (actual sample total)	1564	64
South Africa (actual sample total)	1137	230

China

The China research team completed 1417 PRYM questionnaires in total (for distribution see table below); the service using group numbers were 290, the functionally resilient group numbers 206, and the comparison group numbers 921. The samples of service using youth are from 5 main groups, including students who receive government funding; the children of migrant

workers who receive more than one form of government or non-government assistance (such as government approved school, non-government organizations' school equipment and supplies, college volunteers who provide long-term study and growth education, etc.); students who receive psychological and group counselling in school; young people who enjoy special assistance (such as deaf students, students suffering from major diseases, youth from families that enjoy the lowest city life guarantee, etc.); and adolescents who have received judicial, behaviour or psychological correction.

The samples of the functionally resilient group were mainly selected through the recommendations of schools and communities. This sample had 5 simultaneous conditions including: serious difficulties in life (such as family poverty, families challenged by illness and/or disability family members who have suffered accidents, etc.), no behavioural or psychological deviation as recognized by two adults (such as teachers, community workers, parents or neighbors), and having an outstanding ability of some kind (such as academic excellence, an optimistic upward attitude, strong will, or special talents, etc.).

Based on the above two groups, we adopted two kinds of survey methods. 2-3 investigators conducted a focus group with about 15 students who receive school, community or NGO services. Including explaining the questionnaire, answering questions, addressing key problems of communication, and soliciting individual responses, completing the questionnaire took less than 2 hours. The other method involved asking and answering the questions in pair mode (1 student to 1 investigator) with the students recommended by their school or community. With this method the questionnaire was completed in 1 hour.

Comparison group samples were completed with the cooperation of the Beijing Education Commission. The scope of it includes all schools in Beijing, and covers the basic status of adolescents in Beijing. The related schools are public demonstration schools, private schools, migrant schools, junior high schools, occupation technical schools, urban schools, rural schools, mountainous area schools, private training institutions, etc. We drew samples according to the proportion of each class of school students; we had 200 samples at most and 30 samples at least. Using the method of collective answering, and organized by 1-2 investigators, this method involved explaining notes, answering questions, and conducting a site inspection to ensure the questionnaire was completed with integrity and quality.

Based on the above 1417 copies of the questionnaire, we extracted 48 individual interview cases, 24 high resilience and 24 low resilience students, with 8 students each in the service group, functionally resilient group and comparison group. In each group there were 4 girls and 4 boys. We mainly used one-to-one interviews conducted by two interviewers; one person was responsible for questioning and communication, and the other person was responsible for recording. The two interviewers finished the transcription and writing together.

In order to ensure the questionnaire's quality and form good relationships with the students, our project gave every interviewee the study tools as a thanksgiving gift (worth 40 yuan each). We also issued a thanksgiving gift to the schools that accepted our questionnaire (valued at 200 yuan each).

The total number of questionnaires was 1417: 555 copies from boys, 839 copies from girls, and 23 copies that did not fill in their sex. The effective distribution of ages in the 1417 questionnaires is as follows:

Table 6: Age distribution in questionnaires (China)

How old are you?					
		Frequency	Percent	Effective Percent	Cumulative Percent
Valid	13	102	7.2	7.3	7.3
	14	87	6.1	6.2	13.5
	15	162	11.4	11.6	25.1
	16	396	27.9	28.3	53.3
	17	389	27.5	27.8	81.1
	18	160	11.3	11.4	92.5
	19	105	7.4	7.5	100.0
	Total	1401	98.9	100.0	
Missing	97	16	1.1		
Total		1417	100.0		

The 1417 copies of the questionnaire are from 3 groups. The service group contained 290 copies, including 177 boys, 104 girls, and 9 who did not fill in their sex. The functionally resilient group contained 206 copies, including 80 boys, 123 girls, and 3 who did not fill in their sex. The comparison group contained 921 copies, including 298 boys, 612 girls, and 11 who did not fill in their sex.

Participants were divided into two groups, the service-using group and the functionally resilient group. One to two weeks before the formal administration of the questionnaire, the project team went to the middle schools and organized team activities and small games for participants to take part in, during which the research was thoroughly introduced. The idea was to deepen the school's understanding of our research so that they would support us without any doubt. In the meantime, the schools could also take advantage of our help. During these activities, research participants accepted and became familiar with our research and the quality of our study was thus guaranteed.

Colombia

For this study, 286 neighbourhoods with low socioeconomic status and 60 neighbourhoods with high rates of violence were randomly selected for the sample. Once the neighbourhoods were selected, schools, NGOs, churches and other youth services were approached and visited in each neighbourhood. Professionals referred resilient youth and youth with risky behaviours to participate in the study. Four groups composed the research design: 1) Functional resilient (n=599); 2) Community controls (n=608); 3) Youth attending mandatory services (n=157) and; 4) Youth with severe risky behaviours (n=200). The latter was an additional group that was not part of the original study but given Medellín's local needs it was considered important to show the differences in resilient youth with this study group. The PRYM questionnaire, translated into Spanish, was administered.

Modifications in the initial methodology were required to conduct the questionnaire's translation. Some of the data collection instruments had been validated in Spanish, which enabled us to proceed to use the Spanish validated version. Fieldwork and questionnaire administration manuals were provided for the survey's implementation, which provided greater accuracy and quality of the data collected. Professional staff who conducted the survey were trained for two weeks.

For the qualitative component, a historical hermeneutic approach was the theoretical framework applied, which conceptualizes the human being as an interpreter of the lived reality which he or she constantly constructs. The research adopted a qualitative design by specifically applying grounded theory as the research method, which is theoretically supported by the postulates of Symbolic Interactionism.

Modifications to the original methodology included adding a group of aggressive youth. We had difficulty finding high risk/low risk problematic youth for the follow-up qualitative component due to the high mobility typical in violent neighbourhoods.

Sixty-four young people aged 13 to 20 years voluntarily participated in the study. They had to have been residents for at least three years in a low socioeconomic neighbourhood. The youth group was heterogeneous in terms of behaviours, some had clear resilient characteristics without exhibiting risky behaviours and accessed mandatory services; others did not have resilient characteristics but did not present risky behaviours either; the rest had experiences of consumption and/or trafficking of psychoactive substances, sex work, assault, theft, killing or joining armed groups. These were characteristics that had been identified in a previous study assessing risky behaviours with the *Child and Youth Resilience Measure CYRM-Colombia*. In terms of procedure, each interview was guided by researchers using a semi-structured guide and conducted at the place chosen by the young person. Appropriate care regarding ethical issues was followed, and informed consent forms were signed prior to the interview. Content was recorded, transcribed and coded using Microsoft Office tools.

Process-based modifications included conducting a translation of the interview guides from English into Spanish, where the language use was subsequently validated by experts and youth. It had been established that interviews would need to be conducted with young people from both groups, with the highest and lowest resilience scores. In the follow-up to conduct the interviews about 45% of participants had moved to other districts or municipalities due to violent causes. An active search was then carried out by using family, work or school contacts. When a young person could not be located, in order to overcome this difficulty, they were replaced based on the corresponding list of scores until the total of sample respondents was reached.

South Africa

We administered the PRYM once it had been vetted by our Community Advisory Panel (CAP). With the guidance of the CAP, the PRYM was modified for use in the South African context. For example, more difficult English words were simplified and/or Americanisms replaced (e.g. the term resilience became 'doing well in life'; 'skip school' was replaced with 'bunk'), and culturally inappropriate items were modified (e.g. 'had sexual intercourse' was replaced with 'had willing sexual intercourse'; 'parents' became 'parents/caregivers'). Such CAP

contributions, and the value of a CAP, were documented in an article and two book chapters (Elias & Theron, 2012; Theron & Malindi, 2012; Theron, 2013).

We administered the PRYM to groups of 30 to 45 youths at a time, rather than one-on-one, as advised by the CAP. On the CAP's advice, the PRYM was presented to youth in English (i.e., each youth had his/her own copy and fieldworkers then read each item aloud to youth; once youth had completed that item, the fieldworker then moved on to the subsequent item, and so on). Youth were free to ask/indicate if they did not understand the English used. In such instances, the fieldworkers (who were local community members and so fluent in Sesotho) made use of pre-agreed code-switches (i.e. Sesotho synonyms for English specific words or phrases in the questionnaire that might be difficult for youth to comprehend). The CAP facilitated the choice of code-switches.

In total 1209 youth completed the PRYM of which 1137 were complete enough to be used in data analysis. Of these 1137, 186 were service-using, 221 were functionally resilient (as determined by local community representatives) and 730 formed a comparison sample. The process of determining local indicators of resilience was documented in an article (see Theron, Theron, & Malindi, 2013). Community representatives (e.g., teachers, youth leaders, clergy) used the aforementioned to nominate resilient youth to the project.

In the qualitative follow-up we favoured group-based, participatory, visual approaches. Although we did conduct 10 face-to-face, individual interviews to comply with project requirements, this experience highlighted how uncomfortable one-on-one conversations with an adult/young adult were for most of these youth. As we documented in subsequent methodology chapters (see Theron & Malindi, 2012; Theron & Mitchell, in press), Sesotho-speaking youth are socialised to defer to adults and to provide adults with succinct, polite answers. Our use of group-based, participatory, visual methods offered a more comfortable, engaging space for youth participants. We included the following methods: *photo-elicitation* ($n=9$), *draw-and-write* ($n=133$ of which 127 were useable; 6 were discarded because youth did not explain what these drawings meant and researcher assumptions about their meaning would have violated trustworthy data analysis), *community-based participatory video* ($n=29$), and *Mmogo*^{TR} ($n=49$). All of these methods prompted focus-group-like conversations that provided richer understandings of the service ecologies and informal supports that facilitated youths' resilience processes. In particular, the *Mmogo*^{TR} which engages small groups of youth in building individual representations or artifacts illustrating their resilience processes, using traditionally African materials such as clay, beads, and dried grass stalks, facilitated youth comment on culturally salient supports, such as ancestral ceremonies and women caregivers (as documented in a research-focused chapter, see Liebenberg & Theron, 2015).

In summary, a total of 230 youth participated in the adapted qualitative follow-up. A research article, documenting how the SA project needed to adapt the qualitative methodology is under review.

3.2 Country-specific capacitation of student use of methodology

China

In training students in research methods, we mainly adopted the following methods: organizing expert lectures, specifically about the theoretical basis and the implementation of quantitative and qualitative research; learning about and sharing classical literature; simulating interview methods and doing the pilot interview; watching and emulating a successful interview case; and meeting the project supervisor to have a discussion. The China team trained students to improve their research methods skills in 5 stages:

1. We invited experts and professors to teach courses and to cover the core theories, basic concepts, basic steps and key technologies of quantitative and qualitative research methodologies.
2. We organized students to conduct research, analysis and discussion around the project's questionnaire design and interview process to ensure that the theory and technology of the research methods were appropriate for our research needs.
3. In groups, students undertook quantitative sampling, administration of the questionnaire and the structured survey, recovery, data entry, and data analysis. They were also involved in qualitative research, including conducting individual interviews, group interviews, participant observation, tracking, dialogue transcription, data sorting, and data analysis. For both quantitative and qualitative portions, students were involved in the whole research process from start to finish.
4. Students were involved in weekly discussion and sharing around problems and situations that emerged from the questionnaires and qualitative interviews. As a result, students' understanding and implementation of the study methods were more accurate, normative, and effective.
5. Students were involved in deepening their understanding of the theory behind the research methods. Based on their practical experience, we encouraged students to apply the research methods learned in the project to the design and writing of their theses and dissertations. Students also read a selection of writings on research methods. Of the 30-plus postgraduate students and 10 undergraduate students who participated in the project, 80% of the students used qualitative research methods and 20% used quantitative research methods to complete their theses and graduate successfully.

For more detail on the expert training, workshops and research supervision involved in training students on the Chinese research team, see Appendix C.

Colombia

Students were trained at different phases to carry out group activities:

1. Resilience-focused meetings: These meetings were held each week. At the meetings, students were trained on research methods and techniques, presentations of resilience articles were delivered and students also revealed progress in their research or Masters theses. A total of 21 meetings were held.

2. Course on survey methodology and sampling: This was conducted by Alexandra Restrepo and Nilton Montoya. A course for Masters and PhD students was conducted on how to conduct surveys and sampling. This course supported the design and implementation of undergraduate and graduate students' theses.
3. Grounded theory training with Professor Carmen de la Cuesta: Professor Carmen de la Cuesta conducted workshops on the principles and techniques of grounded theory during 18-22 October 2011.
4. Training on qualitative analysis and grounded theory: Four workshops were delivered by Professor Carlos Yepes, Faculty of Medicine, about grounded theory, the design of qualitative interviews and analysis of grounded theory. These were carried out in April 2012.
5. Training in grounded theory analysis: Professor Carmen de la Cuesta conducted workshops with professors and students to deepen the project's qualitative analysis from 8-22 October 2014.

South Africa

To train students to implement the methodology, and to analyse the data flowing from these methods, and report/publish the results, we engaged in the 20 workshops/symposia summarised in Appendix C. Most of the workshops included in Appendix C were subsidised by Optentia Research Focus Area (www.optentia.co.za) to which the SA Pathways team is affiliated.

The photo elicitation groups were not facilitated by students, so no specific training was offered (although it was covered in the workshop by Prof. Cameron). CAP members attended the workshops on visual, Mmogo, and community-based participatory video methods. All training opportunities were followed by opportunities for students and researchers to demonstrate/explain the methods to the CAP at CAP meetings before engaging youth participants in these methods. This allowed students to demonstrate mastery of the method. It also provided opportunity for the CAP to consider how suitable the methods were for use with local youth and sanction them, or suggest changes. The CAP sanctioned the qualitative methodologies and even included them in their own interactions with youths. They reported that their introduction to the qualitative methods extended their set of skills for working with youths (as documented in the research article on the value of the CAP; see Theron, 2013).

The same applied to analyses of the data. Following training, and team/small-group engagement in shared data analyses and consensus discussions, students/researchers presented these to the CAP. This allowed students to demonstrate mastery of the analysis method, and also provided opportunity for member-checking and revisiting the data when CAP-directed questions arose (see Theron, 2013; Theron, under review, *Qualitative Research*). The students were also encouraged to reflect critically on the methods/analyses/frameworks they applied and to document these publically (see Jefferis & Theron, under review, *Perspectives in Education*; Van Rensburg et al., in press).

4 Project Outputs

This section first comprises brief descriptions and/or tabulations of project activities (i.e., community-university partnerships, researcher training/development, research and knowledge production, knowledge dissemination, and knowledge mobilisation). Thereafter, each P.I. reflects critically on the lessons she and her team learned in the course of the implementation and management of these activities.

4.1 Community-University partnerships

China

The Advisory Committee mainly serves two functions: First, in the survey phase, advisers from the education system, community work, and organizations dealing with young offenders proposed many suggestions about the sample numbers and school categories, and helped us to select the samples from different districts and different kinds of juvenile institutions. Second, for the functionally resilient group and the service group selection, the advisory committee put forward many pertinent comments and suggestions about the characteristics of suitable participants.

Community partners played an important role in selecting the functionally resilient group sample. The functionally resilient group sample selection basically relied on the subjects recommended by the school and the community. The production of the service group sample mainly relied on cooperation with correctional and justice organizations, psychological services, and special education schools. Through their recommendations, we selected an adequate sample for the survey.

To foster community-university partnerships, the Chinese team has relied on student researchers. The number of student researchers involved in this project remains at 30 to 40. Their responsibility was to do participatory observation and intervention studies in four middle schools in Beijing. The four selected schools include one school for students with financial problems, two secondary vocational schools and one ordinary demonstration high school. Students in the school for students with financial problems suffer great life stress and survival difficulties in Beijing, a metropolis currently undergoing rapid development. The majority of students in secondary vocational schools are children of migrant workers who face challenges of social integration and cultural identity. Ordinary demonstration high school students face the pressures of studying and cruel test competition, so these students often appear to have more psychological problems. More or less, the students above are encountering social challenges posed by the development of contemporary China; that is the important prerequisite for involving them in this resilience investigation.

Student researchers go to the middle schools for half a day per week in order to maintain stable contact and interaction with the participants in the school. When student researchers are away, by means of QQ, E-mail, SMS, and WeChat, communication and exchange of information are maintained. The project team holds a supervision meeting once a week to discuss problems and difficulties met by the student researchers during their participatory observation, intervention study and interactive communication. These meetings ensure greater stability, flexibility and

operability in the implementation of the scientific research and sustain the university's partnership with the local schools that collaborated in the Pathways project.

We established long-term stable cooperative relationships with 4 schools. In Beijing No.19 Middle School, we administered group guidance to 24 'problem students' (e.g. students involved in fighting, truancy, destroying the classroom, etc.) to help them correct their problem behaviors. During the three years this group guidance was in operation, our approach was to try to access the students' positive resilience skills and help them change their 'bad' positioning at school. However, we also communicated weekly and monthly with the center for mental health education in each school, the students' grade group, and the vice president in charge of the school's moral education program to exchange views about those students and potentially change the way these students were being educated at school. At the same time, we spread the concepts of resilience theory to teachers, parents and other relevant persons through teachers' training meetings, weekly psychological activities, letters to parents, and our other collaborative relationships.

In our 6 years of cooperation with Beijing Hongzhi Middle School, we advanced and popularized resilience education, introducing the concept of resilience into the school curriculum. The school has created a series of resilience courses such as 'Junior Middle School Mental Health Course: Resilience Cultivation,' 'High School Career Planning Course: Resilience Cultivation,' and 'Senior Three Students' Psychological Adjustment Course: Resilience Cultivation.' The concept of resilience has become an important part of school education and teaching. The school has popularized their experience with these changes and has become a psychological health education demonstration school in Dongcheng District, Beijing.

At the Beijing Railway Electrification School and the Beijing Business School of Technology, we used the perspective of resilience with occupation technology students. We focused on cultivating students' self-understanding, cooperation with other people, healthy lifestyles, and the ability to adapt to ongoing development. These schools designated our guidance activities as educational innovations and set up a special teacher team to jointly establish a research model and explore this innovation.

Our cooperation with the government was as follows. The Moral Education Department of the Beijing Municipal Commission of Education adopted our research suggestions and integrated part of the resilience index into moral education student evaluations, annual evaluations, statistics, and their tracking of resilience skills (such as emotional adjustment, team spirit, peer relationships, family relationships, etc.) in primary and middle school students. The Beijing City Social Work Committee used the concept of community resilience to lead the construction and assessment of 'intelligence community' activities and have now included harmonious relationships with residents, adequate service resources, service convenience, a love of youth development and other indicators in their evaluation criteria. In minor criminal prosecution and trial work the Beijing City Department of Justice placed greater emphasis on the idea of 'hidden resilience'; they began to introduce judicial social workers to strengthen social service links before prosecution and access the 'hidden resilience' of juvenile offenders. In such cases it is hoped that the court will not prosecute but carry out lighter and more positive sentences, such as community correction.

Colombia

At the beginning of the study the advisory committee had many difficulties because institutional stakeholders were constantly replaced or dismissed from their jobs. Four meetings were held, with different staff involved each time, and satisfactory attendance was simply not achieved. Therefore a change in strategy was required and a resilience roundtable panel was implemented where advisory committee members and other government institutions and NGOs were invited. The objectives of the panel were: first, to establish a general conceptualization of resilience and youth to which the theoretical framework of this project could be applied; second, to disseminate the results of the quantitative and qualitative study; and finally, to discuss strategies that programs and projects should implement to promote resilience. These panel discussions were a breakthrough for the city and its results were used to redesign the youth policy of Medellín¹. For the policy's design, team members participated as advisors to Medellín's Mayor's Office. In addition, the experience was systematized, demonstrating the importance of conducting long-term processes. Many institutions participated in the resilience panel, although consistent members came from 22 organisations, which included public and private institutions and NGOs schools, and community organizations as well as youth organizations.

The panel meetings were held once a month and lasted between 2-4 hours depending on the issues that needed to be addressed at each meeting. Amongst others these meetings focused on community information about the Pathways project, definitions of resilience (as applicable in the Colombian context), and ways to enable resilience. See Appendix D for a full list of topics discussed at panel meetings.

South Africa

To partner with communities, we relied heavily on our CAP. In total, from 2008-2014, 14 community members, representing a variety of youth-focused services (education, education support services, faith-based organisations, youth-focused NGOs, social welfare) served on the CAP. These members had robust links to local communities and local/regional/national government structures (e.g., local and regional offices of the Department of Social Development, but also links to national Department of Social Development; local district and provincial offices of the Department of Basic Education, but also links to national Department of Basic Education). CAP members initiated project partnerships with all of the aforementioned (e.g., asking local NGOs to contact the research team in order to apply research findings; prompting government departments to request training in interventions flowing from project or include such interventions in national policy). CAP members also supported the continuation of these partnerships (e.g., by following up how community/government partners experienced project-related knowledge disseminations/interventions and what was needed to maximise usefulness of such disseminated knowledge/intervention). The value of the CAP to the South African project and university-community partnerships has been detailed in an article and book chapter (Elias & Theron, 2012; Theron & Malindi, 2012; Theron, 2013).

Data generation flowed from our partnering with 24 schools and 5 service organisations (e.g., children's homes, shelters for street children) that were recommended by the CAP. As part of

¹ This document is available in the IDRC Digital Library.

this partnership, we provided each school/organisation with a summative report detailing the risks that youths from these schools/organisations reported in the course of their participation in the study. These reports also included the resilience processes youth prioritised in their responses to these challenges, as well as what schools/organisations could do to augment these resilience processes. These reports were presented to these partners, and the CAP, at a dissemination event during which the Pathways team explained the study's broad findings and invited schools/organisations to ask for follow-up meetings if the contents of the reports were not sufficiently useful to support school-/organisation-facilitated promotion of resilience processes.

4.2 Researcher training and development

Table 7: Students and postdoctoral researchers involved

Country (University)	Undergraduate	Masters	Doctoral	Postdoctoral	Total
China (Capital Normal University)	13	33	1	0	47
Colombia (University of Antioquia)	14	3	0	0	17
South Africa (North-West University)	1	9	3	2	15

4.3 Research and knowledge production

The ways in which the Chinese, Colombian, and South African research teams applied quantitative and qualitative methodologies in order to generate knowledge are detailed in Section 3 (see Section 3: Methodology, in particular Table 5, for more information).

Table 8 below summarises the knowledge produced across the three sites. Following Table 8, each country P.I. provides a brief narrative highlighting the key, country-specific research findings that emerged. Details of this knowledge are provided in the country-specific list of important outputs at the end of this report.

Publications that consider what is common and divergent to these three sets of findings, and those of the greater Pathways project, are in process/under review (e.g., Ungar, M., Theron, L.C., Liebenberg, L., Restrepo, A., Tian, G., Sanders, J., Munford, R., & Russell, S. (Under review). Patterns of individual coping, engagement with social supports, and use of formal services among a five-country sample of resilient youth. *Child & Youth Services Review*.) Suffice it to say here that the Chinese, Colombian, and South African findings share three elements. First, formal services and informal supports are crucial to how and why young people adjust well to challenging life circumstances, but culturally aligned informal supports (e.g., kinship/relational support systems) appear to trump formal services. When formal services are respectful of young people, encourage youth agency, and offer quality supports they are more likely to support resilience processes. Second, investment in education (e.g., higher levels of education, education-related aspirations) supports functional outcomes. Third, young people who adjust well actively draw on accessible, culturally relevant supports. Their agency and personal strengths are important facets of the resilience processes that they report.

Table 8: Research outputs

Type	# Submitted for publication			# Accepted for publication			# Published		
	China	Col.	SA	China	Col.	SA	China	Col.	SA
Book				1		1	8		
Book Chapter						5	5	1	4
Article in Research Journal		2	8	4			50	1	6
Conference Papers			3			1	25	2	24
Presentation (non-academic)							> 200		20
MA/MSc Theses	33	2							2
PhD Theses	1		2						
Databases (GIS, and other information systems)	1							1	
Media article	16							2	2
Other								1	1

China-specific findings

1. In the face of fierce educational competition, academically excellent students feel great pressure from family, school and peer groups; in order to deal with that pressure they formed a number of positive coping strategies, thereby demonstrating resilience (TianGuoXiu & ZhuYin, 2013; TianGuoXiu & Li Honghe, 2013; Han Lili, 2014).

2. Through in-depth analysis we discovered that the bad behavior (e.g. smoking, fighting, truancy, not engaging in learning etc.) expressed by “problem students” is on one hand a way to prove and demonstrate their strength, value and significance, and on the other hand is an attempt to look for opportunities and access their own developmental resources in the face of serious school failure (TianGuoxiu & ZhaoJun, 2014; TianGuoXiu, 2014; TianGuoXiu, 2013; TianGuoXiu & Zengjing, 2012; TianGuoxiu & JingXue, 2011; Wang Yue, 2014; Hou Tong, 2013; SiChange, 2013).

3. Teenagers from divorced families may face many challenges brought about by the divorce of their parents, but their attitude is not passive or laissez faire. Instead, they try through a variety of ways to arrange their own lives, use their expanding family resources, and actively strive for help from school, peers and relatives in order to achieve healthy growth (TianGuoxiu, in press; TianGuoXiu & Hu Die, 2013).

Colombia-specific findings

1. *Formal and informal services*: Available services in the city of Medellin, both formal and informal, are crucial to generate positive encounters for youth, which lead them to develop adaptive behaviors that are healthy and coherent with the common good. Resilient young people

make more use of cultural or religious activities in the neighborhood and have a higher educational level (Paez, 2012).

For a service to generate positive encounters with youth, it must engage them. Youth permanence depends on the value and recognition given to services according to their structure, the benefits to be obtained and the type of relationships that the youth can establish (Paez, 2012). Support networks are affective and interpersonal resources that allow the young person access to other resources, such as material ones. Interaction with resources as a whole generates youth experiences from which resilient behaviors can emerge. Some characteristics of informal services that promote resilience are:

- Attachment to significant people, providing them not only emotional support but moral guidance and personal security (feelings of self-efficacy). This characteristic is especially important in the family network.
- Relational networks that involve significant people place the young person in contact with material resources.
- Relationships and resources foster vital experiences for resilience (Vasquez, 2014).

It is through providers that positive encounters with services can be achieved. Affective bonds with the service provider generate attitudes and tools that contribute to addressing problems in a positive manner (Paez, 2012).

Family characteristics are also important to promote resilience. The time parents spend with the youth, affection, communication and parent surveillance are correlated with more resilience. On the other hand, some family characteristics such as physical punishment of youth and violence between family members are stressors for youth (Restrepo, 2014).

2. Personal characteristics: Certain personal characteristics make a young person actively participate in a service, which can then be built through the relationship and permanence of a young person with a service (Hernández, 2014). Of particular note:

- Development is a dynamic process that occurs throughout the life span; risky behaviors or resilience are established in adolescence depending on parenting in the early years.
- The social and family context of the young people who were interviewed emphasized negative experiences related to poverty, violence and sexual abuse; however, there were differences depending on the proximity of the risk to the young person.
- In young people, clear resilient characteristics include self-efficacy as a central element throughout the life span.
- *Resilience as a possible and constant process* was the main characteristic of the young people interviewed.
- Some individual skills or personality traits were higher in young resilient people such as responsibility, empathy, social skills, cohesion with others and character (Restrepo, 2014).

South Africa-specific findings

The findings were predominantly generated by Sesotho-speaking youth living in disadvantaged, rural areas and cannot therefore be seen as representative of all South African youth. Having noted this limitation, the data indicated three dominant pathways of resilience. First, informal supports (with emphasis on physical and psychological caregiving by women) dominated why and how youths adjusted well to living in disadvantaged and violent communities. Moreover, when youths reported higher perceptions of physical and psychological caregiving they were more likely to engage in voluntary service-usage (e.g., visiting a clinic) and less likely to be mandated to use services (e.g., substance-abuse programs). Second, being invested in education supported youths' positive outcomes. Youths were more likely to be constructively engaged in schooling and to aspire to tertiary education when they experienced their teachers as respectful, education as relevant, and school spaces as enabling agency. Third, the protective resources that youths prioritized (e.g., religious and ancestral practices, education, kinship systems) align with traditional African culture and flag that resilience processes are shaped by the sociocultural context of youths' everyday lives.

4.4 Knowledge dissemination

Following knowledge production, this knowledge was actively disseminated across all three country sites, as summarised below.

Table 9: Knowledge dissemination events

Event Type (previously held)	# Aimed at academic audiences			# Aimed at non-academic audiences			# Aimed at both academic and non-academic audiences		
	China	Col.	SA	China	Col.	SA	China	Col.	SA
Workshop	160			18	1	14	2		1
Conference	25		27	9			6		4
Congress	22			2			2		
Symposium	50			40			60		2
Meetings	25	21		5		7	0		8
Webinars or web-based meetings	0			1			6		
Other(s)									
培训项目 (Training Programs)	3			5	1		0		1 ²

In addition to the above knowledge dissemination events, the following knowledge dissemination mechanisms were used:

² See Appendix I for details.

Table 10: Knowledge dissemination mechanisms

Contribution Type	# Aimed at academic audiences			# Aimed at Non-academic audiences			# Aimed at both academic and non-academic audiences		
	China	Col.	SA	China	Col.	SA	China	Col.	SA
Advisory/consulting services	5						16		
Article in popular media					2		16		2
Article in Professional or trade journal	50	1	6 (8) ³						2
Conference paper	25	2	27				10		4
Conference proceedings	3								
Consultancy	5						120		
Creative work									6 ⁴
Database/dataset/archive	> 3 million words	2 ⁵	See foot-note ⁶				> 1 million words		
Development of policies and programs					2	1	6		
Educational aid							20		1
Medias (e.g., interview, etc.)					1				2
Newsletter/press release/pamphlet	19				4		25		12
Public lecture or address	> 45						> 200		2
Radio broadcast							12		1
Reports	5				2	32			
Social Media (Facebook, Twitter etc.)					3 ⁷	1 ⁸			
Scholarly book			3						

³ Numbers in parentheses indicate the number of outputs planned, but not yet delivered.

⁴ Refers to Khazimula-related videos made by researchers, community-based service providers, or local youths to disseminate message of how resilience can be facilitated. See www.optentia.co.za or www.Lindatheron.org to view these videos.

⁵ Quantitative and qualitative

⁶ 1137 PRYM protocols; 137,508 words; 127 drawings; and 49 photos of clay models.

⁷ Facebook, YouTube channel and Twitter

⁸ <https://www.facebook.com/khazimularesilience?ref=hl>

chapters									
Television broadcast					1		6		
Textbook	7 ⁹		6				6 ¹⁰		
Thesis	33	9	5						
Web site	1							1	2 ¹¹
Others:									
Conference Update CD (2011)									
Bibliography data base		1							

4.5 Knowledge mobilization

The dissemination events and activities listed in Tables 9 and 10 above informed research, networking, training or policy/practice goals as follows.

China

Through extensive publicity and promotion activities, the project has had a significant effect on the Chinese mainland. In the academic field, in the past 5 years the concept of resilience, resilience theory, the technology and application of resilience, and other resilience formulations have become professional terms that now appear in a range of academic journals, textbooks and writings. An academic seminar related to resilience was hosted, and Professor Tian Guoxiu led the Chinese research group to successfully hold two International Conferences in 2006 and 2013. In 2012, the China Association for Social Work Education's conference invited Professor Tian Guoxiu to speak about the progress of resilience research; in 2014 at the China Social Work Education Association's annual meeting, a special discussion group was established for school social work and many people focused on the theme of resilience. In 2012 and 2013, the Social Development College of East China Normal University held the "International Symposium on Youth Positive Development"; resilience was also the key theme of the conference and the group project.

In addition, resilience is increasingly showing up as a keyword in academic papers; before 2005, less than 10 articles per year were published using resilience as a keyword, but in 2014, more than 80 such papers were published in one year. In 2014 January, the Journal of Capital Normal University created the "Resilience and Adolescent Education" column for Professor Tian Guoxiu, and published 1 article per issue. In addition, in recent years, resilience is increasingly being chosen as a topic for masters and doctorate theses, such as Dr. Zhu Meihua's (Shanghai University) "Resilience of mobile home from rural area to urban area." Resilience monographs

⁹ Authored one book, chief-edited one book, co-edited 5 books.

¹⁰ Chief edited 1 book, translated 5 books.

¹¹ www.Optentia.co.za (see projects: Pathways to Resilience <http://www.optentia.co.za/project.php?id=NQ%3D%3D>) and www.Lindatheron.org

have also been published, such as "Resilience Research: Applied to Schools and Youth Social Work" (chief editor Tian Guoxiu), and "Family Resilience" (translated by Dr. Zhu Meihua).

In the non-academic field, the understanding of resilience is gradually deepening; mainstream media outlets such as "People's Daily", "Guangming Daily", "China Youth Daily", and CCTV have published articles or reports with resilience in the title. In primary and middle school education, resilience is being referred to frequently; in the family education field, more parents are beginning to understand and accept the need to cultivate resilience; and the juvenile judicial system is also actively using the concept of resilience. Specifically, Professor Tian Guoxiu accepted an invite from the Beijing Women Research Society to speak about resilience to more than 500 parents, and the juvenile court in Mentougou District, Beijing, is actively exploring involving youth in divorce trials and using resilience theory in education for divorced parents. The Chinese Youth Study will choose the topic of resilience as an important issue during the "ShiSanWu Planning (2015-2020)".

Colombia

In general, the different forms of dissemination permitted us to share our acquired knowledge with community members and facilitate the implementation of the mentoring program to promote resilience. This material increased our contact with stakeholders and enabled our participation in the design of "Youth Policy of Medellin". The internet, videos, Facebook and other media permitted us to share the main findings with different segments of the public, especially with youth people. The published papers and book chapter permitted us to share the information with academics, professors, professionals and students at local, national and international levels.

Through the newsletter we shared the main findings and concepts with practitioners, service providers, and youth people. The newsletter was also an important resource to share results with the members of our advisory and community panel. We also hosted a seminar to promote the concept of resilience, share our experiences, and disseminate the main results of our research to more than 200 participants from different governmental and non-governmental institutions, schools, community organizations and youth organizations.

South Africa: Because the dissemination activities were varied, they supported dissemination to both academic and non-academic audiences. Of importance in South Africa, are the high rates of illiteracy and poor access to social media technology, particularly in disadvantaged rural areas (such as that of the research sites). For this reason, the choice to disseminate using creative work (i.e., video-based messages – see list outputs), workshops, seminars, and/or more informal meetings (such as lunches/dinners around which findings could be informally shared with local people) were crucial (for detail, see Elias & Theron, 2012; Theron, under review, *Qualitative Research*).

4.6 Reflections on the implementation and management of project activities

Part of the rationale for including multiple countries and research sites in the Pathways Project was that this would provide opportunity to draw comparative conclusions about how various socio-cultural contexts enable and constrain resilience processes that draw on formal services

and/or informal supports. As noted in Section 2, this is in process. Clearly though, such comparison relies on a research design that can be meaningfully operationalized across diverse contexts, and country-level P.I.s' commitment to the design decided on. To this end, Dr. Ungar, who conceptualised the greater Pathways project, was careful to engage all country partners and other knowledgeable resilience-researchers in a democratic, iterative process of research design. At the outset of this, Dr. Ungar joined country-level P.I.s in engaging community partners in discussions about the suitability of the Pathways design (see, for example, Theron, 2013). Despite such caution, the operationalization of the design was not without challenges (see, for example, Theron, under review, Qualitative Research). To this end, the three country P.I.s are grateful for the supportive inputs and flexibility of Drs. Ungar and Liebenberg. A case in point is their early 2015 visit to China, Colombia, and South Africa to facilitate cross-country comparisons. Related articles and publications will appear in the coming months as this supports finalisation of the cross-site analysis. Similarly, because annual Pathways meetings rotated between collaborating countries, this offered opportunity for first-hand experience of the diversity of the research sites, which further supported theorising about cross-site comparisons.

A summary of how the three national teams facilitated the project activities is provided in Appendix E. What follows below are a number of reflections on what enabled and obstructed implementation and management of project activities.

China

1. Although there is a scientific basis for this, selecting qualitative research interviewees on the basis of their questionnaire results, or only relying on the questionnaire to determine whether a youth has high resilience or low resilience, does not provide enough accuracy. However, if the researcher makes sure to conduct long-term participatory observation, the samples obtained will be more accurate. Because observation gives us long-term contact with the students, we are able to get a relatively stable sense of their characteristics and to observe their modes and mechanisms of ecological environmental interaction. This is more conducive to making comprehensive and in-depth interpretations about the generation mechanism and operational logic of resilience.
2. Participatory observation is an important opportunity for us to get into the students' ecological environment. The process of observation at school, in the classroom, and during group activities, on one hand, is conducive to observing the adolescents' characteristics; and on the other hand, is good for the researchers to experience and understand adolescents' survival environments and ecological characteristics in a more direct and specific way. This is important content when we interpret and study adolescents' resilience mechanisms.
3. In the context of Chinese culture, the majority of adolescents' parents, teachers, and adults have relatively traditional and old ideas about educating and guiding the children, and thus repress and hinder the development of teenagers' motivation. As for the positive factors that can activate resilience, we still need to do some long-term thinking and exploring about family culture, school culture, group culture and educational culture.
4. It would be helpful to provide more opportunities for team members to participate in international exchanges. In 2013 October, the China team hosted the annual Pathways

meeting. Nearly 30 students participated in the preparations for the meeting, and received and escorted guests. In the process of translation, data preparation, and meeting participation, students came to better understand the project's research theories, methods, and findings. Some students submitted papers and participated in the meeting discussions; this not only activated students' research confidence, but also helped to share our research results. Even so, we also think that the number of students participating was too small; there were a lot of students who dared not participate because they lacked academic self-confidence. Continued application of the methodology is needed to exercise and train students' academic thinking.

Colombia

1. *The importance of involving decision makers throughout the research process.* Although this is a very difficult task, it is necessary to carry out various activities to translate the processes and research outcomes to various audiences. This enabled greater dissemination of findings and the applicability of the knowledge gained throughout the process in programs and policies.
2. *The importance of knowledge management.* Knowledge management is the mechanism by which researchers and scientists can embed their research results in policies and programs. In projects like this one, tangible results can be applied in public policy and programs. It thus becomes essential to have theoretical reflection and a structured plan for how knowledge management will be implemented, as it is central not only to disseminate results but also to ensure their applicability in different contexts.
3. *Having cohesive interdisciplinary teams for the development of the macro project.* It is essential to have interdisciplinary and cohesive teams that understand a complex phenomenon such as resilience from diverse perspectives and strategies. It was also very important to involve young researchers throughout the entire data collection process.
4. *Structured communication plans using different dissemination channels,* including websites, videos (Lopez, 2014; López, 2014b; University of Antioquia, 2013), Internet, television, and radio. These communication strategies facilitate dissemination and social knowledge management. These plans can change as the project develops but a plan is needed to communicate with stakeholders and young people. Government staff also changes frequently, which can result in a more complicated dissemination process, so we developed a newsletter (Botero, 2013; Puerta, 2013; Puerta, 2013; Vasquez, 2013, Restrepo, 2011) on resilience and used this to engage stakeholders regularly. We found this strategy was important to counter frequent staff changes. In the same way, it is important to have constant connection with professionals and the community, not only to give them information but also to learn from stakeholders. In this regard, we organized seminars where information could be exchanged between professionals/the community and the research team.

South Africa

The reflections below comprise two voices. The first is that of Tamlynn Jefferis, a PhD student in the project, who managed the dissemination activities for 2013-2014. This is followed by reflections from the P.I., Linda Theron.

*Tamlynn Jefferis*¹²

A crucial lesson learnt was the importance of an advisory panel in a research project. Not only to gain access to the community but also to understand the findings. The advisory panel members advised on which research methods would be appropriate for their community and also celebrated and disseminated the project's findings and offered committed support of the project. This project did not only belong to the Pathways team, but to the advisory panel as well. I believe this is crucial for the success of any research project that aims to make a tangible difference in a community.

Another very important lesson in the management and implementation of the project activities was the flexibility needed on behalf of the researchers. When working in a community that is resource-poor, and where ad-hoc arrangements (e.g., funerals, impromptu community meetings, home-based care of ill community members) interfere with youth commitments to participating in research activities, time management and flexibility was important in the research process. Scheduling activities well in advance of deadlines to manage when participants were not available and when dates needed to be changed due to participants not arriving was necessary.

I learnt much from the principal investigator (i.e., Prof. Linda) in terms of managing deadlines and ensuring that deadlines were met in advance. Also in working in a team, the project was managed in such a way that responsibilities were shared, and team members were always informed, asked for their opinions and input, and clearly guided in what needed to be done, how it needed to be done and support was always available. This is very important in the way a project is managed for there to be unity in a team so that they can work well together.

Linda Theron

As principal SA investigator, I would add that **knowledge production** (especially qualitative knowledge production) was complicated by the high mobility of the youth participants in the project. This mobility is related to their being sent to live with distant relatives because of poverty or relocation/death of parents. Essentially, this meant that it was difficult to maintain contact with participants and follow-up on earlier data generation.

A further challenge to the management of knowledge production lay in the application of qualitative methodologies that are well suited to knowledge generation with youths in Eurocentric contexts. As explained in Section 3: Methodology, given traditional African socialisation practices, it was very difficult to engage local youths in one-to-one interviews and so our research methodology had to be adapted to favour group-based surveys and participatory visual methodologies. The importance of these lessons, and being respectful of contextual/cultural influences on the generation of research have been published in methods chapters (see Elias & Theron, 2012; Theron & Malindi, 2012), and a journal article, detailing the adjustments that the SA team needed to make to produce data, is in process (Theron, under review, Qualitative Research).

Knowledge production was also challenged by a research team that dwindled. I learned that academic colleagues are keen to agree to participate in a funded research project, but that as time

¹² All student comments are included in this report with their consent.

passes their personal crises, health, relocations, disillusionment with how much commitment and time research takes, and/or other (competing) research obligations obstruct meaningful/sustained participation in the project. For this reason, the fairly large team of South African researchers dwindled to three active academic members by 2014: Prof. Tinie Theron, Dr. Macalane Malindi, and I. What I take from this lesson is an inclination toward future work with a smaller team of committed researchers and greater involvement of talented, full-time PhD students. The latter has obvious budgetary implications.

The *training and development* of the post-graduate students affiliated with the project, and less experienced researchers (such as Dr. Malindi at the outset of the project), would have been complicated had the Pathways Project not been allied to a research-supportive faculty and research focus area (i.e., Optentia, see www.Optentia.co.za). Table 14 in Appendix C demonstrates the extent of Optentia's support towards the training and development of researchers in the SA team. In addition, my faculty provided scholarships (i.e., approximately 12,000\$ per student per annum) to PhD students who were active in the project. The lesson that I take from this is that large-scale research projects are best led by researchers who have access to research-supportive research entities/faculties.

Knowledge dissemination and mobilisation was complicated by our reporting of findings that are considered controversial in South Africa (i.e., ancestral rituals supporting youth resilience processes – see Norris et al., 2008; Theron & Theron, 2013). In such instances, the challenge was to manage knowledge dissemination so that adult opinions/responses did not silence and/or marginalise youths' voices and insights. For example, our reporting of ancestors as a spiritual resource that youths associated as resilience-supporting alienated one researcher and one CAP member. Both refused to implement or advocate Khazimula given its reference to ancestral supports as a potential spiritual resource (see Theron, L. C., Jefferis, T., & Van Rensburg, A. C. 2014, p. 65¹³) and how this potentially conflicted with Christian dogma. In community-focused disseminations, professional adults were less rigid, even though they admitted neglecting ancestral or supports in their consideration of traditional resources that youths could draw on to cope with challenging life circumstances. For instance, an education official commented: "You reminded me - our ancestors are important resources for our children here. I will use this to support our children better".

I learned that it was easier for students and CAP to experience ownership of the project and advocate its findings if they participated in the international team meetings and conferences / symposia. To this end, Dr Malindi represented the community at the team meetings in Canada, Colombia, and South Africa. He and Mr Machendeze attended and presented at the 2011 EASA conference. Student attendance at international team meetings included Angelique van Rensburg (Canada, Colombia, South Africa, China), Tamlynn Jefferis (China, South Africa), Une Fourie (South Africa) and Mark Barends (Colombia, South Africa). Ms Adien Linström represented the CAP at the international team meeting in China. Going forward, I will again structure a research budget in ways that facilitate researcher/student/community-partner engagement in research meetings/conferences, and in doing so, encourage ownership.

¹³ This document is available in the IDRC Digital Library.

Finally, in terms of knowledge dissemination and mobilisation I learned how frustrating it is to try and influence government (particularly the national department of education) to consider implementing research findings. Whilst government up-take of research results is a challenge world-wide, the current crises in education in South Africa (see, for example, Du Preez, 2011) has meant that researcher attempts to meet with government officials are repeatedly postponed (this is explained further in Section 4.9: Policy and practice documents).

4.7 Reflections on aspects of project management particularly important to success

China

First, the research team has created an extremely high standard learning, research, practice, and supervision system. Since the start of the project, all team members have adhered to the schedule of learning supervision for half a day per week, without fail. The contents of these meetings included theoretical study, case discussion, research methods discussion, interview supervision, and sharing research findings, and functioned to construct a mutually promoting research culture that fostered cooperative, interactive learning.

Second, it was essential to adhere to the practice research. Since the program began, our team members carried out participatory observation research for half a day per week in schools in Beijing, using group counseling, case consultation and other methods to keep in close and constant contact with the adolescents. Observation allowed us to understand the adolescents' comprehensive, specific, vivid and real life situations and helped us interpret the theory, while at the same time explained their vividly realistic performances and pushed us to explore more qualitative research pathways besides those found in the quantitative study.

Third, we had a close combination of training between the graduate and undergraduate students. In the face of the large survey and in depth case interview samples, we needed enough researchers, and the research team's graduate and undergraduate students played an important role here. They participated in the following stages: implementation and recovery, questionnaire survey data processing and analysis, participant observation, conducting interviews, interview data transcription, and finishing. The reason that we were able to guarantee that more than 30 students would participate in the study process is that students themselves longed to participate in a project with such a standard, strict, and scientific research process in order to achieve academic quality and raise their academic abilities. More than 50 students participated in different stages of the project, and said their own growth of knowledge and ability from the project will benefit them for life.

Colombia

The aspects that were particularly important to project success included:

1. Establishing the team: First of all, forming an interdisciplinary team allowed the study of resilience from different approaches and methods and was central to understanding a very complex subject.
2. The participation of decision makers in the resilience discussion panel and their inclusion in various debates and in the program's design was key. This ongoing partnership with the community allowed the dissemination of results on the characteristics of resilient young

people, how to promote resilience and how to improve services promoting resilience in a timely manner as well as triangulation of quantitative and qualitative findings.

3. Participation in city issues with the design of the "Youth Police" and in some activities of the "100 Resilient Cities" project. The city of Medellín won an award as one of 100 Resilient Cities; this partnership will enable us to extend the large-scale implementation of the program to promote resilience. These links generated greater visibility of the project and generated greater ties with members of NGOs and Medellín's Mayor's Office.
4. Inclusion of resilience in Medellín's youth policy and in programs of the municipal administration.
5. The design of a strategy to capacitate professionals on the subject of resilience. This training promotes professional skills and trains mentors, enabling them to focus on building resilience via youth programs in Medellín.
6. The ICARUS program promoting youth resilience was created in Medellín's Secretariat of Youth.
7. A partnership with various governmental and nongovernmental institutions was created to promote resilience.

South Africa

Tamlynn Jefferis, a PhD student in the project, also managed the project for 2013-2014. She offers the following response relating to whether certain aspects of project management were more important for project success:

Most definitely. The project was managed in such a way that it valued and respected the relationships that were built with the community advisory panel. Without this, dissemination activities and data collection would have been much more difficult. With regards to dissemination, the way the project was managed clearly prioritised meaningful dissemination in ways that are relevant and useful to the community where the research took place. Because of this, we were able to work with youth and implement the Khazimula program, obtain feedback and evaluate the program. If it had not been for the continuous collaboration with the community, the dissemination would not have been successful, and this relates directly to how the project was managed. From the beginning the principal investigator and community officer established good community relations which were vitally important, especially when conducting research in an unpredictable rural community in South Africa. All strategies of collecting data and disseminating findings were based on what was appropriate for the community as the research team continuously asked how to make the findings and dissemination appropriate. The management strategy was respectful, culturally sensitive and meaningful to the research community - as a result of the way in which the project was managed. The principal investigator continuously asked for input from team members, which created a sense of ownership of the project for all the team members and students who assisted in the project. Even the youth who participated felt a sense of ownership and felt proud to be a part of an international research project.

4.8 Curricular outputs/teaching materials

Table 11: Curricular outputs/teaching materials

Department/Institution	Name of course/module *New course	Level (undergraduate, graduate)	No. of students enrolled
China			
Capital Normal University	Educational reform of University Cooperation Program*	Undergraduate and postgraduate students	63
Capital Normal University	Exploration of Inquiry Learning*	Professional degree postgraduate students	47
Beijing Hongzhi Middle School	School-based courses focusing on fostering resilience*	Junior 1-3 & Senior Grade 1-3	250-300
Beijing No. 19 Middle School	School-based courses that focus on positive life guidance*	Junior Grade 1-2	24
Beijing Business and Technology School & Beijing Railway Electrification school	School-based courses focusing on fostering resilience*	Senior Grade 1-2	200
Colombia			
Department of basic sciences	Survey and sampling course*	Graduate	14 students (this course was offered two times)
Department of basic sciences	Research II Master in Mental health*	Graduate	9 students
Department of basic sciences	Program evaluation. Master in mental health*	Graduate	9 students
Department of Specific science	Research methods*	Undergraduate students. Health administration	72 students (the course was offered three times)
South Africa			
Faculty of Humanities, North-West University	Masters in Positive Psychology: Module 1, Introduction to Positive Psychology, An introduction to resilience	Post-graduate	10 (2013); 8 (2014); 10 (2015) ¹⁴

¹⁴ This is a prestigious course for which students need to be selected – many more apply.

	(PSYP874)*		
	Masters in Positive Psychology: Module 4, Applications in Positive Psychology: Social Ecological Interventions to facilitate Resilience: the case of Khazimula (PSYP877)*	Post-graduate	10 (2013); 8 (2014); 10 (2015) ¹²
	Masters in Positive Psychology: Module 5, Advanced Positive Psychology: Un- and under-explored pathways of resilience; lessons from the Pathways Project (PSYP878)*	Post-graduate	10 (2013); 8 (2014); 10 (2015) ¹²
	Short learning program on Khazimula: Indigenous pathways of resilience (Module code: AAAD 5 17)*	NQF level 5 (this means that under-/post-graduates and even non-graduates are eligible to enrol, provided they have completed Grade 12)	24 (2014)
Faculty of Education, University of Johannesburg	B. Ed Teaching Methodology and Practicum: Life Orientation. Semester Module on Resilience and Life Orientation*	Undergraduate (Second year)	88 (2014)
	Facilitation and Counselling Skills for Life Orientation teachers (course content revised)	Postgraduate (B. Ed. Honors)	33 (2014)

4.9 Policy and practice documents

The following narrative summaries describe the policies and interventions that resulted from the project and the impact that each has had. For more detail, see Appendix H.

China

1. Seven schools in Beijing use our research as a reference. They have adopted our implementation methods and research framework and offer students school-based courses and counseling activities to foster youth resilience. Approximately 50,000 students have been impacted in this way.

2. The China Association for Social Work Education and the Professional Committee of the School of Social Work include resilience training as a compulsory part of school social work training. Schools are required to offer resilience education and set up courses to foster resilience. To date approximately 10,000 teachers and other persons have been exposed to course content on resilience.
3. The Chinese Association of Family Education and the Department of Family Education in the China Women's Federation have regulated that family resilience education is a compulsory content for the qualification of "family education instructors". Approximately 10,000 parents and other persons have been exposed to course content on resilience.
4. Schools for children of migrant workers in Beijing have set resilience training as an indispensable part of their school education, designating that all students should receive resilience education. Approximately 30,000 students, teachers, parents and other persons have benefited from this training.
5. Not only "Bats of the City" and "Geluying City Immersion Plan", two projects that focus on children of migrant workers, but also "Growth Mentoring Program" and "Positive Youth Development Program" in Shanghai, have all adopted our ideas and findings on resilience to different extents.

Colombia

Youth Public Policy in Medellín. During the project the research team participated in various meetings to evaluate Medellín's youth policy. After two years of evaluation and design the new policy was devised, and the inclusion of resilience was achieved across various strategies of the Municipality of Medellín. Although the team did not directly write the public policy, we participated as advisors in the design process where we accomplished the inclusion of the topic of resilience in the policy. This policy outlines a comprehensive vision for youth and their development. It takes into account interdisciplinary perspectives and proposes the involvement of various sectors in order to promote youth welfare. In matters relating to youth health, the policy emphasizes health promotion, which allows for actions focused on positive youth development and resilience. The implementation of this policy will strengthen health and welfare services through training for professionals that will allow them to provide better services to support youth needs. The policy will impact an estimated 500,000 young people in Medellín.

Design of a program to promote resilience. This is a program devised to capacitate health and welfare service providers in the city of Medellín to become resilience tutors. The final objective is to promote better services and increase the providers' capacity to tutor and promote resilience. This program was designed based on evidence directly collected from the research, as well as other available evidence on how to promote resilience and positive youth development. This program has been offered to 60 young leaders and their families.

South Africa

Rather than write policy analyses or generate policy documents, we used a community-based participatory research approach (CBPR) to influence/transform local youth-directed practices and the policy of local organisations and regional government departments. Essentially this revolved around facilitating uptake of Khazimula (as detailed under Project Outcomes). This was a purposeful strategy because it is well-known that making policy recommendations/producing

policy documents is not an effective manner of galvanising change at macro or micro level IN South Africa (Du Preez, 2011; Jansen, 2002, 2003; Nzimande, 2001; Pillay, 2006).

In addition to the Khazimula training sessions summarised under Project Outcomes, the CAP prioritized oral and visual advocacy of Khazimula. Given traditional African emphases on extending hospitality to all, the CAP encouraged that this advocacy occur around meals hosted by the research team (see also Elias & Theron, 2012 and photographs in Appendix F). Khazimula was informally advocated during the meal, and formally presented to government stakeholders and policy advocates after the meal (via a powerpoint presentation). The CAP directed the invitations, acted as co-hosts, and partnered with Pathways researchers in informally advocating Khazimula to the invited guests. As a consequence of this informal advocacy, the national Department of Basic Education agreed to a meeting with Pathways researchers to investigate how Khazimula and a resilience-focus can form part standard teacher practice across South African schools. Although an initial meeting date (23 September 2014) was agreed on, this meeting has since been postponed several times. The SA team has recommended four new possible meeting dates, but the DBE is yet to confirm one of these. Although the SA team is committed to continuing to find ways to influence education (particularly as the SA findings emphasize the pivotal role of school ecologies in youths' resilience processes), this frustration further galvanised our determination to foreground a grass-roots or bottom-up approach to influencing policy and practice (as detailed in Theron, in press – see output list).

The Free State Department of Education (HIV & AIDS, Life Skills Support programs, Inclusive and Special Needs Education) incorporated Khazimula into its strategy for the remediation of 4 underperforming schools (see letter from Adien Linström, included in Appendix G). As part of the upliftment of such schools, teacher-pupil relationships were targeted and Khazimula formed part of the policy informing improved relationships.

5 Project Outcomes

5.1 Researcher capacitation

In the section below, each P.I. comments on how being part of the Pathways project capacitated her as a researcher, and on other members of the research team.

China

Professor Tian Guoxiu

The improvement of my research ability and level as a result of being involved in the project is very obvious. During 2009-2014, I published nearly 30 academic articles, edited one set of collected papers, and completed 4 translation works in the field of resilience theory, the psychological health of adolescents, adolescents' social support and others. As an extension of this research, I accepted a Beijing City Board of Education commission in 2013 to take charge of measurement to track the development status of Beijing City Youth Moral (30-35 million yuan annually until 2020). In addition, in contemporary big cities in China, the divorce rate of parents is increasing year by year, and the disintegration of the family has become a major challenge facing youth. In order to deepen and expand the project research, I have begun to study the

resilience mechanisms of teenagers at the time of their parents' divorce. I have successfully applied to the Philosophy and Social Science projects of the Ministry of Education for this project (10 million yuan subsidy; the project will last until 2016). In Beijing, as a big city facing rapid development, there is more concern about youth problems in social development; the study of the development of adolescent social work also has the approval of relevant departments. I have been jointly funded by the Beijing Municipal Party Committee and the Beijing Municipal Education Commission to promote special research on adolescent social work. In 2014 September I was elected as the director of the Beijing Youth Association of Social Work, and have a 30 million yuan annual research fund that will last to 2017.

The Capital Normal University resilience research team led by me has been of important concern at the national level. In 2013 October, we hosted the International Resilience Conference at Capital Normal University. More than 120 experts attended from all over the world, as well as from domestic provinces and cities, and more than 40 papers were presented. The most important Chinese social newspaper "China Social Science" reported on our conference. Subsequently, "China Youth Research" set up a special issue to publish four results of our research, the "Journal of Capital Normal University's" open column named "Resilience and Education of young people" has published a result issue every month, and we have published 6 articles so far. The article, "Deviant behavior of teenagers at risk: Based on perspective of hidden resilience" was published in the "Journal of Normal University" and was reprinted by "China Social Science", which is the top publication for social science research in China.

Through cooperating and comparing with research experts in Canada, South Africa, Colombia, New Zealand, and other countries, the research paper edited by Michael Ungar and Linda Theron, and other special articles, will be published in the United States and the UK. In addition, in 2010 and 2012, I attended the Dalhousie University (Canada) and Cape Town of South Africa International Symposia with my partner Wang Xiying, and gave speeches at the conference.

Colombia

Alexandra Restrepo

After participating in the resilience project during these five years I have grown in my professional career as a researcher. The project was challenging because it was mixed methods and demanded dissemination to a range of people. I have improved my data analysis skills, my capacity in managing and leading projects and dissemination capabilities, where I have expanded my research networks, all of which have contributed to my overall training process.

My increased analytical capacity now allows me to perform multivariate analysis, such as multiple correspondence analysis and confirmatory factor analysis. These techniques generate constructs and assess relationships between diverse constructs to understand complex social phenomena.

My administration and management skills have increased in relation to staff management and complex interdisciplinary teams within a public university that has generated complex processes for administrative and financial management.

I improved my audiovisual management skills in web-based resources to disseminate research findings, which can be accessible to diverse audiences and languages, such as: videos, Facebook, twitter, web pages. Apart from increased writing skills for scientific articles and research reports.

Local, national and international networks of the research team have been expanded. With local stakeholders stronger links were made that permit the long-term application and sustainability of the research strategies. At the national level links with some organizations working with youth and children and internationally, major links have been established with faculty at Johns Hopkins. I also built extended networks with public health professionals and researchers working with violence, including connections with two professors at the University of Granada.

I have had the opportunity to participate in the Latin American Network of Mental Health led by Columbia University where participating academic institutions included the University of Chile, the National University of Córdoba, Argentina, the Argentinean Suma project and the Federal University of Rio de Janeiro. As a result of this partnership I was the director of the Second Latin American Congress of Epidemiology. I also attended a seminar at the University of Fronteda in Chile on family resilience measures, and am currently trying to extend the South American network of resilience-focused research.

As a guest speaker I participated at the Sixth Annual Meeting of violence organized by WHO/PAHO conducted in Mexico (November 2013), in the World Congress of Psychology held in Cape Town where I had the opportunity to present two papers related to the Pathways to Resilience project.

I was invited to present the results of the PREVIVA program, including results from the Pathways to Resilience Project at the World Congress of Epidemiology (Alaska, USA, August 2014).

Regarding my research training, I was offered a place in the PhD Epidemiology program at Columbia University, starting in September 2015. My PhD research proposal looks at the evaluation of a program to promote positive development and resilience in children from zero to five years. I also secured funding from Colciencias and the Optimus Foundation for conducting my doctoral project.

Esteban Páez

Having the opportunity to be the project's coordinator has allowed me to understand the complex city processes to which I commit my work and my thinking, and above all has engaged me with my roots and my identity, looking to the daily ways of being so that they are reflected in a better tomorrow for young people in the city, their families and relevant institutions.

I believe with conviction that people carry goodness in them. This project has given me the opportunity to know such goodness and bring it into contact with the good will of others. This opportunity has been made possible through direct work with young people, the motivation of professional staff, the choices made by decision makers and all those who have seen in this population the opportunities for a better society that is more equitable, more just and committed to profound social change.

Dora María Hernández

Pathways to Resilience has given me the opportunity to see the energy and management capacity of the students at the University of Antioquia to manage knowledge on the topic and to grant the project with the social meaning that all research should have. It has been a project in which social actors, institutional or personal, have responded, reflecting social sensitivity and a willingness to collectively build.

South Africa

Linda Theron

As a direct consequence of participation in the Pathways project, and the quality of the South African results, my national and international research networks, and those of students in the project, were extended.

At ***national level*** I was:

- Invited to join the South African team active in responding to the World-University-Network's (WUN) global challenge of Public Health which has identified youth resilience processes as a key focus. Together with international WUN partners we are in the process of submitting a funding proposal to investigate youth resilience multi-dimensionally (i.e., biomedically, psychosocially, and ecologically) and longitudinally, with the aim of applying this knowledge to better the public health outcomes of youth.
- Invited to join a team of authoritative South African researchers (from four research-intensive universities) in a bid to create a funded Centre of Excellence that drives research relating to youth wellbeing and resilience.
- Awarded the 2013 Research Medal, Education Association of South Africa, in recognition of research contributing to an understanding of youth resilience and application of such an understanding in education contexts.
- Invited to serve as member of the Imbeleko Research Reference Group (Nelson Mandela Children's Institute) that focused on indigenous pathways of resilience among black, African youth.
- Invited to present a Pathways-related address at the University of Pretoria's Teacher Symposium (August, 2014).
- Awarded a National Research Foundation International Research Grant (Finland-South Africa; 2013-2016) to engage in comparative resilience-focused research. My engagement in the Pathways project offered persuasive evidence of resilience-related expertise.

At national level collaborating researchers and students also benefitted from their association with the project:

- Dr Macalane Malindi was appointed as a senior lecturer at the University of Johannesburg and asked to spearhead the teaching of resilience to education students at this institution.
- Tamlynn Jefferis, a PhD student, was invited to present Pathways findings at an international symposium hosted by the NWU (Welcoming Africa's children in church and society: Theological and ministerial reflections, Potchefstroom, South Africa).
- The student team involved in Khazimula (i.e., Tamlynn Jefferis, Angelique van Rensburg, Divan Bouwer, David Khambule, and Phuleng Serathi) was invited to present a symposium on transforming project findings into community-friendly interventions at the Second South

African Positive Social Sciences Symposium. This symposium was attended by national and international researchers.

- Both Angelique van Rensburg and Tamlynn Jefferis used Pathways-related research findings to submit abstracts for important national conferences (Psychological Society of South Africa (PsySSA) and Education Association of South African (EASA) conferences). Both were successful and presented papers that prompted the widening of their own local networks.

At *international level* I was invited to:

- Edit an international volume on youth resilience and culture. Springer's invitation flowed from their awareness and attendance of the invited Pathways symposium at the International Congress of Psychology, 2012. Michael Ungar and Linda Liebenberg agreed to co-edit. The reputation of the Pathways project and international and national networks that arose from this meant that this volume (which is currently in press) includes 17 chapters from respected resilience scholars across the globe.
- Function as an associate editor of School Psychology International, following the editor's awareness of the Pathways project and its findings (January 2013 – ongoing).
- Guest edit a 2015 (December) resilience-focused themed edition of School Psychology International. Drawing on Pathways findings, this edition focuses on how school ecologies constrain/support resilience processes and what psychologists and other school-based practitioners can learn from this.
- Present a public lecture at Trinity College, Ireland, on the findings of the Pathways project (March, 2014). This led to numerous opportunities for new networks.
- Present a workshop to students and faculty at Trinity College, Ireland on how best to engage in research with participants from majority world cultures (March, 2014). This also led to numerous opportunities for new networks.
- Present a workshop to students and faculty at University of Helsinki, Finland on how best to use draw-and-write methodologies in resilience-focused research. This workshop drew on my experience of using draw-and-write methodologies in the Pathways project.
- Act as international consultant to the resilience-focused Bamboo Project (Oak Foundation) and to comment on how the Bamboo findings resonated/not with the findings of the Pathways project, South Africa (March, 2014). This offered excellent networking opportunities with researchers like Profs Robbie Gilligan, Jo Boyden, and Mike Wessels, funders and NGO representatives (e.g., Save the Children).
- Act as discussant on child and youth resilience at Child Abuse, Eastern Africa Sub-Program, partners regional meeting(hosted by Oak Foundation, May 2014). As part of this, I was invited to include findings from the Pathways project, South Africa.
- Act as a discussant to Prof Elias Mpofu's resilience-focused symposium at the International Conference of Applied Psychology, Paris, July 2014.
- Participate in a four-country resilience-focused symposium at the 2015 EARLI conference (Cyprus, August 2015). My contribution reports Pathways findings.

5.2 Growth in researcher capacity

China

Student Growth

First, students were able to learn about and experience standard norms of academic research. The operation and management of the entire project adhered extremely well to scientific procedures of international academic research. Our research concept was advanced, our project demonstration was clear, quantitative research and qualitative research was combined appropriately; the result of full participation in such a complete study is an increase in research ability and quality training.

Second, students had real participation in the research process. From questionnaire revision and design to structure evaluation, from measured questionnaire selection to implementation of the measurement organization, from questionnaire collection to data processing, from interview outline revision to choosing interview subjects, from concrete case tracking to leading focus group interviews, from information transcription to information coding, from the preliminary findings to the theoretical analysis, the students involved in the project exercised and enhanced their abilities in each component.

Third, students grew in the process of helping other people. In order to obtain real and effective research information and promote the research process, we arranged for multiple groups of students to do participant observation, non-participant observation and other ways of keeping close contact with the research subjects. Students not only obtained and screened the information, but at the same time they developed a profound understanding of the development of teenagers, of what it takes to help young people grow up, and also reflected on their own for the purpose of growth.

Fourth, the students' ability in many aspects has obviously improved. English reading ability was necessary for this study; our research team often organized the students to practice English reading and communication and deepen their theoretical understanding; as a result, students' English literature reading, writing and expression ability was enhanced. They also exercised their understanding and use of quantitative and qualitative research. Through the project training, the students who were in the process of finishing their degree theses learned about the use of quantitative or qualitative research methods, thereby ensuring the quality and level of their theses. The graduate and undergraduate students in our project have received positive evaluations from their thesis supervisors; among them, Tuo Mengyang, Jin Chaoran, and Yu Kun's thesis obtained outstanding assessments and Zhao Jun's thesis had been published.

Fifth, students' academic growth has been outstanding. From the start in 2009, about 50 students successively participated in this project – the longest time span of involvement was 5 years, the shortest was 2 years. Some students were involved in all parts of the project; some students were involved in specific sectors, such as scale revision or code discussion. All of the students have experienced different degrees of growth. Among them there are 21 undergraduates, 12 of whom have successfully obtained higher degrees at home and abroad, and 6 of whom published papers openly. There were nearly 30 graduate students in the project; about 19 students published

papers openly. Among them, Zhang Bei, Si Change and Liu Yiting won the first prize of university scholarship. Liu Yiting's scientific research won second prize in the National Challenge Cup Competition, and the first prize in the Beijing City Contest.

Reflections from students who joined the project¹⁵

Yao Hong, undergraduate-graduate student, 2008-2013, doctoral student in Chinese university in Hongkang

As a sophomore, I participated in this research team in 2009. At that time, I had no idea about doing research and contributing to a team. The only thing I did was to join the weekly seminar, bringing my intellectual curiosity. It was these numerous weekly seminars and field work that taught me how to conduct research and generate knowledge. The enlightenment from Prof. Tian, the encounters with Prof. Ungar, and the collective creativity of all team members is a memorable treasure of a lifetime. To me, the essence of action research is "Learning by doing" with good people, which perfectly described what I experienced in this program.

Si Change, graduate student, 2011-2014

I became involved in the *International Project for Formal Service and Informal Support Use Patterns among Youth in Challenging Social Ecologies* in 2011. On the project team, I have taken on some survey, data entry and in-depth interview work. For three years, under the guidance of my mentor, Professor Tian, and with the communication with other members of the project team, I have achieved much. I feel really grateful to the people who encouraged me and helped me develop on the project team. The project team is a harmonious and warm big family!

Tuomengyang, undergraduate-graduate student, 2008-2013

At the end of 2009, I joined the team, and attended more than 130 project meetings. During these years, I grew up with the project team. I'd like to talk about both my professional and personal growth. Relying on the project team's support, we invited scholars to give us training about research methods and then we did quantitative and qualitative research. We enriched our theoretical perspective by sharing ideas. In addition, we engaged in practice in five ordinary or vocational high schools and summarized the practice, which allows more teachers and students to benefit from our research results. My master's thesis is also based on the practical research, and it helps me understand teenagers from a resilience perspective. Being on the team has given me professional development, and I also understand and have improved myself through communication with my team members. Finally, I really want to thank my resilience research team, it made me grow up.

Chaoran Jin, undergraduate-graduate student, 2010-2015

I have been participating in the project for nearly three years; in this time, the project has brought me a lot of growth in academic research, practical ability and personal growth – especially in academic research. When I started to participate in the project I was an undergraduate, not quite sure how to do scientific research; from supervision, I saw the teacher demonstrate how to do research and I learned from sister school seniors how to study. Based on having the project team as a space to learn and practice, I completed my undergraduate thesis "A Exploration of the

¹⁵ All student comments are included in this report with their consent. Some have been edited for clarity.

Mode of School Social Work in Beijing under the Model of Clinical Practice Quadrant with Broader Consideration”, under the guidance of the teacher; this paper won an outstanding thesis commendation Thanks to the teacher and project for bringing all of this to me.

He Xu, undergraduate student, 2011-2013

I really appreciated that I had the opportunity to join ‘The Pathways to Resilience Project’ team. Thanks to my mentor Professor Doctor Tian; she taught me to be a warm and passionate person and to keep a rigorous attitude when doing research. In our team, I learned to be an explorer, listener, observer and recorder. I met some teenagers who have different characteristics. I listened to their stories, listened to their legendary lives. They let me walk into their world, which affected me a lot. I saw the hardship, saw the frustration, and saw the challenges in their world. However, they met those adversities with courage and perseverance. All the adversity will only make them stronger. Every time I tried my best to record what they said with carefulness and patience; I was afraid of destroying their braveness and strength if I didn’t make notes well. I not only learned the methods and skills of doing research in our team, but also gained positive energy from the teenagers. Thank you!

ChenYing, undergraduate-graduate student, 2010-2015

In 2010, I joined the Chinese research project group of “Pathways to Resilience: formal service and informal support use patterns among youth in challenging social ecologies”. After that, I practiced as a school social worker at different middle-schools. It provided opportunities for me to be close to the teenagers’ lives; I read a number of articles about resilience and finished my thesis. In addition, my article “The Analysis of Operating Mechanism of Informal Support Factors during the Resilience Reconstruction: Base on the Four Young Contract Workers’ Experience” was published in “The Social Work” in 2011. It can be said that the research project group helped me to improve my communication skills and operational ability. It has also accompanied me through my academic life.

Zhu Yin, undergraduate student, 2010-2011

I participated in this project in 2010 as a year 3 student; I am now working at an NGO on a project that aims to increase the resilience of migrant students in Beijing. It was a wonderful experience to participate in this program for 3 years. In this program, I was introduced to the concepts of resilience and positive youth development, and was able to see difficulties in youth’s life, as well as their great potential to overcome these difficulties, from a new perspective. Furthermore, I have grown not only in professional knowledge and skills, but also in the area of personal reflection. I still remembered our visits to a middle school every week to work with students who came from families of lower social-economic status. I also remember our meetings with Prof. Tian and other students to discuss research situations in practice. By listening to other students’ worries about studying, friends, and family, I saw the amazing resilience in their lives; while discussing with professors and other team members, I was able to reflect on my skills working with youth, as well as my personal growth. I am very thankful for my participation in this program during my time in university; it inspired me to choose youth work and believe that resilience possible for everyone.

WangRan, graduate student

It was an honor to participate in the international project on adolescent resilience during my graduate studies. It benefited me not only in my study of theory, but also in my personal maturity. The theory of adolescent resilience has germinated in my life like a seed. I will irrigate it and care for it as it blooms, ensuring that it can be extended to more children and youth during their own growth.

Colombia

Eneida Puerta – Masters student in Mental Health

As I have previously expressed, the Pathways to Resilience project demarcated my life in a very positive manner. Apart from giving me the opportunity to build my academic knowledge, I have established friendships that have enabled me to grow in every aspect of my life. I have learned that surrounding myself with wise people cultivates intelligence and in turn intelligence permits you to learn from even the most noble and humble person, which can be found either in faculty offices or on the city streets.

I have been involved in the project since 2010, initially as a junior researcher, then as a research assistant, and later on as a professional psychologist assisting with the qualitative strand of the research. I have continued as a Masters student in Mental Health, completing my involvement as a professional supporting the coordination of seminars promoting youth resilience.

I only have learning gains to recount from this pleasant experience. I take this opportunity to thank life, professors, my advisors, friends and colleagues for making the project a space for the construction of social knowledge and for personal growth. My invitation is for us to continue building our pathways to resilience.

Tatiana Olarte – Psychology student

Since my arrival to Pathways to Resilience I have seen how we can transform our realities and that there are real paths towards change, peace and respect. Particularly given my participation starting in March of this year in the Resilience discussion panel, I have found a meeting space for people who are interested not only in discussing resilience but in making change happen through its promotion. What I have liked the most is seeing people and the panel working jointly, and how the project brought institutions together that used to work in youth resilience but in separate ways. On the panel they all found a place share what has collectively been done and what can be done in the near future. I also felt that the voice of young people was integrated either as researchers or as service users; this allowed us to learn more about resilience and get involved in projects to promote it.

I am grateful for this opportunity, as it has enabled me to realise that research work does not stay only in data collection; that it can also be used to give back to the community, which goes beyond research results. Both the panel and the Seminar for Promoting Resilience have enabled me to enrich my knowledge about resilience and learn which tools and methodologies are better suited to conduct work with young people, not only locally but globally.

Marcela Vásquez - Psychology student (2012-2014)

Participating in the resilience discussion panel was an experience that allowed me to explore the possibilities for discussion that can exist in a space. I was very surprised by the positive reception from social actors working with young people in Medellín; they were not attending because of duty but because they were really interested in the topic and wanted to reflect on resilience based on their professional knowledge and experience. The positive change that has been achieved by the panel is very valuable because participation has changed over time. I have seen the transition from actors who attended to hear about research progress to stakeholders being engaged by proposing themes and reflections, driven by a motivation to share and listen to experiences, other institutions' ways of working with youth and how services face different demands and challenges within Medellín's context. The progress and achievements of the resilience panel has captured the interest of academia, which I consider to be a good indicator of the recognition of the progress made in this discussion space, given the difficulties faced by management in dissemination and the acceptance that was necessary to make the work visible beyond academia.

José Camilo Botero - Psychology student (2012)

I participated in the project in 2012 as a psychology practitioner. For me it was very satisfying to have been part of a multi-agency research project, which also took into account the particularities and the contextual circumstances of our city. In the project I met intellectually outstanding people but mostly outstanding people. Participating in the project was certainly an intimate experience of identifying resilience tutors in academics and peers, as well as a platform for access to opportunities and symbolic and material resources.

Leyner López - Social Communication student

The Pathways to Resilience project has been an opportunity to learn to recognize the other based on their own history, context, and motivations, through the adversity they have overcome. It has been a place of personal and professional development that opened the door for me to an area of knowledge that is not that close to my profession, which has given me the opportunity to link knowledges and re-present beliefs about the problems experienced by the city's youth.

To recognize that there is an ability to cope and that this capacity can be identified and realized, is one reason that motivates thinking strategies to deepen the implementation of programs that visualize our young people as transcendental actors for change in our communities.

Mariana Arango - Student in Health Administration - Environmental Health Management (2014)

The Pathways to Resilience project has been a wonderful experience for me for several reasons. The main one was that it gave me the opportunity to start my training in the research field and beyond that I was able to learn from people who dedicate their lives to transforming the realities of our city. I also feel that I grew as a person, as I learned that a real team should also be a team of true friends in order to reach expected results.

I love this project because it provides the evidence that research cannot be left only in the conclusions; it shows that intervention plays an important role. Pathways to Resilience did not open a window but a door to knowledge, learning, action and transformation that I would like to continue strengthening later on in my professional career.

Personally I feel it is a space that has generated achievements of great importance, such as the integration between different actors working with the same approach, which really helps to improve the vision of the city's problems. The work that has been carried out has gathered all this effort and shows which results have been collected and how we can achieve a better optimization of these results. Moreover, each resilience discussion panel helps expand diverse knowledge supporting daily working practices for all people, or their educational expertise. It also created in each person a habit of attending a forum for discussion and integration, which provides the evidence that networks are a pathway for a truthful building of actions for wellbeing, where all you really need is perseverance and motivation.

Participating in the resilience discussion panel is a space to have fun, learn, meet and discuss, where each contribution is important, where engagement is noted, which gives one satisfaction and a reason to attend, given the people and the different themes discussed each session. The different events that were developed on the panel are for me ones that need to continue with more consistency, as this allows you to learn more about a topic and help focus the actions that need to be carried out. It can be a space for discussion where strengthening the integration of the academic and the practical can be continued. In my role as a student, every type of knowledge that was brought to the panel helped me grow academically and as a person. I learned that true transformation is accomplished in collaboration, with proper joint working, as we can learn as much from the person on the street as from the person with the most prominent role.

Overall the resilience panel for me has become a referent for the topic of resilience in the city, and truly provides excellent knowledge, helping to raise awareness in the city of its problems and how to conduct interventions. It is a social space for the exchange of ideas with a focus on collective work. Importantly, it is a space where you learn from everything and everyone. I thus think that it should have more visibility in the state's city agencies, so that more people can learn about it and start opening their horizons, and so that it can expand as a global strategy.

South Africa

In summary, the students affiliated with the project improved their academic and professional qualifications through their involvement in the project. For example:

- Angelique van Rensburg completed her masters in the Pathways project and continued using Pathways data for the purposes of a PhD which built on her masters. She co-published her first academic article based on her masters work (Van Rensburg et al., 2013).
- Partly because of the richness and scale of the data collected, Elaine Nel (nee Snyman) was awarded the Absa Medal for the best master's dissertation among students in faculties of the Vaal Triangle Campus, North-West University.
- Tamlynn Jefferis completed her research internship for her Masters in Research Psychology in the Pathways project and then stayed on to do a PhD using Pathways data.
- Three other research psychology interns (David Bouwer, Tonette de Jager, David Khambule) completed their research internships in the project. Like Tamlynn, Tonette de Jager plans to do a resilience-focused PhD that will include Pathways data.

In addition to enhanced academic and professional qualifications, the participating students had opportunity to present at national and international research conferences, to network with

students and researchers from the other country sites during annual team meetings, and to be actively engaged in culturally-sensitive dissemination of research. Finally, as a direct consequence of participation in the Pathways project, researchers and students/interns were afforded 20 opportunities to learn new research-related skills and/or to enhance these (see Table 14 in Appendix C for detail).

Below are reflections by some of the students involved in the project:

Angelique van Rensburg

Being involved in the Pathways to Resilience Research Project since 2010 not only offered me financial support to complete my tertiary education but also the ability to experience world class research as well as the importance of culturally and ethically salient methodologies. My Masters (M.Ed. Educational Psychology) as well as PhD (Educational Psychology) studies were completed within the Pathways to Resilience Research Project and offered me the opportunity to learn from the leading theorists and methodologists in the field of Resilience research (i.e. Sir Michael Rutter, Prof Jo Boyden, Dr Michael Ungar, Dr Linda Liebenberg, Prof Linda Theron, Prof Fons van der Vijver). I also had the opportunity to promote my quantitative analytical skills (i.e. SPSS and Mplus), which included attending the Advanced course in using Mplus at the Utrecht Summer School held in The Netherlands from 25-29 August 2014.

Furthermore, within South Africa it is not the norm for students to gain access to multiple international conferences. The Pathways to Resilience Research Project allowed me to network and interact with other students/researchers at the following international and national conferences:

- Pathways to Resilience II: The Social Ecology of Resilience, 7 – 10 June 2010, University of Dalhousie, Halifax, Canada.
- XXXIII Congress of the Inter American Society of Psychology, 26 – 30 June 2011, Medellín, Colombia.
- 30th International Congress of Psychology: Psychology Serving Humanity, 23 – 27 July 2012, Cape Town, South Africa.
- International Resilience Symposium, 11 April 2013, North-West University, Vaal Triangle Campus
- The International Symposium on Youth and Resilience Perspective, 16-17 October, Capital Normal University, Beijing, China
- 2nd South African Symposium on Positive Social Sciences: Towards Thriving Youth, 28-29 October 2013, Optentia Focus Area, North-West University, Vaal Triangle Campus
- In addition, my involvement with the Pathways to Resilience Research Project also allowed me to gain invaluable exposure, experience and the ability to present the findings of the South African leg of the project as well as my own findings in the form of paper presentations and published manuscripts:
 - Van Rensburg, A, Theron, L.C., & Rothamnn, S. (2015, January). Resilience and school engagement. Present at the Education Association of South Africa (EASA) 2015 Conference, Mokopane, South Africa.
 - Van Rensburg, A, Theron, L.C., & Rothamnn, S. (2014, September). 20th Anniversary South African Psychology Congress, Durban, South Africa.

- Van Rensburg, A.C., Theron, L., Rothmann, S & Kitching, A. 2013. The relationship between services and resilience: A study of Sesotho-speaking youths. *The Social Work Practitioner-Researcher*, 25(3)286-308.
- Van Rensburg, A., Theron, L. C., & Rothmann, S. (2013, October). The relationship between services and resilience. Presented at the 2nd South African Symposium on Positive Social Sciences: Towards Thriving Youth, Vanderbijlpark, South Africa.
- Van Rensburg, A., Theron, L. C., & Rothmann, S. (2013, October). Formal Service Provision: A way to resilience for youth in rural South Africa? Presented at The International Symposium on Youth and Resilience perspective, Beijing, China.
- Van Rensburg, A. (2013, April). Panel member in discussion on resilience developments in South Africa. Presented at the International Resilience Symposium, Vanderbijlpark, South Africa.
- Malindi, M. J., Van Rensburg, A., & Theron, L. C. (2011, June). Pathways to Resilience: Formal Service and Informal Support use Patterns among Youth in Challenging Social Ecologies. Presented at the XXXIII Congress of the Inter American Society of Psychology, Medellín, Colombia.

Another benefit from being involved in a large international project is the experience of personally understanding the research process from conceptualization until dissemination. I had to opportunity to be involved in international team meetings (i.e. Canada, Colombia, South Africa and China) where research methods and theory were discussed and practically implemented. The aforementioned gave me first-hand experience of difficulties as well as possible solutions when conducting research.

Lastly, I had the opportunity to be part of the South African dissemination team (i.e. Khazimula intervention programme) and gain skills in giving back the project's research results to the community in the form of a culturally appropriate practical resilience-promoting tool. The Khazimula intervention programme was also adapted into a North-West University accredited short course and I had the opportunity to co-author the study guide as well as train Non-Governmental organisations as well as social and other youth workers in using the intervention programme in their communities.

Puleng Serathi

Being involved in the project for me was a once in a life time experience and I have gained a lot of experience which will help me in my future studies as I plan to my Master's degree and PhD in the next five to six years. Most of the activities which I got to be involved in as far as research is concerned, what I knew before the project was mostly theoretical which I have learned in class but with the project I got to do them practically.

I really enjoyed being involved in the project as I also got to meet phenomenal ladies and gentlemen who are motivated and dedicated to their work. The project and the people who I have worked with sparked a potential in me which I never knew I had and showed me that all is possible through hard work and determination. I never clearly understood what resilience was until I got involved in the project and applied the concept in my own life. I am very grateful and forever will be for the opportunity which Prof Theron has given me because it has led to me meeting people who have the same life goals as me which motivates me even more.

Because of this project, the motivation and support which I have received and still receiving from the ladies that I am working with I was able to put together a Hons dissertation, which was hard work but was made easy because of the amazing support and guidance I was given. I now know how to conduct focus group interviews which I never knew before.

Being a beginner qualitative researcher is challenging because I have my own assumptions about issues which I now know that I have to clarify before conducting any research study. I have learned to be more open minded and listen to others more before concluding anything. Life experiences differ from person to person and I have learned to respect that more because I can learn and have learned a lot from other people, especially working with the youth in Qwaqwa.

I was not a very patient person but having to work in a group and being involved in research I got to see that patience is a virtue which I now have. This is a key quality of a good researcher who wants deliver good quality work which is what I always thrive for in the work that I do.

I personally have received financial assistance from the Pathways project and when I received the good news Prof Theron I called my mother she was so happy and cried because of the gratefulness and joy that I felt in my heart and learned that through hard work anything and everything is possible. I am also grateful to have met wonderful people when we did training at Khulisa in Johannesburg, Bethlehem and New Castle. The presentations have really improved my own presentation skills.

All in all I must say what I know now and able to do now would not have been possible if it was not for support and motivation I received from Pathways team. I have made new friends who want to see me succeed and have great sense of humour, which is an added bonus because I didn't really have friends who were really supportive of me and my dreams. I will forever be grateful for the invitation to be part of the Pathways project and I wish for such an opportunity to be always available for students who aspire to achieve more academically in their lives but do not know how to or where to start like me before I got involved in the project.

Tonette de Jager

I started my journey with the project in January 2014, where I helped with the dissemination of the results. The dissemination involved training people in a short learning course called Khazimula, which is an indigenous strategy to systematically support youth resilience. I was also involved in gathering data afterwards as to determine if the short learning programme was meaningful and useful to those who we trained.

Throughout this journey my research skills, such as doing focus groups, transcribing and analysing data, got more refined. I learned more about different ways of disseminating research, and that writing up articles are not the only way. By giving the research back to the community in a meaningful way, such as the Khazimula training programme, can sometimes be a more beneficial way. The community can understand the findings better and use it for their own growth. Furthermore this journey taught me the importance of ethical conduct. It is of crucial importance to be ethical at all times; through the way you do research to the way you speak to other people. Every single aspect of your behaviour should be informed by ethical conduct; so

that you can make sure you are not doing any harm. It is our responsibility as professionals to make sure that these principles are followed and implemented, because if we don't, no one will. This project gave me the opportunity to network with all kinds of people. We had to travel frequently to many places, giving me the chance to meet a lot of people. I was able to make new connections, and learn so much from all of them.

It was definitely a great journey and opportunity for me to be part of this project. Even though I was only part of it for a short time, it still made a great impact on me. I learned more about what resilience is, and it gave me hope that through this research a big, positive change can be made to those who face risks and challenges in their lives.

David Khambule

The project has allowed me to understand the experiences of at risk youth, and their capacity to utilise social, personal and contextual resources in culturally appropriate ways to make sense and to live well in spite of their difficult life circumstances. I have learnt a lot about partnering with youth and helping them to implement their self-chosen culture-congruent interventions to best maximise their ability to access resources needed for their resilience. There is more that needs to be learnt about youth, remedying problems is often not the choice. I have learnt that sometimes youth need to be guided towards the right resources, and to utilise these resources as well-being enhancement factors. *Involvement in the project.* Research is a fun activity, and does not have to be limited to laboratories at universities. Communities are a rich source of data, and research in turn should benefit them via having access to the results so that they can be empowered and can make more informed decisions. In terms of ethical awareness, I have learnt that research is a serious undertaking, one that ought to respect human rights, and embrace freedom to maximize beneficence. All the documentation used in the project was written in simple English one which the participants could understand without difficulty. Concepts were described in a concise manner yet they retained their essence. Resilience research is ethical in all its aspects because it maximizes the common-good.

If research is important why keep it in library shelves? Through various ways the project has disseminated its' results. I have learnt that communities can benefit from knowing what youth need to thrive and do well. Disseminating of research findings also helped deepen the already existing relations between youth and their context (i.e. families, schools, social services agencies, churches, etc.) so that they become more adolescent-friendly. The project's use of creative ways to disseminating its findings beyond the traditional journal articles is much appreciated by youth.

Most important to me, was the collaborative effort between communities, various stake holders and youth to working together to find ways of understanding processes, dynamic manifestations of living, being and doing well among youth. To respond to this quest would require the active participation of everyone involved such that the emerging principles are appropriate for sociocultural and developmental context among adolescents.

Tamlynn Jefferis

I am writing this letter in deep appreciation of the assistance and support I have received from you and the Pathways to Resilience Project.

I completed my internship in research psychology in the Pathways Project in 2012. During my internship I learnt more about research than in all my years as a student. I have learnt what it means to have an advisory panel, and how vital it is to communicate and connect with key community members who support the research being done. I learnt the value of giving knowledge back to communities in meaningful ways through the Khazimula Intervention Strategy. Being a part of this research team taught me the value of networking and working together as a team with other students, and also how to coordinate team activities in the community. I also participated in two international team meetings, and through observing the discussions, learnt how senior researchers navigate their way through differences in culture, confidentiality, and ownership of research data. Working in this project and being surrounded by experts in the field has deepened my understanding of resilience theory and the understanding of concepts like coping/post-traumatic growth/thriving/ etc., and how they differ from resilience. Through listening to experts in the field discuss resilience theory, I have gained more insight into this complex phenomenon. I am a better researcher as a result of my experience in this project, and the lessons I have learnt are invaluable.

As a student in the project I was granted a bursary from the Pathways Project which covered my registration fees and some of my research activities. I was also given the opportunity to receive training in community-based participatory video (the method used in my doctoral study), as well as to travel to China and present some of my preliminary findings at a symposium in Beijing during the international team meetings. Not only was I provided with financial support, but also emotional support as Professor Linda Theron and Professor Linda Liebenberg offered their support and encouragement after the passing away of my mother. Their encouragement and support on a personal and professional level has been meaningful to me as a person and student, particularly the support of Professor Linda Theron, my promoter.

Throughout my involvement in this project as a student and a member of the team, I have learnt that the real value of research lies in the benefit it has for the community and participants. Research is not only about increasing publications, but most of all about doing most good. The heart of our South African team has been about what we can do to benefit the youth who participated, and through the Khazimula Intervention we have implemented research findings in a way that is easy to understand and easy for the community to take over and hopefully sustain (with support). I have learnt from authoritative resilience researchers who are brilliant, humble and incredibly dedicated to resilience research. I cannot put into words what it has meant to be a part of this project, and I will forever be grateful for this wonderful opportunity.

In addition to student capacitation, the entire project also capacitated CAP members. Please see Appendix G for their reflections.

5.3 Sustained community engagement/ownership

China

First, the impact on the education system. Beijing has a few schools that have opened for students that use "Resilience Foster school-based Curriculum" and "Positive-growth Group Counseling" for junior middle school. For example, for the promotion of the "Positive-growth Group Counseling", Beijing Hongzhi middle school has been set up for 3 years, Beijing No.19

Middle School has been set up for 2 years, the Affiliated High School of Renmin University of China has been set up for 5 years, the Beijing Electric Railway School has been set up for 4 years, and Beijing Business and Technology has been set up for 2 years. Additionally, in 2009, the schools in Deyang, in the Sichuan earthquake stricken area, began to introduce our "Positive-growth Group Counseling" and we organized activities for the teachers and students to help with recovery and growth. 6 primary and secondary schools participated in this, and in 2014 August, more than 40 teachers in the earthquake area came to Beijing to receive further training and guidance.

Second, the impact on the field of social work. From 2010 to 2014, the China Association of Social Work Education's annual meeting invited us to present and demonstrate our "Resilience Training Course" in schools and communities for national social work education colleagues. The objective is to extend the advanced resilience concept and the strengths perspective to school social work and adolescent social work practice.

Third, the impact on practice. We participated in the writing of "Social Work Practice" materials (Primary, Intermediate) that are used for qualification examination books for social workers by the China Ministry of Civil Affairs. In the book, school social work and adolescent social work adopt the concept and practice mode that we formed through this project. In this way, tens of thousands of social workers exert and explore teenagers' formal service and informal support in practice.

Fourth, the impact on the judicial system. Beijing, Guangdong, Shenzhen, Chongqing and other provinces have made judicial reforms, and increased social investigation before trial procedures. Social workers have to interview adolescents accused of crime and their families to conduct a comprehensive profile, and survey results are provided to the procuratorate and court as an important reference for judgement and sentencing. Our research team has repeatedly been invited by the judicial system to participate in training and discussion to bring the resilience concept and an advantage and positive youth perspective to crime related adolescent investigation and sentencing.

Fifth, the impact on policy making. In 2014 February, the Ministry of Civil Affairs, the Chinese League Central and other 6 ministries jointly issued "On the opinions about strengthening the construction of youth affairs social work professional talent team". On August 21, "National youth affairs social work and promote the cultivation of youth talent team" was held in Beijing. Cultivating youth resilience, actively promoting the positive growth of youth, and adhering to the perspective of advantages has become an important standpoint in the "opinion". Therefore, the Beijing Youth League was registered formally with the "Beijing Youth Social Work Association" in 2014 August, and Tian Guoxiu was elected as the first chairman, and aims to further promote the concept of positive youth development.

Colombia

1. Setting up the resilience panel

As previously mentioned, in the beginning it was very difficult to form the advisory committee, which was the project's biggest challenge, as participants of the appointed committee were contractors from the institutions involved. Turnover was high as staff were constantly dismissed

or placed in different roles and we could not consolidate a team or community advisory panel. Additionally, some advisory committee professionals did not accept the project because they felt that the issue of resilience was just a trend and could not visualize its possible applications. Therefore, the resilience panel was implemented with the community partners and the advisory committee. Results were included in Medellín's youth policy. A communication strategy was established to constantly keep in touch with the young people, institutions and professionals involved, which included a website, Facebook, email, Twitter, and site visits to institutions. In addition, a resilience seminar with 200 delegates took place in October 2014. To disseminate the panel's good practices and lessons learned a systematization of activities was carried out by documenting activities and conducting interviews with panel members. This research shows that the resilience panel achieved the dissemination of information and became a mechanism for the transformation of policies and programs¹⁶.

The community engagement and the impact of Pathways to Resilience in the community was evaluated as part of this research. Some of most important findings of this evaluation were:

- a) *What does resilience mean to participants?* The results of this participatory process showed that participants create their own conceptualizations of resilience. Participants interviewed conceived of resilience as a process or skill, as the positive transformation of adverse life stories and how attachment enables the young person to re-write their story. For respondents, resilience can be promoted through integral development, empowerment of the concept, and the development of psychosocial skills. In addition they indicated that seeing resilient youth helps individuals to reflect on the daily problems faced. They also consider that thinking about and discussing a potential model of resilience is important for the city.
- b) *Learning from experience:* Participants acknowledge different learning outcomes, including that observing the experiences of institutions enables knowledge exchange, replication, building, strengthening, providing feedback, and support and gives continuity to institutional processes. When participants arrived at the panel they had general or no ideas about resilience but on the panel they learned that their work was in fact about promoting resilience and resilience theory. The panel has strengthened processes and the community work of institutions. It has enhanced knowledge and interest in national and international research in resilience. Panels convened by government agencies remain at the strategic level. As this panel was convened by academia it is unique.
- c) *Motivation of participating institutions:* The resilience panel discussion has attracted interest and motivation to link the promotion of resilience in Youth Public Policy to the municipal administration in order to achieve a positive impact in the city. Both participants and practitioners acknowledge that it is important to have the presence of political and administrative stakeholders. Institutions working with youth are primarily interested in dissemination. They think that the city's public policy is currently centered on administrative issues and not on the social. They indicate that government stakeholders are the link between the institutional and the political, which is where

¹⁶ See Castro, E., 2013, available in the IDRC Digital Library.

mobilizing should take place. It is key to face real situations that are experienced in adverse contexts in the city in order to make a difference.

d) *Successes of the resilience discussion panel:* The resilience discussion panel has been a space of great success for participants. Participants who were interviewed indicated they did not have any discomfort and generally have positive perceptions of the ways in which the panel sessions have been carried out. To them the panel's successes have focused on several themes, including:

- Assertiveness and relevance of themes covered in the sessions
- Continuity of meetings. They acknowledge that maintaining an agreed frequency of meetings helps maintain attendance levels.
- Spaces where discussion sessions have taken place have been nice, in a spacious, bright, functional, university environment. They highlight the need to conduct meetings in spaces which facilitate an appropriate work environment.
- The panel's management and organization (invites, information, setting-up agendas) has been well organized, timely and key to count with institutional participation.
- The implementation team is focused, approachable, dynamic, assertive, and professional. This has enabled discussions, building thought processes and the inclusion of theoretical analysis with clear goals and objectives.
- The panel's dynamics and group work, as well as the pleasure of doing this work are evident.
- The scheduled timings are adequate given the frequency of meetings, which makes it suitable for institutions.

It is worth noting that each institution has a different degree of participation; some have applied the themes discussed and others are still at a level of understanding and reflecting on the concept of resilience and the experiences of other institutions. They regard the resilience discussion panel not only as a participatory space but as a place that constantly provides feedback on the work of institutions and helps to rethink processes within institutions.

For reflections on the future of the resilience panel, see Appendix D.

2. *Inclusion of the topic of resilience and research findings in the Municipal Youth Policy.*
3. *Given the research findings, the city needs to implement a program with diverse strategies at various levels.* The program / strategies to promote resilience should include the following topics:
 - a) Youth Program. This would be implemented using a 'train the trainer' strategy. Its design has already started in Medellín's Secretariat of Youth. The most important themes of this program would be:
 - Coping
 - Values-Morals-Ethics
 - Use of services and opportunities
 - b) Working with families and significant adults. This would be a capacity building program for parents, carers and/or significant adults which would enhance the capabilities of adults to educate their youth. Topics to be covered in this training would include:

- Regulation / establishing boundaries / standards
 - Supervision
 - Identifying youth potential and how to promote it
 - How to be significant adults: How to provide affection and communication but also uphold discipline, rules and boundaries
- c) Improving service provision. This program aims to increase service providers' capacity to ensure that they become resilience tutors. See the program design in the Program Methodology Manual¹⁷. Some of the topics are:
- How to engage youth in services: working by recognising their needs legitimizes the young person as it allows them to expand their social networks.
 - Different and attractive activities (novel)
 - Establishing caring relationships and good communication with the young person
 - How to set up norms and establish boundaries ('How to be' manual)
 - Introduce the young person to service provision
 - Describe services by encouraging youth demand (access to opportunities)
- d) Community. This will be a communication strategy seeking to address cultural issues that legitimize violence and do not promote prosocial behaviors.
- Re-present the strategy as something positive and relate this to morals and ethics. The design of this strategy has started with Medellín's Mayor's Office and the 100 Resilient Cities strategy of the Rockefeller Foundation.

4. *Establishing a line of research in which young undergraduate and graduate students are involved.*

Mentoring program manuals for the "Resilience Mentoring Program" have been co-developed with CAP but not implemented yet. At the moment, the research team designed the manuals that contain the theoretical foundation and methodological manuals. Qualitative preliminary evaluation of the manuals shows that professionals have changed their practices. Challenges in this respect include that the language and the use/understanding of the term 'resilience' varied. In addition, the program was based on other international programs and not all concepts were transferable (e.g., home visitations).

We also designed a program to promote the individual abilities of young people that we have called ICARUS. This program has trained 700 young people. We obtained funds from the mayor's office to implement this program.

South Africa

The most salient output is ***Khazimula***. Essentially, Khazimula is a Pathways-research-informed tool to support African youths' positive adjustment to challenging life-worlds. It does this by applying the findings from the SA Pathways project and teaching that vulnerable youths do well in life when they have access to informal and formal contextual and relational supports that encourage youth to dream, do, and connect (see video-clip *Introduction to Khazimula* at www.Lindatheron.org).

¹⁷ See Proyecto de Investigación Caminos para la Resiliencia (Pathways towards Resilience), 2013, available in the IDRC Digital Library.

When the SA Pathways team and the CAP reflected on what youths who had participated in the Pathways project had taught them about risk and resilience, on other Pathways SA findings (e.g., Theron, Theron, & Malindi, 2013), and on the findings of other South African resilience-focused research (e.g., Phasha, 2010; Theron, 2013; Theron & Theron, 2010, 2013), they realised that youths' pathways of resilience could be condensed into three core transactions: dream, do, and connect. Resilient youths dream well, do well, and connect well with the support of their social ecologies. In the SA Pathways team's interaction with youth participants and community members, the sun, shining lights, and brightness were often used as metaphors for resilience. Thus, researchers and the CAP concluded that "Khazimula" (to shine) was an apt name for the doing↔dreaming↔connecting that is at the heart of local youths' resilience processes.

Khazimula is made up of inexpensive, group-based activities that make youth aware of how important it is to dream & connect & do, if they want to beat the odds that face them. The activities can be used as part of Life Orientation lessons at schools, or more informally by youth facilitators with individual youths or groups of youths. They can be condensed into a day-long workshop, or spread out over 12 weeks. The activities included in Khazimula facilitate youth awareness of the contextual, relational and personal resources and skills they can draw on in order to dream & connect & do. At the same time, Khazimula targets community members who work with youth (e.g., youth leaders, teachers, social workers, etc.) to make them aware of how important it is that community members support youth to dream & connect & do, if they want youth to beat the odds that face them.

Khazimula was *vetted by the CAP*. It was then *piloted* with 30 adolescent youth leaders and 15 social workers from the Thabo Mofutsanyana District, Free State province by an Optentia-based post-graduate student-team comprising two doctoral students (Tamlynn Jefferis and Angelique van Rensburg), three research psychology interns (Divan Bouwer, Tonette de Jager, and David Khambule) and an Honours student (Puleng Serathi). As part of this process, these youth leaders and social workers made short videos that could be used to educate communities on how best to partner with African youth to support their dreaming and doing and connecting (see Dream/Do/Connect/Supportive social ecology video-clips at www.Lindatheron.org). These videos have been made available to the schools and organisations of the participating youth leaders and social workers, and are available on-line to the larger public, free of charge.

Khazimula was *disseminated* via interactive 1-day or 2-day learning sessions, free of charge, to **874 community members/youths** who wanted to learn how to use Khazimula, as summarised in Appendix H.

At the request of the CAP, Khazimula was then transformed into a *short learning program* (SLP) and formally accredited by the North-West University (Module code: AAAD 5 17). As part of this, the SA Pathways team wrote a 96-page study guide explaining Khazimula (Theron, L. C., Jefferis, T., & Van Rensburg, A. C., 2014¹⁸). The study guide also includes Pathways' findings about South African youths' pathways of resilience. This SLP has resulted in *national up-take* of Khazimula, as detailed below:

¹⁸ This document is available in the IDRC Digital Library.

1. Eleven staff members affiliated to Khulisa Social Solutions, two affiliated to the Free State Department of Education, and four to Child and Family Welfare, Bethlehem successfully completed the Khazimula SLP. The rationale with these individuals' completion of the Khazimula SLP is that they would replace the SA Pathways team in continued community-focused dissemination and up-take of Khazimula.
 - a) The ***Bethlehem Child and Family Welfare*** has taken ownership of Khazimula in the following ways:
 - i) They have applied to the national Department of Social Development for Khazimula to be approved as a program to be offered to children residing at Child and Youth Care Centres and those visiting Drop-in Centres throughout South Africa. This approval is in process (see Appendix I).
 - ii) They registered a 'Pathways to Resilience Workshop' for the purposes of continued professional development (CPD) with the South Africa Council of Social Service Professions. This workshop reflects the contents of the Khazimula SLP (see Appendix J).
 - iii) They arranged a 'Pathways to Resilience CPD Workshop' (see Appendix K). This was attended by 8 service professionals from the Department of Health and regional service agencies. A follow-up workshop has been planned, and 20 service professionals/government representatives have shown interest.
 - iv) Their micro-policy reflects Khazimula in that their intake protocol now includes a Khazimula-aligned assessment of children's relatedness, future orientation, and resilience-supporting actions along with how their families supported these aspects. Khazimula informs their policy for working with street children – social workers and their aides were/are obligated to train as Khazimula facilitators and to use the Khazimula strategy in their support of street children.
 - b) ***Khulisa Social Solutions*** has taken ownership of Khazimula in the following ways:
 - i) They used the contents of the Khazimula SLP to create a program entitled Dare to Dream. This program draws strongly on the findings of the Pathways to Resilience Project and the dream/do/connect of Khazimula (see Appendix L). They trained their staff across 25 offices country-wide to use Dare to Dream and reached approximately 5000 children/youth with it.
 - ii) They incorporated aspects of the findings of the Pathways to Resilience Project and Khazimula in two of their existing programs, namely Shine (women empowerment programme) and Ubuntu Youth Clubs (see Appendix M).
 - iii) They are currently engaged in talks with the SA Pathways team to use the Pathways methodology to investigate how well the Global Give Back Initiative (which will include Khazimula) supports the resilience of adolescent girls over a five year period.
2. Khazimula was also included in the 2014 Life Orientation text book (edited by Nel) that forms part of the prescribed learning material of Life Orientation teachers at four major universities in South Africa. As part of this training, primary and secondary school staff have been/will be made aware of how important it is for school staff to support vulnerable youths' access of informal contextual and relational resources as part of encouraging youth resilience. This includes encouraging youth to make the most of educational opportunities (see Theron, 2014).

6 Overall Assessment and Recommendations

China

The Dalhousie team has provided essential guidance for this research in the areas of theoretical basis, core concepts, research paradigm, methods and project promotion. The China project team has strictly followed the Dalhousie team's plan and design, which ensures well-defined research objectives and clearly-designed research procedures in the process of our research. This has avoided possible deviations and mistakes that might come up in such a big international project due to different understandings resulting from different cultures, characteristics, and thinking patterns.

The Dalhousie team has created an organizational network that promotes cross-border communication and method synchronization. For example, an annual academic seminar, held in each of the five countries representing their respective organizations, not only brings every country's advantages into full play, but also exhibits the unique characteristics of each country while promoting mutual learning. Another example is that the project chief, Michael Ungar, by means of email, Skype and annual visits, keeps ideas and findings of each team flowing smoothly to eliminate possible differences and obstacles. He supervises and listens to the views and recommendations of all researchers, adjusts the study in a timely way when controversy and disagreement appear, and actively adopts innovative ideas and methods. He has shown the inclusiveness and vision of an international program leader.

With the coordination and organization of the Dalhousie team, the China and Canada teams jointly organized international forums, co-authored and edited journal articles, and jointly maintain the online network. Such intimate cooperation actively promotes our research program to a higher level. Thanks to these opportunities, the China project team is constantly being updated on the latest academic achievements, enabling our research to be published on an international platform. Participating in such a comparative study also integrates academic innovation and contribution to society into one pursuit.

Colombia

The research design and implementation in various countries enabled us to share our experience among stakeholders and compare different research results in different contexts. Knowledge sharing with other team members allowed us to generate new ideas of how to incorporate resilience and engage community members in the research. Canadian team members also shared their experience in designing the qualitative and quantitative research strands, as well as their experience in data analysis.

South Africa

A community-based participatory research design (CBPR) underpinned the design of the ICURA program and the RRC-initiated research plan. The value of CBPR (as detailed in Theron, 2013 – see list of outputs) was invaluable to the SA project because it allowed for community and researcher co-ownership of the project. This facilitated the research process to a large extent.

The larger (i.e., 5 country) project was designed to include annual face-to-face meetings of the international collaborators. These took place at a different international site. This design was

inspired because it allowed first-hand experience of the similarities and differences of the project sites and deepened appreciation of the data from these sites. It also encouraged collaborators to adhere to the project timeline (given annual, face-to-face report-backs), and to get to know one another better. The latter was important as it strengthened collaboration, and supported constructive conference and symposia co-presentations. Inclusion of students and community members at these meetings added to student/community ownership of the project.

The RRC-team was selfless: they shared their ethics protocol, consent and information letters, all measures and manuals for these measures, as well as analysis plans and tips. They provided the theoretical framework for the study (i.e., the Social Ecology of Resilience). They participated in early meetings with the CAP and community partners, and supported the revisions of the PRYM at these early meetings. Dr. Michael Ungar agreed to be the keynote at a South African annual education conference and to put the Pathways project on the local map and support student/researcher understanding of the Social Ecology of Resilience theory. He answered emails with alacrity and helpfully. Dr. Linda Liebenberg visited the SA site four times (in addition to official team meetings) to help capacitate students and to support initial quantitative analyses of the SA data set. She readily engaged in lengthy SKYPE/telephonic meetings when she could not support the SA team in person.

6.1 Next steps

China

The 5-year research project has come to an end, but it is a new beginning for the China project team. The theoretical framework, concepts, and discussions of resilience are a relatively new area for Chinese researchers. We have spent 7 to 8 years promoting resilience in Chinese society and have gotten a positive response, in that more and more scholars, practitioners and the general public have begun to accept the concept of resilience and to consciously foster resilience themselves. Starting from this, our next goal is to find a more comprehensive, automatic and profound way by which our research can reach and influence more Chinese people's lives. We will focus our long-term efforts on such a goal, linked to China's real needs. We look forward to a deeper and further exploration of resilience.

Based on preliminary research results, we have offered the government, social institutions, and public media a series of advice and practical solutions on policy making, many of which are still in the beginning stages. Our hope is that we can not only promote the implementation of policies but also improve and modify our research by investigating the results generated after the policies are implemented. We believe our next research will be more diverse and fruitful.

The five-year international comparison research project remains on a macro-level. In terms of resilience, we have discovered factors closely related to Chinese culture. In the meantime, we also realize that China's rapid social transformation calls for a general enhancement of resilience. Therefore, future studies, in the face of the rich and diverse Chinese social and cultural environment and the context of social transformation, need to be planned.

Colombia

From meetings with the community during dissemination (i.e. community consultations) it is clear that individual, family, mentoring and cultural programs are needed. We chose to focus on mentoring because this is our team's area of expertise. In the Pathways to Resilience project, a program was designed to promote resilience by increasing the capacity of service providers to be resilience tutors. Next steps include the implementation and evaluation of a program designed to promote resilience tutors in health services.

A program to promote youth resilience with Medellín's Ministry of Youth is also to be implemented and evaluated with 500 young people from the city. The resilience community strategy will also be designed and implemented with the Mayor's Office of Medellín and the Rockefeller Foundation. We will also be designing and implementing a follow-up study from childhood to adolescence to understand the various factors explaining resilience throughout the life span.

Research

We plan to evaluate the programs we have designed to promote resilience using mixed methods; we first evaluate the mentoring program and ICARUS program. Also we are considering conducting studies to assess longitudinally resilience and development over time and how they respond youth, family and services to different stressors. To design and implement a follow-up study from childhood to adolescence to understand the various factors explaining resilience throughout life span.

Activities with the community and program implementation

In the Pathways to Resilience project, a program was designed to promote resilience based on increasing the capacity of service providers to be resilience tutors. We are calling this program "Resilience mentoring program". Next steps include the program's implementation and evaluation designed to promote resilience tutors in health services. Also, we would like to design and implementation of the resilience communication strategy with the Mayor's Office of Medellín and the Rockefeller Foundation. This communication strategy aims promote the resilience and modify various beliefs and attitudes towards resilient young. Resilient youth are seen as "nerds" in their communities and this strategy allow them to be valued differently.

International collaboration

The next steps for continued international collaboration are in process to evaluate multicultural programs to promote resilience in different context. Also, we like to conduct a follow-up study from childhood to adolescence to understand the various factors explaining resilience throughout life span in different cultural context.

South Africa

The next steps for **continued collaboration** among the current Pathways investigators are in process. These include discussions relating to follow-up studies held at the Pathways team meeting in New Zealand (19-24 October 2014), future discussions with Michael Ungar and Linda Liebenberg in South Africa in April 2015, and with all Pathways collaborators in Halifax, June 2015.

The ways forward includes other **international networks** too. As a consequence of the WUN initiative (mentioned earlier under broadened networks) there will be a meeting in Hong Kong in April 2015 to explore the possibility of this offering a forum for a follow-up study that will deepen culturally-sensitive understandings of resilience (as evident in the Pathways findings and in the Springer-published forthcoming Youth Resilience and Culture volume) in tandem with biomedical investigations of resilience processes (possibly a gene X cultural-environment investigation). Michael Ungar and Linda Liebenberg have been invited to this meeting too.

Regardless of the above, the importance of continued resilience-focused research has been acknowledged by North-West University. Drawing on Pathways findings, and international attention to the cultural nuances of both informal and formal resilience-supporting processes, the imperative of continued investigation into how culture shapes resilience processes, particularly over time, is clear. Pathways findings also point to the salience of the quality of both formal and informal youth-adult relationships to youths' positive adjustment, but it is not clear what differentiates this quality over developmental phases and cultures. Accordingly, **Optentia Research Focus Area and the Faculty of Humanities, North-West University** are currently supporting a bid for a **SARCHi resilience**-focused research chair. The bid draws strongly on the findings which have emerged from the Pathways Project and positions me (Linda Theron) as chair. In addition, my collaboration in the Center of Excellence around youth wellbeing and resilience will mean continued exploration of how traditional African culture, kinship systems, and women (all findings of the Pathways study, SA) support youth resilience over time, and how fathers/men can be supported to partner in the facilitation of youth resilience.

In addition, the South African results point to the need for **longitudinal follow-up** of the usefulness of Khazimula to youth and communities as a tool to facilitate youth resilience. To this end Puleng Serathi (currently affiliated with the project as an Honour student and member of the Khazimula team) will be commencing a master's study in March 2015. Finally, as mentioned earlier, we intend replicating the Pathways design and adapting it to generate longitudinal data in collaboration with Khulisa Social Solutions and their GGBC initiative. Both of the aforementioned will be partially funded by Optentia.

In summary, South Africa's funded participation in the Pathways project has galvanised robust, long-term commitment to understanding and facilitating resilience.

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8 Project Outputs

China

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Completed Masters Dissertations

- ChenYuna, Effect research on team work method for cultivating ability of negative emotion regulation among high school students (2010)
- Han Yue, Research on teenagers with "puppy love" behavior under strength perspective (2012)
- Hou Tong, Social work mode on Learning difficulties of junior middle school students of social work guidance mode (2010)
- Hu Die, Teenagers 'negative image constructed by the media and empirical research (2013)
- Hu Pingping, Interpretation on tattoo teenagers under hidden resilience perspective (2013)
- Jing Xue, Interpretation on significance of daily resistance of disadvantaged students (2010)
- Ju Qiufang, The problems existing in the high school education and countermeasures (2010)
- Li Donghui, School group guidance: the reconstruction of the field and habit reconstruction (2011)
- Li Honghe, Research on over-use mobile phone behaviors of high school students (2012)
- Qiu Wenjing, Adolescent smoking behavior : analysis under strength perspective, (2012)
- Tang Xiaoqing, Exploration on the school team work diversity practice and interactive method (2012)
- Xie Cuicui, Improve self-concept level of academic achievements in intervention study in junior high school students (2010)
- Xie Jusha, Students 'bad performance of interpersonal trust construction of Poverty-stricken and intervention of the perspective of social work (2010)
- Yu Kun, The causes and therapeutic countermeasures of middle school students' learning burnout (2011)
- Zhang Bei: Students with academic achievement: resilience operation catalysis on students learning difficulties (2013)

Zhang Fangyuan, Interpretation of the adolescent risk-taking behaviors (2012)
 Zhang Ni, Exploration of school social work service mode under PYD theory perspective (2012)
 Zhang Ying, Interpretation of the meaning of adolescents' deviation behavior and education strategy (2013)
 Zhou Juanjun, Study on the passive attack phenomenon of middle school class (2011)
 Zhou Yuhong, "Absence" phenomenon among students with learning difficulties in the classroom field and intervention strategy research (2013).

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Hou Tong, Analysis on training strategy of school social work under strength perspective, journal of capital normal university, 2011, 2.
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 HuDie, Media image of teenagers from divorce family: Prejudice and corrected, journal of the humanities, 2013, 4.
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 Li Honghe, High school students' transition layers and the analysis on their resilience performance, journal of China youth research, 2013, 6.
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 Zhao Jun, Analysis and intervention strategies on high-risk behaviors of adolescents, journal of capital normal university, 2014, 2.
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Colombia

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- Alzate, E.M, Puerta, E., Valencia, N., Toro, J. & Montoya, E.M. (2012). Experiencias vitales y formas de afrontamiento de jóvenes ante situaciones problemáticas, *Relatos de Vida*, Medellín 2011. In *Quebrando Espejos: Los jóvenes postulan sus proyectos de investigación sobre temas de juventud en Medellín* (Edición 1) (Pp. 35-48). Medellín, Colombia: Corporación Parque Explora.

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- Proyecto caminos para la resiliencia (Pathways Towards Resilience). (2013). Manual de fundamentación y contexto [Manual of Scientific Evidence and Context]. Universidad de Antioquia, Medellín, Colombia.
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- Páez Zapata, E. & Montoya, E. (2012). Los beneficios y las interrelaciones en los servicios, aspectos de calidad asociados al aprendizaje resiliente en programas de jóvenes de Medellín.

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Student Research and Reports

Castro, Elisa. (2013). Panel discussion on resilience: Systematization of the experience 2012-2013. Student work, supervised by Dora María Hernández. Universidad de Antioquia, Medellín, Colombia.

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Puerta, E. (2014). El significado que tiene para los habitantes de San Carlos la experiencia de reconstruir su tejido social afectado por la violencia sociopolítica. Relatos de vida. 2013-2015. Master's work, supervised by Marta Gaviria. Universidad de Antioquia: Medellín, Colombia.

Puerta, E. & Montoya, D. (2014, July). Evaluación De Proceso Y Resultado Del Programa De Formación "Tutores De Resiliencia". Medellín, 2014-2015. Master's work, supervised by Dora María Hernández. Universidad de Antioquia: Medellín, Colombia.

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Videos

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South Africa

Publications

Elias, M. J., & Theron, L. C. (2012). Linking purpose and ethics in thesis writing: South African illustrations of an international perspective. In J. G. Maree (Ed.), *Complete your thesis or*

- dissertation successfully: Practical guidelines* (pp.145-160). Cape Town, South Africa: Juta.
- Liebenberg, L., & Theron, L. C. (2015). Innovative qualitative explorations of culture and resilience. In L. C. Theron, M. Ungar, & L. Liebenberg (Eds.), *Resilience and culture(s): Commonalities and complexities*. Dordrecht, the Netherlands: Springer.
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- Theron, L. C. (2012). Resilience research with South African youth: caveats and ethical complexities. *South African Journal of Psychology*, 42, 333-345.
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- Theron, L.C. (2014). Being a 'turnaround teacher': Teacher-learner partnerships towards resilience. In M. Nel (Ed.), *Life orientation for South African Teachers* (pp. 203-216). Pretoria, RSA: Van Schaik
- Theron, L. C. (2015). Pathways to South African youth resilience: Commonplace, contextually and culturally relevant collaborations, and caveats. In F. E. Gouws (Ed). *Adolescence*. Pretoria, South Africa: Heinemann.
- Theron, L. C. (In press). Using research to influence policy and practice: The case of the Pathways-to-Resilience Study, South Africa. In A. Abubakar & F. van de Vjiver (Eds.), *Handbook of applied developmental psychology for Sub Saharan Africa*. Dordrecht, the Netherlands: Springer.
- Theron, L. C., Jefferis, T., & Van Rensburg, A. C. (2014). Khazimula: An indigenous strategy to systemically support youth resilience. Short course study guide. Vanderbijlpark, RSA: North-West University.
- Theron, L. C., Liebenberg, L., & Ungar, M. (Eds.). (2015). *Youth resilience and culture: Commonalities and complexities*. Dordrecht, the Netherlands: Springer.
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Publications, submitted and/or in advanced process

- Jefferis, T. C. & Theron, L. C. (In process). Researchers' understandings of resilience in women and girls from diverse contexts and its applicability to black South African women and girls. *Psychology of Women Quarterly*.
- Jefferis, T. C. & Theron, L. C. (In process). Understanding processes of resilience in black South African girls: A participatory visual study. *Youth & Society*.
- Jefferis, T. C. & Theron, L. C. (Under review). Community-based participatory video: A vehicle for exploring girls' resilience. *Perspectives in Education*.
- Jefferis, T. C. & Theron, L. C. (In process). Lessons for psychologists on black South African adolescent girls' resilience: Culture and gender considerations. *Children and Youth Services Review*.
- Theron, L. C. (Under review). Towards a culturally- and contextually-sensitive understanding of resilience: Privileging black, South African youths. *Journal of Adolescent Research*.
- Theron, L. C. (Under review). Exploring the resilience of rural, Sesotho-speaking adolescents: Caveats and complexities of using traditional qualitative methodologies. *Qualitative Research*.
- Theron, L. C., & Liebenberg, L. (In process). Towards a youth-confirmed African understanding of resilience: Rural South African youths' views. *Youth and Society*.
- Ungar, M., Theron, L.C., Liebenberg, L., Restrepo, A., Tian, G., Sanders, J., Munford, R., & Russell, S. (Under review). Patterns of individual coping, engagement with social supports, and use of formal services among a five-country sample of resilient youth. *Child & Youth Services Review*.
- Van Rensburg, A.C., Theron, L.C., & Rothmann, S. (Under Review). Towards a social-ecological model of resilience within a sample of black South African adolescents. *Journal of Adolescent Health*.
- Van Rensburg, A.C., Theron, L.C., & Rothmann, S (Under Review). Black South African youth's varied resilience processes: Measurement invariance of functionally resilient and service-using youths. *Journal of Research on Adolescence*.

Paper presentations

- Jefferis, T. C., & Theron, L. C. (2014, June). *What theologians must know about how religion is valuable to youth*. Paper presented at the Welcoming Africa's children in church and society: Theological and ministerial reflections, Potchefstroom, South Africa.
- Jefferis, T. C., & Theron, L. C. (2013, October). *Resilient African adolescent girls in contexts of adversity: A participatory visual study*. Paper presented at The International Symposium on Youth and Resilience perspective, Beijing, China.
- Jefferis, T. C., Van Rensburg, A., Khambule, D., Bouwer, D., & Theron, L. C. (2013, October). *Khazimula: A resilient-strategy to promote thriving in youth*. Paper presented at the Second South African Positive Social Sciences Symposium: Towards Thriving Youth, Vanderbijlpark, South Africa.

- Jefferis, T. C., & Theron, L. C. (2013, September). *Resilient adolescent girls: A participatory visual study of gendered pathways to resilient*. Paper presented at the PsySSA 2013 conference, Johannesburg, South Africa.
- Jefferis, T. C., & Theron, L. C. (2013, April). *Resilient adolescent girls: A participatory study*. Invited paper presented at the Researching Pathways to Resilience: Theoretical and methodological perspectives symposium, Vanderbijlpark, South Africa.
- Jefferis, T. C., & Theron, L. C. (2013, February). *Pathways to Resilience: Resilient adolescent young women and Khazimula*. Paper presented as dissemination event, Bethlehem, South Africa.
- Jefferis, T. C., & Theron, L. C. (2013, February). *Resilient adolescent girls: A participatory study*. Paper presented at dissemination event, Bethlehem, South Africa.
- Malindi, M.J., & Machenjedza, N¹⁹. Strengthening resilience in street youths: maximizing opportunities through inclusive schools. Paper presented at 2011 Annual Education Association of South Africa (EASA) conference, Sun City, South Africa, January 2011.
- Malindi, M.J., Theron, L.C., & Theron, A.M.C. Towards an African understanding of resilience: Perspectives of rural adult South Africans. Paper presented at XXXIII Congreso Interamericano de Psicología, Medellin, Colombia, 26-30 June 2011.
- Malindi, M.J., & Theron, L.C. Drawing on strengths: Images of ecological contributions to male street child resilience. Paper presented at XXXIII Congreso Interamericano de Psicología, Medellin, Colombia, 26-30 June 2011.
- Malindi, M. J., Van Rensburg, A., & Theron, L. C. (2011, June). *Pathways to Resilience: Formal Service and Informal Support use Patterns among Youth in Challenging Social Ecologies*. Paper presented at the XXXIII Congress of the Inter American Society of Psychology, Medellin, Colombia.
- Theron, L.C. (2015, June). *How do education services matter for resilience processes? South African youths' experiences*. Paper to be presented at Pathways to Resilience III. Beyond Nature vs Nurture. Halifax, Canada.
- Theron, L.C. (2014, August). Teachers: Everyday champions of resilience. Invited Paper presented at at International Teacher Symposium, Pretoria.
- Theron, L. C. (2014, February). *Stories of South African Youth: Doing well in challenging contexts*. Invited public lecture, School of social work and social policy, Trinity College, Dublin, Ireland.
- Theron, L. C. (2014, February). *Research with young people: Dealing with cultural differences*. Invited workshop, School of social work and social policy, Trinity College, Dublin, Ireland.
- Theron, L.C. (2013, September). South African adolescents' pathways to resilience: A case of indigenous vs western theories. Paper presented at the PsySSA 2013 conference, Johannesburg.
- Theron, L.C. (2012, September). Researching resilience: Methodological and theoretical reflections. Invited guest lecture, School of Psychology of Education, Unisa, Pretoria, South Africa.
- Theron, L.C., Gilligan, R., Schwarz, K. D., Van Rensburg, A.C., & Jefferis, T. (2015, June). *Culture, context, and resilience: Complexities and caveats*. Facilitated discussion to be held at Pathways to Resilience III. Beyond Nature vs Nurture. Halifax, Canada.

¹⁹ Please note that Mr. Machenjedza is an Advisory Board member.

- Theron, L., Liebenberg, L., Ungar, M., and Co-Investigators of the Pathways to Resilience Project, including a representative of The Nunatsiavut Government (July, 2012). *Pathways to Resilience: Lessons of positive adaption from a five country study*. Invited symposium presented at the 30th International Congress of Psychology, Cape Town, South Africa.
- Theron, L.C. Liebenberg, L., Ungar, M., and Co-Investigators of the Pathways to Resilience Project (July, 2012). *Promoting resilience processes for youth with complex needs: Cross-cultural experiences of service use*. Invited symposium presented at International Association of Cross Cultural Psychology 21st International Congress, Stellenbosch, South Africa.
- Theron, L.C. & Theron, A.M.C. (2014, May). Pathways to Resilience in Rural Contexts of Chronic Poverty and Danger: A South African Study. Paper presented at the 2nd World Congress on Resilience, Timisoara, Romania.
- Theron, L.C. & Theron, A.M.C. (2014, July). Facilitating Youth Resilience Processes: Evidence-based Guidelines for Educational Psychologists. Paper presented at 28th International Congress of Applied Psychology. Paris, France.
- Theron, L.C. & Theron, A.M.C. (2013, October). Resilient Black South African youth: Lessons for School Psychologists. Paper presented at 4th International Conference on Education & Educational Psychology, Antalya, Turkey.
- Theron, L.C. & Theron, A.M.C. (2012, January). What is different about teachers who champion resilience? Paper presented at 2012 Annual Education Association of South Africa, Port Elizabeth.
- Theron, L.C., & Theron, A.M.C. (2011, January). South African youth resilience, 1990-2010: Lessons for teachers. Paper presented at 2011 Annual Education Association of South Africa (EASA) conference, Sun City, South Africa, January 2011.
- Theron, L.C. & Theron, A.M.C. (2010, June). A critical review of South African youth resilience, 1990-2008. Paper presented at Pathways to Resilience II Conference, Halifax, Canada.
- Van Rensburg, A, Theron, L.C., & Rothamnn, S. (2015, January). *Resilience and school engagement*. Paper presented at the Education Association of South Africa (EASA) 2015 Conference, Mokopane, South Africa.
- Van Rensburg, A, Theron, L.C., & Rothamnn, S. (2014, September). African youth's varied pathways to resilience: Implications for practitioners. Paper presented at the 20th Anniversary South African Psychology Congress, Durban, South Africa
- Van Rensburg, A., Theron, L. C., & Rothmann, S. (2013, October). *The relationship between services and resilience*. Paper presented at the 2nd South African Symposium on Positive Social Sciences: Towards Thriving Youth, Vanderbijlpark, South Africa.
- Van Rensburg, A., Theron, L. C., & Rothmann, S. (2013, October). *Formal Service Provision: A way to resilience for youth in rural South Africa?* Paper presented at The International Symposium on Youth and Resilience perspective, Beijing, China.
- Van Rensburg, A. (2013, April). *Panel member in discussion on resilience developments in South Africa*. Paper presented at the International Resilience Symposium, Vanderbiljpark, South Africa.

Media publications

- Theron, L. C. (2013). Pathways to Resilience. *International Innovation: Disseminating science, research and technology. Special focus: Women in Science*, 119, 106-108.
- Van der Merwe, C. (2014). Resilient young people dream, do, and connect. *Research Dynamics*, 118-119. <http://www.nwu.ac.za/sites/www.nwu.ac.za/files/NWU-Research-Dynamics.pdf>

Completed dissertations

- Snyman, E. (2012). An exploration of the social-ecological antecedents of youth resilience: A visual study. Unpublished masters thesis: North-West University, Vanderbijlpark.
- Van Rensburg, A.C. (2011). The effect of service-use on resilience in at-risk youth: A South African study. Unpublished masters thesis: North-West University, Vanderbijlpark.
- Van Rensburg, A.C. (2015). A social-ecological investigation of African youths' resilience processes. Unpublished PhD thesis: North-West University, Vanderbijlpark.

Videos

- Khazimula: An introduction. <http://www.youtube.com/watch?v=SZMBB6a-y4A&feature=youtu.be>
- Khazimula: Dream <http://www.youtube.com/watch?v=PKHHTTr9hEsM&feature=youtu.be>
- Khazimula: Connect <http://www.youtube.com/watch?v=O8cR6qG6VD8&feature=youtu.be>
- Khazimula: Do <http://www.youtube.com/watch?v=iIEP5vR1XFE&feature=youtu.be>
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<http://www.youtube.com/watch?v=a8MB0wud9rA&feature=youtu.be>
- Khazimula: Concluding Remarks
http://www.youtube.com/watch?v=1db61kRo_UI&feature=youtu.be

Appendix A: Pathways to Resilience Youth Measure (PRYM)

For Office Use Only*Participant ID:**Country ID:* South Africa*Site ID:* Bethlehem / QwaQwa*Referral Agency:**Department ID:**Administration:**Date of Administration:***PATHWAYS TO RESILIENCE YOUTH MEASURE – F.R. VERSION**

Thank you for participating in the Pathways to Resilience Research Project. Please answer the following questions as honestly as you are comfortable with. There are no wrong answers.

We want to learn about the sorts of help that works best for young people and about the types of services they use. Before answering the attached questionnaire, please can you tell us if you are **currently** or have used **during the last 6 months**, any of the following?

- ☐ [1] Community-based service provider (e.g. Boitelo Youth Network, Hlokomela wa Heno, Tshwaranang, Tswelopele, etc.)
 - ☐ [2] Correctional Services / Justice (e.g. been questioned by the police, been on probation, had to do community service, victim-offender mediation, correctional supervision, restorative justice, family time order, compulsory schools attendance; after-care services; reporting orders, etc.)
 - ☐ [3] Educational Support (e.g. Life Skills Training, Career Guidance, Counselling, Social Worker from Education Department, Psychologist from Education Department, Learning Support Facilitator, etc.)
 - ☐ [4] Child, Youth and Family Services (Social services) (e.g. Social worker from social Development, Foster placement, Drop-in-centre, Shelter, Children's Home, etc.)
 - ☐ [5] Mental Health (e.g. Counsellor, Psychologist or Psychiatrist, Drug Addiction Program, etc.)
 - ☐ [] None of the above
-

SECTION A:

1. How old are you now? _____
2. What is your gender? Female [1] Male [2]
3. People often identify themselves with a particular racial group. To which of the following groups do you belong? (Mark or check the one that best describes you).

[1] Black
[2] White
[3] Coloured
[4] Indian
[5] Other (please specify): _____
4. What is your ethnicity? (For example, Tswana, Zulu, Sotho, Xhosa, Afrikaans, English, etc.) Please list as many groups as you want to.

5. Are you in school?

[1] Yes
[2] No
- What was the last grade you passed? _____
6. Who are you living with now?

[1] Biological parents (both)
[2] Single biological parent (mother)
[3] Single biological parent (father)
[4] Guardian specify _____
[5] Foster parent specify _____
[6] Shelter
[7] Children's home
[8] I live on my own
[9] Child headed family
[10] Other (please describe) _____
7. If you said you were living with one or more parents for Question 6, is one or more of these people your birth parents?

[1] Yes
[0] No
[99] Not applicable

8a. How many brothers and sisters (including step-siblings and half-siblings) do you know of?

8b. How many brothers and sisters do you live with? _____

9. What language(s) do you speak at home? (Please list in order of importance)

10. Are you currently in a relationship, or dating someone, or having an affair?

[1] Yes

[0] No

11. Do you have a child?

[1] Yes (Go to question 12)

[0] No (Go to question 13)

12. Are you caring for your child at the moment?

[1] Yes

[0] No

[99] Not applicable

13. How many bedrooms are in your house? _____

14. How many people (including yourself) normally sleep at this house?

Number of adults _____

Number of children/youth _____

15. How many meals do you eat per day? _____

SECTION B:

How much do the sentences below DESCRIBE YOU? Circle your answer.

1. I cooperate with people around me	Not at all	A little	Somewhat	Quite a bit	A lot
2. I try to finish what I start	Not at all	A little	Somewhat	Quite a bit	A lot
3. People think that I am fun to be with	Not at all	A little	Somewhat	Quite a bit	A lot
4. I am able to solve problems without hurting myself or others (for example without using drugs and/or without being aggressive)	Not at all	A little	Somewhat	Quite a bit	A lot
5. I know my own strengths	Not at all	A little	Somewhat	Quite a bit	A lot
6. Spiritual beliefs make me strong	Not at all	A little	Somewhat	Quite a bit	A lot
7. I think it is important to serve my community	Not at all	A little	Somewhat	Quite a bit	A lot
8. My friends are on my side	Not at all	A little	Somewhat	Quite a bit	A lot
9. My friends stand by me during difficult times	Not at all	A little	Somewhat	Quite a bit	A lot

How much do the sentences below DESCRIBE YOU?

10. I try to be kind to other people.	Not true	Somewhat true	Certainly true
11. I usually share things with others, for example clothes, food etc.	Not true	Somewhat true	Certainly true
12. I help when someone is hurt, upset or sick	Not true	Somewhat true	Certainly true
13. I am kind to people younger than me	Not true	Somewhat true	Certainly true
14. I often offer help to others (parents, teachers, peers etc.)	Not true	Somewhat true	Certainly true
15. I have one or more good friends	Not true	Somewhat true	Certainly true
16. Many other people my age like me	Not true	Somewhat true	Certainly true

How many of your CLOSE FRIENDS do the following activities?

17. Smoke cigarettes	None	A Few	Most	All
18. Drink alcohol	None	A Few	Most	All
19. Do drugs	None	A Few	Most	All
20. Are sexually involved	None	A Few	Most	All
21. Break the law (other than by using illegal drugs)	None	A Few	Most	All

How much do the sentences below DESCRIBE YOUR SITUATION? When we say “caregiver(s)” we mean the person or people who look after you the most.

22. My caregiver(s) watch me closely	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
23. My caregiver(s) know a lot about me	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
24. If I am hungry, there is something to eat	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
25. I talk to my caregiver(s) about how I feel	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
26. My caregiver(s) stand(s) by me during difficult times	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
27. I feel safe when I am with my caregiver(s)	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
28. I enjoy my caregiver’s cultural and family traditions	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable

How much do the sentences below DESCRIBE YOUR SITUATION?

29. I would rather be alone than with people of my own age	Not true	Somewhat true	Certainly true
30. Other people pick on me or bully me	Not true	Somewhat true	Certainly true
31. I get along better with adults than with people my own age	Not true	Somewhat true	Certainly true

How many days a week is your parent/guardian/caregiver at home when you do the following things?

32. When you wake up in the morning?	No days	1 Day	2 Days	3 Days	4 Days	5 Days or more	Not applicable
33. When you come home from school or work?	No days	1 Day	2 Days	3 Days	4 Days	5 Days or more	Not applicable
34. When you go to bed at night?	No days	1 Day	2 Days	3 Days	4 Days	5 Days or more	Not applicable

35. Think of the person that is most like a mother and most like a father to you, that you spend a lot of time with. Who are these people? Please mark **ONLY** one "X" in *each* column.

	A. My mother figure is my . . .	B. My father figure is my . . .
Biological mother/father	1	1
Adoptive mother/father	2	2
Stepparent, girlfriend/boyfriend or partner of legal guardian	3	3
Foster mother/father	4	4
Grandparent, aunt/uncle, or other relative	5	5
Another person (please specify)	6	6
Nobody	7	7

36. Thinking of the mother and father figures you identified in Question 35, how much affection do you receive from each of these people? Please mark one "X" in *each* column.

	A. Mother figure	B. Father figure
A great deal	3	3
Some	2	2
Very little	1	1
None at all	0	0
Not applicable	99	99

37. Overall, how would you describe your relationship with the mother and father figures you identified above? Please mark one "X" in *each* column.

	A. Mother figure	B. Father figure
Very close	3	3
Somewhat close	2	2
Not very close	1	1
Not applicable	99	99

How much do the sentences below DESCRIBE YOUR SITUATION at school?

38. Getting an education is important to me	Not at all	A little bit	Some what	Quite a bit	A lot
39. I feel I belong at my school	Not at all	A little bit	Some what	Quite a bit	A lot
40. Teachers at my school who see learners hurting each other will do something to stop them	Not at all	A little bit	Some what	Quite a bit	A lot

41. How far do you hope to go with your education? (Choose only one) I hope to complete ...

- [1] Grade 9
- [2] High school
- [3] Further Education and training (FET)/College
- [4] University
- [5] Masters/doctoral degree
- [0] I don't know
- [6] Other _____

42. During the last 12 months (or the last full school year you attended), how many times did you bunk A DAY of school without permission?

- [0] Never
- [1] Once
- [2] A few times a year
- [3] Once a month
- [4] A couple of times a month
- [5] Once a week
- [6] A few times a week
- [7] Everyday

43. During the last 12 months (or during the last full school year you attended), how many times did you get SUSPENDED?

- [0] Never
- [1] Once
- [2] Once, for lack of attendance
- [3] A few times a year
- [4] Once a month
- [5] A couple of times a month
- [6] Once a week

44. Were you ever EXPELLED from school?

- [1] Yes
- [0] No

45. Have you ever FAILED a grade or had to repeat a year?

- [1] Yes
- [0] No

How much do the sentences below DESCRIBE YOU?

46. I have role models (people I look up to)	Not at all	A little bit	Some what	Quite a bit	A lot
47. I know how to behave in different social situations (e.g. with my friends/ at church)	Not at all	A little bit	Some what	Quite a bit	A lot
48. I am given opportunities to show others that I am becoming an adult and can act responsibly	Not at all	A little bit	Some what	Quite a bit	A lot
49. I know where to go in my community to get help	Not at all	A little bit	Some what	Quite a bit	A lot
50. I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	Not at all	A little bit	Some what	Quite a bit	A lot
51. I am proud of my cultural background	Not at all	A little bit	Some what	Quite a bit	A lot
52. I am treated fairly in my community	Not at all	A little bit	Some what	Quite a bit	A lot
53. I participate in religious activities (e.g. church, mosque, bible study)	Not at all	A little bit	Some what	Quite a bit	A lot
54. I enjoy my community's traditions	Not at all	A little bit	Some what	Quite a bit	A lot
55. I am proud of my nationality	Not at all	A little bit	Some what	Quite a bit	A lot

SECTION C:

Thinking about your experiences at your school, how much do the following sentences describe you?

1. Overall, I am satisfied with my schooling	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
2. I feel like I have choices at school	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
3. My teachers and/or other school staff stand by me during difficult times	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
4. At school, there is an adult I can talk to when I'm having a problem	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
5. I have a say in school activities, and can ask for what I need	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
6. I receive an education that is right for me	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
7. It is easy for me to come to school	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
8. The location of my school is convenient	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
9. Teachers and/or staff respect my religious and spiritual beliefs	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
10. Teachers and/or staff speak in a way that I understand	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
11. Teachers and/or staff are sensitive to my cultural background	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
12. I am now better able to cope when things go wrong	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

13. This was the education I needed	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
14. I needed more help at school, but I couldn't get it	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree

15. What has been most helpful about your school?

16. What has been least helpful about your school?

17. Overall, how would you rate your school?

- [3] Very helpful
[2] Somewhat helpful
[1] Not helpful at all

Please tick all of the services you have had during your ENTIRE life. How often did you use each service?

	How often have you used each of these services?	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Health Services	18. A nurse	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	19. Doctor	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	20. Clinic	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	21. Specialist doctor (a doctor you were sent to by your family doctor. E.g. for skin problems, allergies.)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	22. Home based care	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	23. Dentist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it

	24. Emergency services at a hospital	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	25. Been admitted to hospital	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Department of Education	27. Support educator	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	28. Occupational therapist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	29. Extra help from a teacher	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	30. Special school	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	31. Speech therapist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	33. Social worker, therapist or psychologist you saw at the school	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Social Services	34. Social worker	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	35. Foster placement with foster parent	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	36. Foster home	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	37. Drop - in centre	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	38. Home based care	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	39. Intensive family intervention to deal with family or individual problems	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	40. Homeless shelter	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	41. Special recreation program or holiday program	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Mental Health	42. A counsellor, psychologist or psychiatrist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	43. Group therapy	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	44. Substance abuse or addictions services	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	45. Support group (e.g. Soul Buddyz, Addaaf, Naledi ya bophelo)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it

	46. Medication (prescribed for depression, anxiety, ADHD, etc)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	47. Hospital treatment for things like anorexia, anxiety, depression or another mental health problem	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	48. A help-line (like Kid's Help Phone)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Correctio nal services	49. Gone to court not as a witness (when charged)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	50. Been questioned by police not as a witness	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	51. Been put in jail	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	52. Been on probation	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	53. Had to do community service	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Cultural / Spiritual Services	54. Traditional healer	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	55. Pastoral or spiritual counsellor	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	56. Religious or cultural leader	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	57. Community elder	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it

Are there other services you have used? Please list them below, then circle how often you have used them.	Once in my life	A couple of times	Three times or more
58.	Once in my life	A couple of times	Three times or more
59.	Once in my life	A couple of times	Three times or more
60.	Once in my life	A couple of times	Three times or more

61. Please think of a service/program/youth group you have had a lot of contact with recently. If you ticked a service on the front page, you might want to think of that one. What was it?

This service was:

- [3] Very helpful
- [2] Somewhat helpful
- [1] Not helpful at all

Thinking about this service (see Question 61), how much do the following sentences describe your experience with this service?

62. Overall, I am satisfied with the service I received	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
63. I helped choose this service	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
64. The people helping me stood by me	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
65. I felt I had someone within the service to talk to when I was in trouble	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
66. I had a say over how this service was delivered to me, and could ask for what I wanted	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
67. I received the service that was right for me	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
68. I could get the service when I needed it	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
69. The location of the service was convenient, and easy to get to	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
70. Staff respected my religious and spiritual beliefs	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
71. Staff spoke in a way that I understood	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
72. Staff were sensitive to my cultural background and personal values	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
73. I am now better able to cope when things go wrong	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
74. This was the service I needed	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
75. There was a service I needed, but couldn't get	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

76. What has been most helpful about this service?

77. What could have made this service better?

SECTION D:

How much do the sentences below describe your community? Circle one answer for each question.

1. People in my community can be trusted	Not at all	A little	Quite a bit	A lot	Don't know
2. People in my community get along with each other	Not at all	A little	Quite a bit	A lot	Don't know
3. There is litter, broken glass or rubbish around my community	Not at all	A little	Quite a bit	A lot	Don't know

4. If a group of youth in your community was bunking school, how likely is it that your neighbours would do something about it?

- [3] Very likely
- [2] Likely
- [1] Unlikely
- [0] Very unlikely
- [98] Unsure

5. If a child or young person was being abused by his or her family, how likely is it that your neighbours would report it?

- [3] Very likely
- [2] Likely
- [1] Unlikely
- [0] Very unlikely
- [98] Unsure

6. How safe do you consider your community to be?

- [2] Very safe
- [1] Somewhat safe
- [0] Not safe at all

7. How would you describe your school (or the last school you attended)? Would you say: My school is/was a bad place to be (I don't want to be there) or My school is/was a good place to be (I want to be there)? Circle one answer:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
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SECTION E:

How often have you felt like this during the past WEEK? Please circle the answer that describes YOU.

1. I had times that I cried	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
2. I felt depressed	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
3. I was happy	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
4. I felt that I could not stop feeling sad even with help from my family or friends	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
5. I felt hopeful about the future	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
6. I enjoyed life	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
7. I had trouble keeping my mind on what I was doing	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
8. I did not feel like eating; my appetite was poor	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
9. My sleep was restless	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
10. I felt like I was too tired to do things	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
11. I felt that people disliked me	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
12. I felt lonely	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)

How many times in the past year have you done the following things?

13. Stolen something from a shop	Never	1 Time	2 Times	3-4 Times	5 Or More Times
14. Got into trouble with the police	Never	1 Time	2 Times	3-4 Times	5 Or More Times
15. Hit or beat up someone	Never	1 Time	2 Times	3-4 Times	5 Or More Times
16. Damaged property (such as breaking windows, scratching a car, putting paint on walls, etc.)	Never	1 Time	2 Times	3-4 Times	5 Or More Times
17. Carried a weapon (such as a gun, knife, traditional weapon, etc.)	Never	1 Time	2 Times	3-4 Times	5 Or More Times

How many times in the past year have you done the following things?

18. Smoked cigarettes	Never	Once or twice	Occasionally	Regularly
19. Used chewing tobacco or snuff	Never	Once or twice	Occasionally	Regularly
20. Drank beer, wine, alcoholic drinks	Never	Once or twice	Occasionally	Regularly
21. Sniffed glues, sprays or petrol	Never	Once or twice	Occasionally	Regularly
22. Used dagga	Never	Once or twice	Occasionally	Regularly
23. Used any other drug, such as ecstasy, speed, heroin, crack or cocaine, mandrax, etc.	Never	Once or twice	Occasionally	Regularly
24. Taken steroids without a doctor's prescription	Never	Once or twice	Occasionally	Regularly
25. Had willing sexual intercourse	Never	Once or twice	Occasionally	Regularly
26. Had unprotected sexual intercourse	Never	Once or twice	Occasionally	Regularly

How much do the sentences below DESCRIBE YOU?

27. I lose my temper	False	Sometimes	True
28. I do as I am told	False	Sometimes	True
29. I fight a lot	False	Sometimes	True
30. I am accused of lying or cheating	False	Sometimes	True
31. I take things that are not mine from home, school, or elsewhere	False	Sometimes	True
32. I pick on or bully others (using sms, notes, physically or emotionally)	False	Sometimes	True

33. In the past year, what things have you experienced that have improved your life? For each experience, how big an influence did it have on your life? (For example, getting a job, moving, passing my grade, travelling somewhere special, forming a special relationship with someone, etc.)

Experience that improved my life

Effect

- a. _____
- b. _____
- c. _____

Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot

34. In the past year, what events have you experienced that caused you difficulties? For each event, how big an influence did it have on your life? (For example, trouble at school, being fired, getting into trouble with the law, somebody in my family being HIV positive/ loss of a family member, etc.)

Experience that made life difficult

Effect

- a. _____
- b. _____
- c. _____

Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot

SECTION F:

1. What **COMMUNITY** programs or activities that are not school related, do you participate in? For example, Boys and Girls Club, a theatre group, music, sports such as soccer, netball, youth clubs, or cultural, family or traditional activities.

Community programs or activities

How often do you do each of these?

a.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
b.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
c.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday

2. What **SCHOOL** activities do you participate in now (sport teams, learner representative council, drama, music, etc.) that are organized by staff or learners at your school? If you are out of school, what activities did you do the last year you were in school?

School activities

How often do you do each of these?

a.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
b.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
c.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday

How often do you do each of these activities?

3. Volunteer (help others without pay) your time?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday
4. Do paid work?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday
5. Go out with your friends?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday
6. Been a leader in a group or organization?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday

How often in the past year have the following reasons stopped you from participating in community or school activities/ attending school?

7. Not having enough money	Not at all	A little	Quite a bit	A lot	Don't know
8. Not having transportation	Not at all	A little	Quite a bit	A lot	Don't know
9. Your parent(s)/guardian(s)/caregiver(s) tell you that you can't participate	Not at all	A little	Quite a bit	A lot	Don't know
10. You have too many responsibilities at home	Not at all	A little	Quite a bit	A lot	Don't know
11. You are working at a paid job	Not at all	A little	Quite a bit	A lot	Don't know
12. You didn't feel comfortable participating	Not at all	A little	Quite a bit	A lot	Don't know

On an average school or workday, how many hours do you spend doing the following activities?

13. Working on homework (<i>If you are not in school, please do not answer</i>)	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
14. Watching TV	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
15. Playing video games	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
16. On the internet (but not playing video games)	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
17. Talking to friends electronically (by SMS, etc.)	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
18. Doing chores/jobs at home	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
19. Reading for pleasure	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
20. Improving one of your skills	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
21. Exercising or being physically active	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours

For Office Use Only*Participant ID:**Country ID:* South Africa*Site ID:* Bethlehem / QwaQwa*Referral Agency:**Department ID:**Administration:**Date of Administration:***PATHWAYS TO RESILIENCE YOUTH MEASURE – SERVICE USERS**

Thank you for participating in the Pathways to Resilience Research Project. Please answer the following questions as honestly as you are comfortable with. There are no wrong answers.

SECTION A:

1. How old are you now? _____
2. What is your gender? Female [1] Male [2]
3. People often identify themselves with a particular racial group. To which of the following groups do you belong? (Mark or check the one that best describes you).
 - [1] Black
 - [2] White
 - [3] Coloured
 - [4] Indian
 - [5] Other (please specify): _____
4. What is your ethnicity? (For example, Tswana, Zulu, Sotho, Xhosa, Afrikaans, English, etc.) Please list as many groups as you want to.

5. Are you in school?
 - [1] Yes
 - [2] No

What was the last grade you passed? _____

6. Who are you living with now?

- [1] Biological parents (both)
- [2] Single biological parent (mother)
- [3] Single biological parent (father)
- [4] Guardian specify _____
- [5] Foster parent specify _____
- [6] Shelter
- [7] Children's home
- [8] I live on my own
- [9] Child headed family
- [10] Other (please describe) _____

7. If you said you were living with one or more parents for Question 6, is one or more of these people your birth parents?

- [1] Yes
- [0] No
- [99] Not applicable

8a. How many brothers and sisters (including step-siblings and half-siblings) do you know of?

8b. How many brothers and sisters do you live with? _____**9. What language(s) do you speak at home? (Please list in order of importance)**

10. Are you currently in a relationship, or dating someone, or having an affair?

- [1] Yes
- [0] No

11. Do you have a child?

- [1] Yes (Go to question 12)
- [0] No (Go to question 13)

12. Are you caring for your child at the moment?

- [1] Yes
- [0] No
- [99] Not applicable

13. How many bedrooms are in your house? _____

14. How many people (including yourself) normally sleep at this house?

Number of adults _____

Number of children/youth _____

15. How many meals do you eat per day? _____

SECTION B:

How much do the sentences below DESCRIBE YOU? Circle your answer.

1. I cooperate with people around me	Not at all	A little	Somewhat	Quite a bit	A lot
2. I try to finish what I start	Not at all	A little	Somewhat	Quite a bit	A lot
3. People think that I am fun to be with	Not at all	A little	Somewhat	Quite a bit	A lot
4. I am able to solve problems without hurting myself or others (for example without using drugs and/or without being aggressive)	Not at all	A little	Somewhat	Quite a bit	A lot
5. I know my own strengths	Not at all	A little	Somewhat	Quite a bit	A lot
6. Spiritual beliefs make me strong	Not at all	A little	Somewhat	Quite a bit	A lot
7. I think it is important to serve my community	Not at all	A little	Somewhat	Quite a bit	A lot
8. My friends are on my side	Not at all	A little	Somewhat	Quite a bit	A lot
9. My friends stand by me during difficult times	Not at all	A little	Somewhat	Quite a bit	A lot

How much do the sentences below DESCRIBE YOU?

10. I try to be kind to other people.	Not true	Somewhat true	Certainly true
11. I usually share things with others, for example clothes, food etc.	Not true	Somewhat true	Certainly true
12. I help when someone is hurt, upset or sick	Not true	Somewhat true	Certainly true
13. I am kind to people younger than me	Not true	Somewhat true	Certainly true
14. I often offer help to others (parents, teachers, peers etc.)	Not true	Somewhat true	Certainly true
15. I have one or more good friends	Not true	Somewhat true	Certainly true
16. Many other people my age like me	Not true	Somewhat true	Certainly true

How many of your CLOSE FRIENDS do the following activities?

17. Smoke cigarettes	None	A Few	Most	All
18. Drink alcohol	None	A Few	Most	All
19. Do drugs	None	A Few	Most	All
20. Are sexually involved	None	A Few	Most	All
21. Break the law (other than by using illegal drugs)	None	A Few	Most	All

How much do the sentences below DESCRIBE YOUR SITUATION? When we say “caregiver(s)” we mean the person or people who look after you the most.

22. My caregiver(s) watch me closely	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
23. My caregiver(s) know a lot about me	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
24. If I am hungry, there is something to eat	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
25. I talk to my caregiver(s) about how I feel	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
26. My caregiver(s) stand(s) by me during difficult times	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
27. I feel safe when I am with my caregiver(s)	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable
28. I enjoy my caregiver’s cultural and family traditions	Not at all	A little	Somewhat	Quite a bit	A lot	Not applicable

How much do the sentences below DESCRIBE YOU?

29. I would rather be alone than with people of my own age	Not true	Somewhat true	Certainly true
30. Other people pick on me or bully me	Not true	Somewhat true	Certainly true
31. I get along better with adults than with people my own age	Not true	Somewhat true	Certainly true

How many days a week is your parent/guardian/caregiver at home when you do the following things?

32. When you wake up in the morning?	No days	1 Day	2 Days	3 Days	4 Days	5 Days or more	Not applicable
33. When you come home from school or work?	No days	1 Day	2 Days	3 Days	4 Days	5 Days or more	Not applicable
34. When you go to bed at night?	No days	1 Day	2 Days	3 Days	4 Days	5 Days or more	Not applicable

35. Think of the person that is most like a mother and most like a father to you, that you spend a lot of time with. Who are these people? Please mark ONLY one “X” in each column.

	A. My mother figure is my . . .	B. My father figure is my . . .
Biological mother/father	1	1
Adoptive mother/father	2	2
Stepparent, girlfriend/boyfriend or partner of legal guardian	3	3
Foster mother/father	4	4
Grandparent, aunt/uncle, or other relative	5	5
Another person (please specify)	6	6
Nobody	7	7

36. Thinking of the mother and father figures you identified in Question 35, how much affection do you receive from each of these people? Please mark one "X" in *each* column.

	A. Mother figure	B. Father figure
A great deal	3	3
Some	2	2
Very little	1	1
None at all	0	0
Not applicable	99	99

37. Overall, how would you describe your relationship with the mother and father figures you identified above? Please mark one "X" in *each* column.

	A. Mother figure	B. Father figure
Very close	3	3
Somewhat close	2	2
Not very close	1	1
Not applicable	99	99

How much do the sentences below DESCRIBE YOUR SITUATION at school?

38. Getting an education is important to me	Not at all	A little bit	Some what	Quite a bit	A lot
39. I feel I belong at my school	Not at all	A little bit	Some what	Quite a bit	A lot
40. Teachers at my school who see learners hurting each other will do something to stop them	Not at all	A little bit	Some what	Quite a bit	A lot

41. How far do you hope to go with your education? (Choose only one) I hope to complete ...

- [1] Grade 9
- [2] High school
- [3] Further Education and training (FET)/College
- [4] University
- [5] Masters/doctoral degree
- [0] I don't know
- [6] Other _____

42. During the last 12 months (or the last full school year you attended), how many times did you bunk A DAY of school without permission?

- [0] Never
- [1] Once
- [2] A few times a year
- [3] Once a month
- [4] A couple of times a month
- [5] Once a week
- [6] A few times a week
- [7] Everyday

43. During the last 12 months (or during the last full school year you attended), how many times did you get SUSPENDED?

- [0] Never
- [1] Once
- [2] Once, for lack of attendance

- [3] A few times a year
- [4] Once a month
- [5] A couple of times a month
- [6] Once a week

44. Were you ever EXPELLED from school?

- [1] Yes
- [0] No

45. Have you ever FAILED a grade or had to repeat a year?

- [1] Yes
- [0] No

How much do the sentences below DESCRIBE YOU?

46. I have role models (people I look up to)	Not at all	A little bit	Some what	Quite a bit	A lot
47. I know how to behave in different social situations (e.g. with my friends/ at church)	Not at all	A little bit	Some what	Quite a bit	A lot
48. I am given opportunities to show others that I am becoming an adult and can act responsibly	Not at all	A little bit	Some what	Quite a bit	A lot
49. I know where to go in my community to get help	Not at all	A little bit	Some what	Quite a bit	A lot
50. I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)	Not at all	A little bit	Some what	Quite a bit	A lot
51. I am proud of my cultural background	Not at all	A little bit	Some what	Quite a bit	A lot
52. I am treated fairly in my community	Not at all	A little bit	Some what	Quite a bit	A lot
53. I participate in organized activities (e.g. church, mosque, bible study)	Not at all	A little bit	Some what	Quite a bit	A lot
54. I enjoy my community's traditions	Not at all	A little bit	Some what	Quite a bit	A lot
55. I am proud of my nationality	Not at all	A little bit	Some what	Quite a bit	A lot

SECTION C:

Thinking about the services you and your family have received from , (the service that referred you to the study), how much do the following sentences describe your experience with this service?

1. Overall, I am satisfied with the service I received	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
2. I helped choose this service	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
3. The people helping me stood by me	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
4. I felt I had someone within the service to talk to when I was in trouble	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5. I had a say over how this service was delivered to me, and could ask for what I wanted	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
6. I received the service that was right for me	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
7. I could get the service when I needed it	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
8. The location of the service was convenient, and easy to get to	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
9. Staff respected my religious and spiritual beliefs	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
10. Staff spoke in a way that I understood	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
11. Staff were sensitive to my cultural background and personal values	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
12. I am now better able to cope when things go wrong	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
13. This was the service I needed	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
14. There was a service I needed, but couldn't get	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

15. What has been most helpful about this service?

16. What has been least helpful about this service?

17. Overall, how would you rate this service?

- [3] Very helpful
[2] Somewhat helpful
[1] Not helpful at all

Please tick all of the services you have had during your ENTIRE life. How often did you use each service?

	How often have you used each of these services?	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Health Services	18. A nurse	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	19. Doctor	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	20. Clinic	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	21. Specialist doctor (a doctor you were sent to by your family doctor. E.g. for skin problems, allergies.)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	22. Home based care	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	23. Dentist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	24. Emergency services at a hospital	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	25. Been admitted to hospital	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Department of Education	27. Support educator	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	28. Occupational therapist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	29. Extra help from a teacher	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	30. Special school	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	31. Speech therapist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	33. Social worker, therapist or psychologist you saw at the school	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Social Services	34. Social worker	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	35. Foster placement with foster parent	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	36. Foster home	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	37. Drop - in center	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it

	38. Home based care	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	39. Intensive family intervention to deal with family or individual problems	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	40. Homeless shelter	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	41. Special recreation program or holiday program	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Mental Health	42. A counsellor, psychologist or psychiatrist	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	43. Group therapy	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	44. Substance abuse or addictions services	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	45. Support group (e.g. Soul Buddyz, Addaaf, Naledi ya bophelo)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	46. Medication (prescribed for depression, anxiety, ADHD, etc)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	47. Hospital treatment for things like anorexia, anxiety, depression or another mental health problem	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	48. A help-line (like Kid's Help Phone)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Correctional services	49. Gone to court not as a witness (when charged)	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	50. Been questioned by police not as a witness	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	51. Been put in jail	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	52. Been on probation	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	53. Had to do community service	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
Cultural / Spiritual Services	54. Traditional healer	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	55. Pastoral or spiritual counsellor	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	56. Religious or cultural leader	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it
	57. Community elder	Never needed it	Once in my life	A couple of times	3 times or more	Needed, but could not get it

Are there other services you have used? Please list them below, then circle how often you have used them.	Once in my life	A couple of times	Three times or more
58.	Once in my life	A couple of times	Three times or more
59.	Once in my life	A couple of times	Three times or more
60.	Once in my life	A couple of times	Three times or more

61. Please think of another service/program/youth group you have had a lot of contact with recently. What was it?

This service was:

- ☐ 3 Very helpful
☐ 2 Somewhat helpful
☐ 1 Not helpful at all

Thinking about this service (see Question 61), please indicate to what extent the following sentences describe your experience with this service.

62. Overall, I am satisfied with the service I received	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
63. I helped choose this services	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
64. The people helping me stood by me	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
65. I felt I had someone within the service to talk to when I was in trouble	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
66. I had a say over how this service was delivered to me, and could ask for what I wanted	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
67. I received the service that was right for me	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
68. I could get the service when I needed it	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
69. The location of the service was convenient, and easy to get to	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
70. Staff respected my religious and spiritual beliefs	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
71. Staff spoke in a way that I understood	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
72. Staff were sensitive to my cultural background and personal values	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
73. I am now better able to cope when things go wrong	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
74. This was the service I needed	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
75. There was a service I needed, but couldn't get	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

76. What has been most helpful about this service?

77. What could have made this service better?

SECTION D:

How much do the sentences below describe YOUR COMMUNITY? Circle one answer for each question.

1. People in my community can be trusted	Not at all	A little	Quite a bit	A lot	Don't know
2. People in my community get along with each other	Not at all	A little	Quite a bit	A lot	Don't know
3. There is litter, broken glass or rubbish around my community	Not at all	A little	Quite a bit	A lot	Don't know

4. If a group of youth in your community was bunking school, how likely is it that your neighbours would do something about it?

- ☐ [3] Very likely
☐ [2] Likely
☐ [1] Unlikely
☐ [0] Very unlikely
☐ [98] Unsure

5. If a child or young person was being abused by his or her family, how likely is it that your neighbours would report it?

- ☐ [3] Very likely
☐ [2] Likely
☐ [1] Unlikely
☐ [0] Very unlikely
☐ [98] Unsure

6. How safe do you consider your community to be?

- [2] Very safe
[1] Somewhat safe
[0] Not safe at all

7. How would you describe your school (or the last school you attended)? Would you say: My school is/was a bad place to be (I don't want to be there) or My school is/was a good place to be (I want to be there)?

Circle one answer:

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
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SECTION E:

How often have you felt like this during the past WEEK? Please circle the answer that describes YOU.

1. I had times that I cried	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
2. I felt depressed	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
3. I was happy	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
4. I felt that I could not stop feeling sad even with help from my family or friends	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
5. I felt hopeful about the future	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
6. I enjoyed life	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
7. I had trouble keeping my mind on what I was doing	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
8. I did not feel like eating; my appetite was poor	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
9. My sleep was restless	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
10. I felt like I was too tired to do things	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
11. I felt that people disliked me	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)
12. I felt lonely	Rarely/ none of the time (less than 1 day)	Some of the time (1 to 2 days)	Often (3 to 4 days)	Most of the time (5 to 7 days)

How many times in the past year have you done the following things?

13. Stolen something from a shop	Never	1 Time	2 Times	3-4 Times	5 Or More Times
14. Got into trouble with the police	Never	1 Time	2 Times	3-4 Times	5 Or More Times
15. Hit or beat up someone	Never	1 Time	2 Times	3-4 Times	5 Or More Times
16. Damaged property (such as breaking windows, scratching a car, putting paint on walls, etc.)	Never	1 Time	2 Times	3-4 Times	5 Or More Times
17. Carried a weapon (such as a gun, knife, traditional weapon, etc.)	Never	1 Time	2 Times	3-4 Times	5 Or More Times

How many times in the past year have you done the following things?

18. Smoked cigarettes	Never	Once or twice	Occasionally	Regularly
19. Used chewing tobacco or snuff	Never	Once or twice	Occasionally	Regularly
20. Drank beer, wine, alcoholic drinks	Never	Once or twice	Occasionally	Regularly
21. Sniffed glues, sprays or petrol	Never	Once or twice	Occasionally	Regularly
22. Used dagga	Never	Once or twice	Occasionally	Regularly
23. Used any other drug, such as ecstasy, speed, heroin, crack or cocaine, mandrax, etc.	Never	Once or twice	Occasionally	Regularly
24. Taken steroids without a doctor's prescription	Never	Once or twice	Occasionally	Regularly
25. Had willing sexual intercourse	Never	Once or twice	Occasionally	Regularly
26. Had unprotected sexual intercourse	Never	Once or twice	Occasionally	Regularly

How much do the sentences below DESCRIBE YOU?

27. I lose my temper	False	Sometimes	True
28. I do as I am told	False	Sometimes	True
29. I fight a lot	False	Sometimes	True
30. I am accused of lying or cheating	False	Sometimes	True
31. I take things that are not mine from home, school, or elsewhere	False	Sometimes	True
32. I pick on or bully others (using sms, notes, physically or emotionally)	False	Sometimes	True

33. In the past year, what things have you experienced that have improved your life? For each experience, how big an influence did it have on your life? (For example, getting a job, moving, passing my grade, traveling somewhere special, forming a special relationship with someone, etc.)

Experience that improved my life

Effect

- a. _____
- b. _____
- c. _____

Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot

34. In the past year, what events have you experienced that caused you difficulties? For each event, how big an influence did it have on your life? (For example, trouble at school, being fired, getting into trouble with the law, somebody in my family being HIV positive/ loss of a family member, etc.)

Experience that made life difficult

Effect

- a. _____
- b. _____
- c. _____

Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot
Not at all	A little	Somewhat	Quite a bit	A lot

SECTION F:

1. What **COMMUNITY** programs or activities that are not school related, do you participate in? For example, Boys and Girls Club, a theatre group, music, sports such as soccer, netball, youth clubs, or cultural, family or traditional activities.

Community programs or activities

How often do you do each of these?

a.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
b.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
c.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday

2. What **SCHOOL** activities do you participate in now (sport teams, learner representative council, drama, music, etc.) that are organized by staff or learners at your school? If you are out of school, what activities did you do the last year you were in school?

School activities

How often do you do each of these?

a.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
b.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
c.	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday

How often do you do each of these activities?

3. Volunteer (help others without pay) your time?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday
4. Do paid work?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday
5. Go out with your friends?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday
6. Been a leader in a group or organization?	Never	A Few Times A Year	Once A Month	A Couple Of Times A Month	Once A Week	A Few Times A Week	Everyday

How often in the past year have the following reasons stopped you from participating in community or school activities/ attending school?

7. Not having enough money	Not at all	A little	Quite a bit	A lot	Don't know
8. Not having transportation	Not at all	A little	Quite a bit	A lot	Don't know
9. Your parent(s)/guardian(s)/caregiver(s) tell you that you can't participate	Not at all	A little	Quite a bit	A lot	Don't know
10. You have too many responsibilities at home	Not at all	A little	Quite a bit	A lot	Don't know
11. You are working at a paid job	Not at all	A little	Quite a bit	A lot	Don't know
12. You didn't feel comfortable participating	Not at all	A little	Quite a bit	A lot	Don't know

On an average school or workday, how many hours do you spend doing the following activities?

13. Working on homework (<i>If you are not in school, please do not answer</i>)	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
14. Watching TV	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
15. Playing video games	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
16. On the internet (but not playing video games)	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
17. Talking to friends electronically (by SMS, etc.)	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
18. Doing chores/jobs at home	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
19. Reading for pleasure	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
20. Improving one of your skills	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours
21. Exercising or being physically active	Never	Less Than 1 Hour	1-2 Hours	3-4 Hours	5-6 Hours	7 Or More Hours

Appendix B: Excerpts from Original Project Proposal

Research Project Summary (1 page)

This International Community-University Research Alliance (ICURA) is concerned with understanding the service use patterns (across child welfare, education, mental health, and correctional services) among young people growing up in challenging environments, their access to informal supports (from families, peers and communities), and the influence both have on positive developmental outcomes such as citizenship, family relationships and educational engagement. We will use a mixed methods design, developed cooperatively with our national and international partners. Four Canadian and three overseas universities in South Africa, Colombia and China are partnering with 53 Canadian and international community and government organizations. Our goal is to learn **what patterns of formal service and informal support work best in varied cultural contexts to mitigate risk and promote well-being**. Drawing on team members from three established research programs, this research, training, curriculum development, practice innovation and community-building initiative builds on more than five years of funded multi-site collaboration. Using a *resilience framework*, we will investigate how multiple services and supports provide a culturally relevant context for young people to cope with adversities such as exposure to violence, poverty, marginalization and family-related stressors. Unlike research that focuses exclusively on the needs of at-risk youth, gaps in service, or the efficacy of program delivery, this research relies on the experiences of young people to explore the indigenous constellation of services and supports that most influence their personal development and participation in their communities.

While the study of resilience has become increasingly popular, most research has concentrated on individual and relational characteristics of young people (e.g., self-efficacy, attachments, mentorship, family functioning) but has rarely investigated the importance of service delivery systems that “change the odds” stacked against youth in communities and families under stress. This research is designed to address this gap in knowledge and to identify culturally-competent ways that services and supports can be coordinated in contexts where resources are lacking to enhance youth resilience.

Studies conducted by the Resilience Research Centre (www.resilienceresearch.org) include the International Resilience Project (IRP; an eleven country study that included South Africa, Colombia, and China), the Pathways to Resilience Project (PRP; an Atlantic Canadian study in Aboriginal and non-Aboriginal communities with our Canadian ICURA partners), and other studies of youth access to services by our co-investigators in Colombia and Nova Scotia. These studies have shown that services and informal supports are as important to resilience (and to related concepts of citizenship, prosociality, and participation) as individual and relational factors. University and community team members from Canada and abroad are uniquely positioned in the world as the leading group of researchers looking at resilience as it relates to cultural and contextual factors. Our network of researchers and community partners (with whom we will share results from this ICURA) has grown to include more than two hundred individuals from 20 countries and a dozen Canadian universities with whom we communicate and publish regularly.

Findings will be relevant to Canadian communities with diverse populations of young people where services and supports are needed that emphasize cultural competence, as well as internationally where the provision of services often reflect imported rather than local service models. Our choice of three national and three international sites will allow us to contrast different service contexts, social ecologies, and service and support networks among youth-at-risk. Most importantly, this balanced partnership will promote an equitable dialogue between Minority World (Western) and Majority World (non-Western populations, Aboriginal peoples, and visible minorities in Western contexts) researchers and community members and help to inform the design of effective services and supports for clinical and non-clinical at-risk youth populations. Specific project outcomes include, providing community partners with an expanded repertoire of evaluable service and support models to enhance youth participation and coping; increasing the capacity of researchers, community practitioners, and students to conduct culturally competent studies of resilience; providing students and junior researchers mentorship in an international forum; and informing curriculum for the training of social service workers across disciplines.

Detailed Project Description (8 pages)

Studies of children who grow up facing numerous challenges have shown that more young people develop well than those who experience breakdown and disorder (NB: A bibliography of sources from all six research sites is provided at the end of this Project Description). Despite exposure to poverty, violence, mental illness, marginalization due to race, ethnicity, gender, sexual orientation, ability, divorce or death of their parents, cultural dislocation, and other such risks, research shows that many young people still become active contributors to their families and communities. Yet seldom do we use the expertise of young people who demonstrate this pattern of survival to design policy and interventions, situating the lived experience of those who thrive at the forefront of resource allocation. An emerging trend in Minority World (i.e. Western) (Kagitçibasi, 2007) countries has been to focus more research on investigating the nature of children's **resilience**, a field of study concerned with both the outcomes and the processes associated with positive development in stressful environments. Studying resilience reflects an interdisciplinary interest in **positive psychology, citizenship, children's rights, community capacity building, health promotion, and strengths-based practice**. The focus of this ICURA is to respond to calls from our partners in three Canadian and three international settings for an investigation into the role a community's *formal and informal service ecologies* play in promoting resilience. Our goal is to develop theory that informs local practice, which explains the wide community support that we've experienced designing this proposal and seeding collaboration. In this regard, the study of service ecologies reflect Luthar, Sawyer and Brown's (2006) position that applied resilience research should focus attention on factors that affect lives in particular contexts but are also applicable to children in varied contexts; are relatively malleable and can be changed through intervention; are enduring and continue to exert an effect on a child's life over time; and that once changed, are generative of other systemic changes.

Team members have been working on a number of funded research projects for five years which show that resilience is more than individual characteristics, or the result of relational processes alone. Combined, our efforts to date across Minority World countries (such as Canada, the United States, and Israel) with Aboriginal and non-Aboriginal peoples, and in nine Majority World countries (India, Thailand, Russia, Palestine, Tanzania, South Africa, Gambia, Colombia, and China), have shown that a youth's ability to cope with adversity is also dependent upon social and physical environments, including the weave of formal services received from mandated providers (e.g., child welfare, education, mental health, and corrections) and the supports provided by informal networks of family and community members. Thus, the Resilience Research Centre (RRC—www.resilienceresearch.org) which is coordinating this ICURA is a global leader in the investigation of both social structures and psychological factors associated with resilience. For this ICURA we will use the same resilience lens which has informed the \$1.3 million in research that we have already completed or have underway in Canada and internationally. Building on the research capacity of our international team of community members and researchers, this ICURA provides us an opportunity to extend the influence of our work to practice and policy in our partner communities. Specifically, it allows us to broaden our perspective to include a much larger and diverse clinical and non-clinical sample of at-risk youth and work collaboratively with them and their communities to discern culturally relevant coping strategies. This study will also further validate pilot and exploratory work done through our other projects. These studies include the International Resilience Project (an eleven country investigation of resilience across cultures, funded by SSHRC, CIDA and the NSHRF), the Pathways to Resilience Project (an Atlantic Canadian coalition examining mental health challenges among youth such as depression, conduct disorder and delinquency and the factors associated longitudinally with resilience—funded by the National Crime Prevention Centre, the Halifax Regional Municipality, and CIHR), and the Negotiating Resilience Project (a five country visual methods study of resilience funded by SSHRC).

Specifically, we will use the resources of this ICURA to answer more broadly a series of questions RRC projects have been investigating. First, **what does a successful young person look like across**

different cultures (Aboriginal, non-Aboriginal, French, English, and racialized minorities in Canada; and in diverse populations in South Africa, Colombia and China) **and contexts** (rural, urban, engaged and disengaged in school)? Communities of youth and their elders around the world have demonstrated through our other studies that resilient young people show both similarities and differences in patterns of contribution to their communities and sense of belonging, feelings of social cohesion and spirituality, access to material resources and services, relationships, and cultural adherence. This research will permit us to vastly expand our qualitative and quantitative data collection using the culturally sensitive mixed methods research protocols we have developed. Conducting comparative research with populations at risk on four continents simultaneously makes a unique contribution to our understanding of the homogeneity and heterogeneity associated with culturally embedded factors and processes associated with coping under adversity such as citizenship and prosociality. We will be among the first projects anywhere **to capture in-depth understandings of positive development and citizenship, and the role service ecologies play in their promotion, as understood by Aboriginal and non-Aboriginal Canadian and Majority World peoples.**

Our second question focuses on the **specific service ecologies that are most likely to result in young people coping well with adversities.** Rather than individualizing resilience (potentially blaming victims of oppression for not succeeding in poorly resourced environments), this ICURA will investigate the role service infrastructures and informal supports play in promoting resilience and related concepts of contribution, citizenship, and pro-social behaviour in environments under stress. We want to know which patterns of formal service use and informal supports experienced by at-risk youth promote successful psychosocial growth (as defined by each community and dependent on availability of resources/supports). Among the factors that we wish to explore are gender differences across cultures and contexts and the relationship between young people's participation in their communities' governance and the exercising of their rights. We want to understand both the psychological and structural impact of service ecologies on how young people thrive and on the barriers they face. It is worth noting that most studies of programs for youth examine only one service or a narrow set of service factors. That approach can miss valuable information about ways young people *navigate between services* and how they, their families and communities *negotiate for services* to be delivered in ways meaningful to them. By bringing together the multiple service providers from the mandated formal sector and local informal service providers who are our community partners, we can better see how collaboration and complementarity in services and family/community-based supports offer culturally and contextually embedded solutions to the challenges facing youth. **This ICURA will become a vehicle for similar communication and collaboration between service providers and community members in Canada, South Africa, Colombia, and China, creating the possibility of more responsive service ecologies for youth that make better use of limited human and financial resources.**

Following from the answers to these first two questions (What does a successful young person look like locally? What formal service and informal support ecologies are likely to foster resilience?), we can then ask a third question, **what are the similarities and differences in patterns of indigenous (local) service provision across cultures and contexts, and do these patterns influence the successful development of children and youth?** Are there common aspects of services (e.g., de-institutionalized child welfare services, non-custodial correctional interventions) and supports (e.g., parenting practices, community participation, access to schooling, mentorship) that contribute to better outcomes among youth globally? Documenting what communities are doing well—a form of appreciative inquiry—can lead to two different outcomes. First, knowing what is working can **help policy makers and practitioners build upon and promote best practices** that are most relevant to their particular context rather than importing programs from contexts and cultures different from their own; and second, creating opportunities for dialogue across a global network of research sites means **we open the possibility of sparking creative thought and innovation.**

Our fourth question, then, is **what would locally designed interventions look like that facilitate coordinated service delivery and promote resilience (citizenship, prosociality, safety, etc.) for youth exposed to significant risk associated with their social and physical ecologies?** By piloting new initiatives and then conducting research with youth participants to measure program outcomes, our intention is to create a database of potential interventions which are useful across cultures.

A Brief Overview of the Literature and Justification of the Methodology

This research addresses a common critique of resilience research: that these studies inadvertently blame victims of oppression for not rising above problems that result from interaction with toxic or resource-poor social environments. Thus, to understand the ideologically loaded concept of resilience we need a theoretical perspective that is both individually and environmentally focused. By problematizing the study of resilience, this ICURA will contribute to a more complex, critical understanding of positive development as the interaction of person and environment bounded by relationships of power (gender, race, class, ability, etc.) across institutions.

Overview

Masten (2001) provides a well-accepted definition of resilience as a “class of phenomena characterized by good outcomes in spite of serious threats to adaptation or development” (p. 228). While there is general agreement on this concept of thriving under adversity, the lack of agreement on its domains and constructs has prevented consensus on measures of resilience. As well, much of the resilience literature starts from the premise that resilience is an individual attribute activated within a facilitative environment. Investigation of the nature of that environment tends to be focused on individual plasticity (the child’s adaptability over time). A more ecological investigation, as evidenced in the RRC’s research and publications, suggests that a thorough assessment of resilience includes assessment of the environment’s capacity to facilitate positive development under stress, including aspects of culture and context that influence the definition of prosocial behaviour among populations at-risk. Furthermore, there are few studies of how at-risk children interact with multiple service providers within systems of care specifically mandated to mitigate risk and promote their optimal development. Anecdotal evidence from provincial inquiries in Canada such as those by Justice Nunn in Nova Scotia (2006), Provincial Child and Youth Advocate Bernard Richard (2008) in New Brunswick and Peter Markesteyn and David Day (2006) in Newfoundland and Labrador suggest that children navigate between systems in an uncoordinated way that complicates their capacity to secure the health and social services needed for psychosocial well-being. As those reports show, many children get lost in the gaps between services. Resilience researchers have been challenged to account fully for the structural constraints and contextual and cultural factors that shape the environment around children, helping or hindering their positive adaptation following exposure to serious threats like poverty, cultural genocide, immigration, and marginalization, as well as more acute threats to well-being such as family breakdown, child abuse, witnessing violence, addictions (theirs or their caregivers’), or physical and mental disease. In each of our research sites, investigations of risk factors are much more common than research on protective processes. Reviews of the literature carried out in preparation for this application (six site specific reviews were written and are currently being developed into reports and publications) demonstrate the need for further investigation of both risk and resilience and effective services and supports.

Methods Justification

A number of quantitative instruments already exist to study resilience. Most have been created based on reviews of studies of resilience-related constructs in Minority World settings with children of Anglo-European ancestry. Qualitative methods remain relatively undeveloped in the field of resilience research. A recent effort by Moore and Lippman (2005) identified measures that tend to view resilience as both a process and a set of outcomes, and usually employ an ecologically nested understanding of resilience, with individual and relational/family factors being most prominent. Community supports and mandated services, as well as cultural factors, tend to be less well represented or absent altogether. With the

exception of the RRC's efforts, there has been little systematic use of qualitative methods or integrative mixed method designs to investigate resilience across cultures.

The Study

In preparation for this application, meetings were held between the co-applicants, collaborators, service leaders, and community NGO Directors in the three Atlantic Canadian sites (Halifax; Fredericton and surrounding communities—both French and English-speaking; and the Innu, Inuit and Anglo-European community members of Labrador) and in three international sites (Free State, South Africa; Medellin, Colombia; and Beijing, China). A six phase program of research is proposed.

Phase One (LOI pre-application period and the first six months of Year 1): Refinement and **contextualization** of an iterative research design by national and international partners (much of this contextualizing work was done during the proposal development stage). Ethics reviews will also be completed. Phase One helps to broaden our international research network and ensures the research design responds to local priorities. Phase One has also helped to initiate concurrent grant applications.

Phase Two (Years 1-2): The **quantitative** survey of resilience-related processes and outcomes associated with formal social service use patterns, access/availability of informal family and community supports, and patterns of prosociality and citizenship. Procedures and measures have been iteratively developed through consultations and piloting in the six partner communities.

Sample: Our sample will include 6,000 at-risk youth aged 14-19 (+/- 6 months) from communities in South Africa, Colombia, China and three Atlantic Canadian communities. To answer the questions that frame this research, the sample will include three groups of young people, all residing in neighbourhoods selected for levels of risk above national norms. Functional community-level risk indicators may include mobility of the population, economic marginalization, poor service availability, larger than usual percentage of families headed by a sole parent or older sibling, levels of social assistance, and levels of crime or violence. From these communities, we will sample (1) Service users (SU) selected along a continuum that includes formal/mandated services offered directly by government (in child welfare, mental health, special education, and corrections), mixed services (funded by government but provided by NGOs) and community-based services (NGOs without government funded mandates, such as not-for-profit shelters for street youth). SU youth form the study's clinical population of individuals who are using at least one service and nominated to the study through our partner community and government service organizations. (2) A purposeful sample of youth who are described as functionally resilient (FR)(doing well by community standards in an adverse environment) by members of a local advisory committee (LAC). These youth will be selected from schools and community organizations where they are thought to show prosociality, citizenship, and contribution. These may be youth in post-secondary education, full or part-time employment, performing roles as leaders at school or in the community, active in recreation and cultural activities, or otherwise assessed to be functioning well. (3) A non-clinical (NC) comparison cohort of youth residing in the same communities as the SU and FR youth, with similar exposure to risk (to be measured), matched for gender, age and neighbourhood with the SU. These youth will be contacted and administered the survey during regular school hours. They will be chosen from a stratified purposeful sample of youth from community schools (selected by random selection of schools—all age appropriate students will be invited to participate). These youth may or may not be formal service users. Sampling across all three cohorts in each of our six partner communities allows us to compare service use patterns among different groups of youth exposed to multiple risks with potentially variable patterns of services and supports. Sample size estimates in Table One (see page 13) reflect calculations of statistical power, as well as local capacity and anticipated costs of data collection. Our international community partners proposed a slightly larger sample of youth from educational institutions as these are frequently sites for services (e.g., feeding schemes; pastoral care; etc.).

The Pathways to Resilience Youth Measure (PRYM) is a measure of risk exposure (individual, relational, and community factors), resilience (also at multiple ecological levels) and formal service and

informal support use patterns over time. Validated subscales include The Child and Youth Resilience Measure (CYRM), a 28-item measure developed by the RRC with a purposeful sample of youth growing up facing diverse types of adversity in 11 countries (Canada, USA, Colombia, China, India, Russia, Palestine, Israel, Tanzania, the Gambia, and South Africa). Reliability for the total measure is .87 (Ungar, Liebenberg, Boothroyd, Thiessen, Duque, & Makhnatch, in press). The CYRM adds two novel features not captured in existing resilience measures: (1) domains and items are derived from, and acceptable to, partners from diverse cultures including our Aboriginal (Innu and Inuit) partners here in Canada who helped design the CYRM and (2) domains and items capture the environmental and cultural aspects of resilience, previously discussed mainly as individual attributes.

The PRYM also includes the Prosocial sub-scale ($\alpha = .66$), the Conduct Problems sub-scale ($\alpha = .60$), and the Peer Problems sub-scale ($\alpha = .41$) of the Strengths and Difficulties Questionnaire (SDQ; $\alpha = .80$) (Goodman, 1997, 2001). A brief mental health screening questionnaire is also included. The Youth Services Survey (YSS) assesses youths' satisfaction with services as a whole over a specified time period (Hernandez, Gomez, Lipien, Greenbaum, Armstrong, & Gonzalez, 2001). Questions have been adapted into a self-report measure for youth for the purposes of this study. An adapted list of questions from the fourth and fifth cycles of the Canadian National Longitudinal Survey of Children and Youth (NLSCY) has been used to obtain descriptive information surrounding peer activity, the nature of parental or guardian/youth relationships, and academic goals. A 12-item version of the Centre for Epidemiological Studies Depression Scale, (CES-D-12-NLSCY; $\alpha = .85$) (Poulin, Hand, & Boudreau, 2005) is included to measure levels of depression among participants. Finally, subscales of the 4HSQ, from the 4-H study of Positive Youth Development (Theokas & Lerner, 2006) have been included to establish levels of delinquency ($\alpha = .73$) and risk behaviour, specifically substance use ($\alpha = .86$), as well as positive behaviours such as civic engagement through volunteering activities and/or paid work. The PRYM takes 50 minutes to complete, and can, when required, be read with a youth to ensure questions are understood. Adaptation of the measure for use with our international partners has included translation and back-translation, as well as the ongoing contextualization of questions to ensure relevance (i.e., changing the names of the services which are surveyed, identifying local risks, etc.). Addition of site-specific survey questions suggested by the LACs also form a part of this study just as they did during the earlier RRC work.

Data Analysis: Each of the project goals will be assessed *first within each of the six research sites* and then results *compared across sites* for homogeneity and heterogeneity between the culturally relevant explanatory models generated. When the full data set is analyzed, structural equation modelling (SEM) and analysis of variance (ANOVA) will be used to determine equivalence across geographic groups. These techniques help to account for observed statistical differences which may otherwise stem from bias rather than from differences of interest (i.e., pathways through systems). An important consideration in all phases of analysis is gender. Attention is to be paid to balancing representation by gender as it is recognized that a more ecological understanding of resilience and service use patterns (such as service access) is influenced by this aspect of a child's life.

Analysis for Question One (Given higher risk, what does a successful young person look like across different cultures and contexts?): Risk and resilience scales in the PRYM will be scored to provide indicators of youth at greater risk who are doing well within the study population. We will then assess the covariance in risk and resilience related outcomes in youth using principal component analysis (PCA), accounting for variance in resilience by risk factor. Confirmatory factor analysis (CFA) will be used to establish the fit of the models generated through analysis of data drawn from all the research sites. We will also investigate which factors and processes related to individual, family, community, culture, and service provision contribute most to successful youth outcomes. Looking at the processes involved in youths' lives we will use factorial analysis of variance to reduce data, followed by hierarchical linear modeling (HLM) and correlations to explore the relationship between resilience (as an outcome) and available resources.

Analysis for Question Two (What formal and informal service ecologies are most likely to result in young people coping well with adversities?): To better understand the ways that young people *navigate between services* and how they, their families and communities *negotiate for services*, we will answer two questions: First, what are at-risk youth's patterns of service utilization? To answer this, we will focus on Section C of the PYRM. This section asks youths about the services and supports that they've used in the previous twelve months and at what frequency. Use of each service will be described with cross-tabulations. However, given the large variety of services available across contexts and countries we will also classify services as preventive (e.g., tutoring services) or crisis-oriented services (e.g., departments of justice rehabilitation programs). Once we determine the nature of the service (according to the LACs), we will use chi-square to compare resilience scores and patterns of service use (i.e., crisis-oriented and preventive-oriented) to answer a second question: How do characteristics of individuals and their patterns of service utilization correlate with concomitant measures of well-being and successful outcomes? Finally, we will use HLM, estimating the variance explained by context and culture to describe the variation in proportions of crisis-oriented and preventive-oriented services across sites.

Analysis for Question Three (What are the similarities and differences in patterns of indigenous formal and informal service provision, and how do these patterns influence successful youth development?): While our data analysis for questions one and two is site specific, our final stage of analysis compares models between sites. Using the findings from questions one and two, we will calculate the mean of latent variables and use this to establish patterns of service use within sites. HLM will again be used to estimate the variance explained by context and culture in patterns of formal and informal service use across sites. Following this, SEM will be used to assess the degree of equivalence (or inequivalence) of these service use models across sites.

Phase Three (Years 2-3): Based on findings from Phase Two, we will gather **population-wide statistics** on risk factors, resilience factors (local capacities), and service use patterns (including mapping communities for the availability and accessibility of services) in order to help with our participatory interpretation of data and to help communities make informed decisions regarding what each needs. Our preliminary work in each community revealed many regional data sources detailing the functioning of children and families, and national data sets that can be mined for information on the psychosocial needs of young people and their service and support ecologies (see references for an initial list of sources).

Phase Four (Year 3): Results from Phases Two and Three will be used to inform an extensive **qualitative** investigation of localized understandings of risk, resilience, and service and support ecologies. Specifically, we will select a stratified sample of youth based on their scores from the PRYM (Phase Two)(see Table One) and conduct open ended interviews and, where communities deem appropriate, use the same visual methods employed in the RRC's other SSHRC-funded research. We will choose equal numbers of male and female youth who a) face high stress/risk exposure but score high on the resilience subscales (HS/HR), and b) score high on stress/risk exposure but have low resilience scores (HS/LR). We will ask young people about their informal supports—such as parents, community elders and peers—and their use of service infrastructure provided by child welfare, mental health, corrections and education systems. Our goal is to develop grounded theory (Charmaz, 2006; Glaser & Strauss, 1967) at both site-specific and, if possible, international levels of analysis that can explain the homogeneity and heterogeneity in the social and physical ecologies of resilience and their relationship to services and supports. Youth will also be asked to comment on findings as they emerge, engaging them in a reciprocal process to authenticate our analysis. Specifically, qualitative data collection will focus on the youth's experience of their families and service providers, the multiple risks factors they identify in their lives, their definitions of successful outcomes, their understanding of risk and resilience (coping under stress), and their proposals for effective service delivery and accessing supports. Where appropriate, transcripts of the interviews with each youth (or detailed notes made by the researcher) will be sent back to the youth (or shared with them verbally where literacy is an issue) for comment and clarification. Each interview builds on those previously conducted in what Guba and Lincoln (1989)

have described as a hermeneutic dialectic that ensures the trustworthiness (reliability and validity) of the interpretation and findings. Both sensitizing concepts (those that inform this research based on previous studies) and indigenous concepts (those that arise directly from the data collected during the course of this research) will be used to identify dominant themes in the data. Themes will then be compared and contrasted through a process that is both unitizing and categorizing.

Table One: Quantitative (N=6000)* and Qualitative (N=216)* Sample

	Canada									South Africa			Colombia			China		
Region	Halifax			New Brunswick			Labrador			Free State			Medellin			Beijing		
	SU	FR	NC	SU	FR	NC	SU	FR	NC	SU	FR	NC	SU	FR	NC	SU	FR	NC
Quant.	200	200	400	200	200	400	200	200	400	200	200	800	200	200	800	200	200	800
Total	800			800			800			1200			1200			1200		
Qual.																		
HS/HR/M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
HS/HR/F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
HS/LR/M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
HS/LR/F	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
Total	48			48			48			48			48			48		

SU=Service user sample; FR=Functionally resilient sample; NC=Non-clinical sample

*Sample sizes are statistical estimates. Qualitative sample size is presented as a guide only, as sampling will proceed until theoretical saturation is achieved, subject to the reasonable availability of resources.

Phase Five (conducted concurrently during all phases): Disseminating results back to youth, their families, community and government level policymakers, service providers, and informal networks of support is an important and integral part of all ICURA activities. Our objective is to move from qualitative, contextualizing research, to quantitative investigation of a population of at-risk youth, back to contextualization, then to detailed and focused qualitative investigation of patterns of coping among a stratified purposeful sample of young people. Findings will inform policies/interventions/supports to vulnerable young people and their communities (knowledge-building), and develop training materials and curriculum to broadly disseminate what we've learned to both professional and lay members of our partner communities and their national counterparts (see attachment "Communication of Results").

Phase Six (years 4 and 5): Based on results from previous phases, and through discussions with our partners at the community and university levels, we will move to a phase of **knowledge translation and mobilization**, applying our results to practice innovation. Each community will be supported in the final two years of the ICURA to initiate a pilot effort to provide a constellation of coordinated services and supports that the research predicts will enhance at-risk youth's capacity to thrive. Indigenous understandings of processes of resilience will be reflected in a program intervention to help communities nurture what youth themselves have told us are most helpful resources (i.e., aspects of their social and physical ecologies relating to services and supports, collaboration, etc.). While this ICURA will not directly fund the intervention, it will provide the resources to coordinate community consultations, facilitate model development, advocate for resources from government departments (if required for formal services), assist with grant applications to supplement the community's capacity, provide/support training initiatives in the new initiative, and most importantly, evaluate initial efforts to conduct the intervention with a small cohort of youth. Because our research is focused on sources of resilience already available to some youth in a community, we anticipate that these new initiatives will reflect the redistribution of resources within communities and efforts to improve coordination of services and supports between informal and formal helpers. In other words, we will be looking for local models of best practice, replicating them in ways that can be systematically applied across a community, and evaluating the results. The mixed method tools used in both Phase Two (quantitative) and Phase Four

(qualitative), having already been translated and adapted to each local context, will be used to assess baseline and outcome levels of risk and resilience among participants in these new initiatives.

Outcomes and their Evaluation

There are benefits to students, colleagues, communities and institutions from this ICURA (for impact on students, please see the Training attachment). One of our team's most anticipated outcomes is this research program's sustainability beyond the ICURA's five-year schedule. Our work will provide a catalyst for a change in service and research paradigms, helping to solidify the careers of the professionals and academics that we help profile and train, creating a cohort of students, researchers, and community leaders capable of continuing to investigate and provide innovative services independent of funding channeled to them through the RRC. Our evaluation framework will ensure fidelity to these broad goals and accountability to our partners. It will also monitor the extent to which we maintain equitable partnerships between universities and communities and ensure that research and practice form the "bookends" of a cohesive project. To accomplish this, the program of research will establish an evaluation subcommittee that can review our progress.

Evaluation Framework. Based on the Centre for Disease Control evaluation model, we will initiate an iterative evaluation process that is cyclical in nature and includes: (1) *Engaging* stakeholders and designing the evaluation procedures; (2) *Describing* what we will do and how we hope to do it so we can later judge our fidelity to goals and process; (3) *Coalescing* the evaluation design into a comprehensive plan that assesses our research for its usefulness, feasibility, ethics, and fidelity; (4) *Compiling* data (such as documents, findings, and reports on progress) for the evaluation subcommittee to review (Interviews with staff and stakeholders in the university and community are also expected); (5) *Sharing* the evaluators' conclusions with program staff and partners in order to assist in shaping the program of research as it develops (a formative evaluation). (6) *Highlighting* lessons learned regarding mixed methods, multi-site, interdisciplinary international research that is focused on equal participation of communities and academics. Feedback will be sought from the LACs to ensure the accuracy and relevance of evaluation procedures and results.

Though still subject to negotiation and refinement, some of our team members' suggested outcomes for this ICURA (and the indicators to be used for evaluation) include:

1. *Creating new knowledge:* Increased investment leading to high impact research in each site; growth in internationally competitive knowledge; number of publications.
2. *Enhancing capacity to innovate:* Increased international recognition of researchers; growth in global network of community sites and academic institutions with possibility of sparking innovation; extent to which collaborators have influenced the policy and/or practice agendas of their communities.
3. *Ensuring high ethical standards:* Improved support, advice and guidance on ethics issues relating to research and services for youth; compliance with ICURA/national ethical guidelines.
4. *Strengthening communication and collaboration:* Growth in collaborations and partnerships; increased engagement with the community; application of findings to intervention design.
5. *Substantial contributions to training junior researchers and students:* Involvement in annual training seminars and bi-annual conferences; number and quality of international exchanges between junior scholars, students and community policy designers; number of publications/presentations produced by junior researchers; assessment of mentorship/ internship/training experiences.
6. *Demonstrated attention to gender equality:* Numbers of communities and individuals (male and female) impacted; numbers of persons trained as junior researchers (male and female); degree to which gender issues are address/analyzed in the research and implementation phases of the ICURA.
7. *Achieving high standards of governance and accountability:* Effectiveness/timeliness of planning, monitoring and reporting; effective information management, including maintenance of website and communication links; effective and sustainable governance arrangements; efforts to ensure long-term functioning of the RRC and its partners globally.

Selected Bibliography by Topic

Theory and Methods

- A) Risk, Resilience, Services and Supports: Research and Theory
- B) Research Methods
- C) Ethical Issues: Research with Children and Youth

Site Specific Risk and Resilience Factors

- D) Nova Scotian Youth: Risk and Protective Factors
- E) New Brunswick Youth (including research on Francophone youth): Risk and Protective Factors
- F) Aboriginal (Canadian) Youth: Risk and Protective Factors
- G) South African Youth: Risk and Protective Factors
- H) Colombian Youth: Risk and Protective Factors
- I) Chinese Youth: Risk and Protective Factors

A) Risk, Resilience, Services and Supports: Research and Theory

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Communication of Results (1 page)

Our audience, nationally and internationally, for this research is a combination of government policy advisors and politicians with a say over service priorities, managers and staff at mandated agencies and community NGOs who implement interventions, families and concerned care providers in the community who have a relationship with youth who are in need of service and support, advocates (informal and legislated) of resources for at-risk youth, and youth themselves who are in need of services and supports (and the organizations that represent them such as networks of youth in care, youth rights groups, etc.). In developing this ICURA, we heard from community members and academics over and over again in all six research sites that to reach this diverse audience our emphasis needs to be on *oral* forms of communication. Service providers, community members, and academics in Canada and internationally told us to *show more than tell*. Traditional written communication is expected to be of only limited use in influencing policy and practice *unless* coupled with creative forms of dissemination that actively engage people already busy with their practices in the field of youth services and the families and youth served. Fortunately, our mixed methods design lends itself well to generating multiple forms of data that can be shared with stakeholders (narratives and case studies coupled with statistical profiles/models of youth populations that highlight capacity and local solutions). Our goal is to create local profiles of young people and international comparisons that emphasize *vertical* dialogue (discussions within Majority and Minority World countries themselves), and *horizontal* dialogue (opportunities to share work between Majority and Minority World partners) at both academic and community levels. Specific strategies are to include:

- **Spoken word presentations** (in community forums, locally hosted with entertainment) adapting our quantitative results and qualitative case studies for oral dissemination.
- Developing **policy documents** for distribution at regional and national levels (with presentations to partners). Our many partners have the attention of regional and national government officials.
- Maintaining and expanding our **website** content (www.resilienceresearch.org).
- **Press coverage** of the findings with commentary on local youth issues.
- **Curriculum development** based on best practices to address risk and build resilience, done collaboratively with national/international bodies (with whom we partner) representing the professions of social work, psychology, education, and public health; in high school Life Orientation classes; and university/college curricula to translate theory into practice models.
- **Creative presentations of results specifically relevant to youth themselves** in schools and NGOs (following each phase of the research). Strategies may include: theatrical performances (street theatre), developing a series of posters that promote protective processes germane to youth living under stress (the posters can be developed by youth themselves and reflect their participation in the analysis of the data), and video presentations and web-based documentation.
- Hosting bi-annual resilience-themed **conferences** in South Africa, Colombia and China (this will be their second), as well as hosting the RRC's second (already planned for 2010) and third international conferences in Atlantic Canada. Conferences will include the substantial presence of sponsored youth delegates to ensure that they have a voice in the proceedings.
- Annual **training workshops** to share best practices in research and youth services transnationally with students, researchers and community members (workshops rotate locations annually).
- Journal, book **publications and academic/research conference presentations**. These are to include bringing international team members together to co-publish and offer symposia at conferences (as has already been done by the RRC in Berlin, Beijing, and Halifax).

Documents and presentations are planned to follow each phase of the research. Joint publications and reports are to appear annually (based on productivity to date, we expect four to six peer reviewed works/year reporting on the outputs from the project as a whole, and three to four books over five years). Individual student, junior academic, applicant and collaborator articles relating to aspects of this ICURA, but supplemental to its specific study (i.e., theses), will greatly expand the total number of publications.

The Team's Capacity to Conduct this ICURA (1 page)

The team is looking forward to the opportunity to continue its collaboration begun in 2002. The Applicant is **Michael Ungar**, a University Research Professor at Dalhousie University and Professor of Social Work. Activities of the RRC fall under his direction. These include a lengthy list of funded research initiatives with his co-applicants, peer reviewed articles and books (edited) and special issues of journals. For this ICURA, our South African partners, under the direction of co-applicant **Petra Engelbrecht**, will coordinate the international IDRC funded portion of the ICURA. Dr. Engelbrecht is Dean at North-West University and a nationally ranked researcher. Among her colleagues are Linda Theron and Macalane Malindi who have participated in two previous SSHRC funded RRC projects. Our Colombian partners, under the direction of co-applicant **Luis Duque** at the University of Antioquia in Medellin, have jointly held funding from CIDA and PAHO with the RRC, addressing issues of violence prevention, citizenship and pro-social behaviour in the most dangerous of Medellin's neighbourhoods. Dr. Duque is on faculty at the National School of Public Health, Universidad de Antioquia, Colombia, and has been a pioneer in research and policy aimed at violence prevention. Dr. Duque has served as Deputy Minister of Health for Colombia, and Dean of the University of Antioquia's School of Public Health. He has been a visiting Scholar at Harvard and Advisor on Health Policy to the Presidency of Colombia. He has held over three million dollars in research funding. Our working relationship with China is equally strong. Besides contributing to other SSHRC funded research already and attending meetings on several occasions in North America, our third lead co-applicant, **Tian Guoxiu** of Beijing's Capital Normal University, is a Professor and Assistant Dean at the University's Institute of Politics and Law. Her research explores youth at risk and mental health. Dr. Tian also organized and chaired the first international resilience conference in mainland China in 2006, attracting 150 delegates from 8 countries.

Canadian team members include experts in different areas of concern and methodological innovation: Victor Thiessen (Academic Director of the Atlantic Regional Data Centre for Statistics Canada, Dalhousie); William Morrison (Executive Director, Health and Education Research Group, Faculty of Education, UNB); Madine VanderPlaat (Director, Atlantic Metropolis Centre, Department of Sociology and Criminology, SMU); John LeBlanc (Associate Professor in Pediatrics and Community Health and Epidemiology, Dalhousie); and Keith Chaulk (Director of MUN's Labrador Institute).

A complete list of each researcher's potential contribution to this ICURA would take many pages to detail. We can only hint here, based on our past record of collaboration and output, at the capacity our team has. In building this application, we have purposefully networked together many new co-applicants and collaborators to form teams with complementary research and practice skills in each region, including many senior staff and directors of local, regional, and national organizations. In South Africa this means co-Applicants Engelbrecht (lead), Strydom, Macalane and Theron will be assisted by Kitching, Odendaal, Rens, Weyer, and Sekhobo-Mosella. In Colombia, co-Applicants Duque (lead), Montoya Gómez, Montoya Vásquez and Restrepo Henao will be assisted by collaborators Agudela Suarez and Arbeláez Montoya. In China co-Applicants Tian (lead), Wang, and Xi provide leadership to a team that includes Kwong, Lee, Zhiying, and Yiping.

Our governance structure also includes the participation of many LAC members (already in place) and advisory panels to provide oversight and guidance, comprised of experts drawn from the RRC's international network of partners. For Canada, we are pleased to have Richard Lerner (Bergstrom Chair in Applied Developmental Science, Tufts University), Don Clairmont (Director of the Atlantic Institute of Criminology, Dalhousie), Nico Trocmé (Scientific Director for the Centre of Excellence for Child Welfare, McGill), Noni MacDonald (Professor at the Department of Pediatric Infectious Diseases, Dalhousie) and Nancy Heath (Director of Programs in Human Development, Inclusive Education, and General Educational Psychology, McGill) on that panel. Each overseas site has an equally well-developed team of expert collaborators who will form local advisory panels. The ICURA's Evaluation Committee will draw together collaborators from each country and from senior staff at community agencies.

Partnerships and Alliances (5 pages)

This ICURA' **governance structure** has been designed to employ multiple strategies to ensure success in bridging the research to practice and policy gaps. Our governance structure is an important and well-established resource, with productive relationships *already existing* between many of our community, government and university partners (see Figure One).

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This governance structure reflects our commitment to transparency in our process, as well as respect for the considerable time constraints on our community partners who work in overburdened services. We have attempted to make structures locally responsive and fiscally and culturally accountable, while providing good international communication and exchange/travel opportunities for community members, students and academic team members. These measures help to ensure the research program's fidelity across sites to its stated objectives. Though a large interdisciplinary and multisectoral team has been built to carry out this research, individuals work closely together within their individual communities and with students to ensure project goals are met. In this way, the management structure (similar to that of other RRC projects) provides opportunities for both local ownership and participation, and international cross-site exchanges of ideas and training. To accomplish all of this, the **Policy Committee** will include the Applicant (Ungar) and three international lead co-Applicants (Engelbrecht, Duque, and Tian), with Engelbrecht in South Africa assuming a coordinating role to facilitate communication between international sites. The Policy Committee also includes representatives from community organizations (three Canadian, three International), selected from the research sites' Local Advisory Committee membership and, where time and finances permit, other co-applicants, collaborators, and community members. They will meet together in person as a group at least once a year, with additional site visits as required. To maximize the effectiveness of the Policy Committee and to bring expertise to each community, the Committee's annual meetings will move between countries. More frequent team meetings will also be required though our intent is to schedule these to coincide with training events, conferences, site visits/exchanges and other activities of the project to minimize cost and maximize frequency of contact. Phone conversations using cost-effective VOIP technology will occur every three months to sustain Policy Committee coordination of program activities.

Day-to-day management of the entire ICURA will take place under the direction of the **Operations Management Group**, with the Nova Scotian and South African site managers taking lead roles in coordinating all national and international activities. The other four site managers will be included in the operations management group as required. Site managers are directly responsible to the Applicant or co-Applicant overseeing the Manager's site, and are also expected to coordinate project activities with the Policy Committee and receive help from the Halifax and South African site managers with regard to overall project administration, budgets, and training. Together, the Applicant, co-Applicants and site managers will jointly supervise student researchers (graduate and post-graduate) and oversee research activities. In this way, it is the responsibility of the co-Applicants (who hold academic posts) to ensure fidelity to the research protocol, while the site managers will have responsibility for daily project management. In Canada, the **Nova Scotia Site Manager** will perform the additional role of helping the Applicant to manage the overall ICURA across all six research sites (tasks include ensuring smooth communication and maintenance of the website; organizing conferences, training workshops, and multisite meetings; coordinating multisite data analysis and dissemination activities; fiscal monitoring; etc.), and will be assisted by a part-time administrative support person. Funding for these positions has been supplemented by other RRC funded research.

Six **Local Advisory Committees** oversee decisions in each research site and advise the project on how to embed the research culturally and contextually. These management functions are supported by our collaborators who will join the management team meetings during events like workshops,

conferences, and special events when those events occur locally, or supplementary funds are secured to subsidize travel.

Members of the **Advisory Panels** will meet with the Applicant and co-Applicants at their Policy Committee Meetings at least three times face-to-face during the project to provide guidance on more sensitive issues like methodology, ethics, and dissemination strategies (more frequent meetings may be held by phone). Other meetings may be possible when members of the Advisory Panels are involved in training workshops (as presenters) and conferences (as keynote speakers).

Finally, a subcommittee of individuals drawn from across the project and the communities involved will be invited to form an **Evaluation Subcommittee** that reports findings to the community and academic partners on the Policy Committee. The committee will be international in scope with at least one participant from each of the four countries involved (senior academics and senior staff of community agencies, with evaluation experience, will be asked to participate), communicating electronically at first, then later meeting just prior to the ICURA's midpoint and end to summarize progress and report results.

As evidenced by the large number of support letters attached to this application, we have also developed and maintained a large team of community agencies, government departments, and institutions, with a vested interest in seeing our program of research grow. In each research site, we have sought collaboration with agencies working in the fields of corrections, child welfare, mental health and education, as well as community groups providing youth non-mandated services and informal supports (Boys and Girls Clubs, Big Brothers Big Sisters, recreation programs, etc.). Each organization has designated at least *one individual to liaise with the research program* (often those who have signed their support letters) to help contextualize and manage the project. Our governance structure includes these community members at multiple levels. All who are available and willing may participate on the LACs. One member of each committee will be asked to join the Policy Committee. Others may be asked to join the Evaluation Subcommittee. To further facilitate communication and governance, our website will be updated to help accommodate secured sharing of information between partners (a password protected area for team members).

A quick look at the Resilience Research Centre's current website and at the reports on our earlier SSHRC funded RDI with 14 communities across 11 countries, will demonstrate what a similar governance structure can produce and the partnerships that it can sustain for many years. In that project, we have been able to maintain a commitment to resilience research, not just among the country participants listed on this application, but among community members and academics in many other countries who have gone on to secure their own funding for related research activities. In fact, our most effective strategy has been to work with our academic partners in each country/community who are *already conducting applied research, and to add resources to their networks*. Rather than building new networks, the RRC's strategy has been to provide resources to already nascent university and community alliances with direct links to policy makers and practitioners. In Canada, the original NCPC funded study (begun in 2007)—upon which this ICURA builds—is a good example. Three separate provincial community professional networks were approached to participate. Each had a unique model of coordinating youth services in their regions. Those organizations included in Nova Scotia the Child and Youth Action Committee of the HRM, in New Brunswick the Youth Treatment Program, and in Labrador, the Labrador-Grenfell Health Authority in collaboration with the Nunatsiuvut Government (representing the Inuit), and the Innu Band Council. All our domestic partners have remained committed to the research and the expanded goals of this ICURA (in some cases, names and titles of our community collaborators have changed over the years, but our working relationship with the agencies they represent continues to grow). Community partners have participated actively on advisory committees with the NCPC study in much the same way they will for this ICURA. The project has hired local researchers and students who join in cross-site discussions and data analysis, and work on presentations and publications.

It is noteworthy that the RRC's work is much broader than this ICURA, with the methods and tools developed from our research routinely shared with partners around the world. A good example is a five-

year replication study of the RRC's original NCPC study (including its methodology and administration of measures such as the PRYM developed by our international team) that is currently underway in New Zealand. There, CAD\$2,804,000 (NZ\$3.75M) has been awarded to a team of academics, community leaders and government policymakers, led by Robyn Munford at Massey University (with Ungar as co-investigator). Though not funded as part of this ICURA, the NZ research adds a fifth country to this study for cross-cultural comparisons. The NZ research includes a sample of 1000 Aboriginal (Maori) and non-Aboriginal youth who are both service users and non-service users.

Putting Resources into Communities

This ICURA is designed to ensure that our international partners have a powerful influence on the findings. By providing funding for three international sites, our goal is to ensure that non-western (Majority World) perspectives are sufficiently accounted for to challenge potential homogeneity in western models of services and supports. Furthermore, each of our three international sites will be partnered with one of the three Canadian communities in order to facilitate more direct exchange of ideas. Based on themes of service raised during the development of this ICURA (historically marginalized populations; economic migration; the importance of education to social change; etc.), we have proposed that South Africa partner with Labrador, Colombia with New Brunswick and China with Nova Scotia. While it is much more expensive for partners to travel between South Africa, Colombia and China than to Canada, we have budgeted resources in ways that allow us to host at least half of our team meetings outside of Canada to showcase the entire research project in each country. Between site exchanges are also budgeted. We will be successful if through our efforts a number of community researchers, practitioners, policy makers and, where supplementary funding can be secured (of which we are confident), youth will have the opportunity to exchange perspectives on resilience and service and support ecologies.

Importantly, the RRC strives to design and implement all its projects such that more is contributed to communities than taken from them (an approach that *adds value* to each community, building social and financial capital along with research expertise). Each community is encouraged and supported to contextualize multi-site studies and add items to the surveys in order to use the study's resources to answer questions of local significance. Ownership of the data is each community's, though the RRC, through this ICURA, coordinates cross-site comparisons and discussions of findings. This model has worked in the past because community members receive the advantages of a large skilled network of researchers internationally, while working on local problems and identifying local solutions. For example, through the coordination of the RRC, team members from Colombia have initiated discussions with South Africans; South African community researchers have made connections with some of North America's most renowned child developmentalists; Chinese scholars have met community-based youth service providers from Halifax and heard about exemplary programming, just as youth in Thailand, China, South Africa and India are now participating as co-researchers and helping to analyze an international visual data set (which is part of a SSHRC funded operating grant) that they helped to create. By linking communities and researchers across borders and boundaries, the RRC has managed to grow into an internationally recognized centre for resilience research.

How it Works in Practice

To date, most of the RRC's funding has been for research with very few dollars to work with and in communities seeding innovation or measuring our impact. Despite this limitation, we have still accomplished much to date, largely because of the in-kind support from our many partners. This ICURA permits us to continue our work, expanding the scope of our research and knowledge translation and dissemination activities. To summarize, proposed activities will include:

- Year One: Contextualization; Ethics reviews; Quantitative research begins; First international conference in Halifax; Regional training workshops to introduce research methods.

- Year Two: Continuation of quantitative research; Full ICURA team meeting scheduled for South Africa; Regional training workshops by co-applicants and advisory panel members; Analysis of quantitative data and reporting back of findings to communities.
- Year Three: Research on local community assets and risks; Based on quantitative findings, selection of qualitative sample and completion of data collection; Full team meeting in China; Site workshops to provide training in mixed methods and culturally relevant qualitative methods.
- Year Four: Report back to communities findings from qualitative research; Design and implement interventions based on findings from all previous phases; International team meeting in Colombia; Regional workshops on knowledge translation and dissemination strategies.
- Year Five: Formative evaluation of local interventions; Supplementary grant applications for sustaining funding (also in years 3 and 4); Second international conference in Halifax; Workshops on diverse community interventions that enhance individual and collective resilience.

Perhaps the best way to show how such a schedule of events can translate knowledge into practice and put to good use our working partnerships is to review what we have already done with previous funding. Since 2002, a collaborative research climate (and infrastructure) has been established with: a website; a listserv of over 300 names and a mailing list of over 11,000 contacts worldwide; peer reviewed publications (two edited volumes have been published, another is in press); RRC face-to-face meetings of team members in 2003, 2005 and 2006; attendance by 320 national and international delegates at the 2005 *Pathways to Resilience* conference in Halifax (noteworthy was the provision of 75 subsidized seats at the event for community delegates from Canadian NGOs working with at-risk youth and 20 CIDA subsidized seats for international delegates); conference symposia; and presentations on our work around the world by the applicant, co-applicants, and students, individually and in teams. As well, collaborations already exist that have helped to build on the RRC's work and translate that work into successful grant applications overseas. For example, in Colombia, Professors Duque, LeBlanc and Ungar have been cooperating on several research projects for the last five years, including a quasi-experimental longitudinal study (2002-2006) to determine the attributable impact of Medellin's municipal program for early violence prevention in schools and families, and a case-control study (2002-2006) to determine risk and resilience factors towards severe violence resulting from organized crime and subversive armed groups. In China, partners on this grant have successfully held funding from the Research Grants Council General Research Fund (CERG), examining family resilience among economic migrants. In South Africa, RRC partners have collaborated on previous SSHRC funded research. Members of the team, such as Linda Theron, have published their work in books and special issues edited by RRC partners, and initiated national and international funding applications to supplement RRC research.

Relevance to the Communities

It is important to note that each research site detailed site specific reasons for their interest in the study. Though beyond our capacity here to describe each site's interest, the following is a summary of concerns from two of our international sites:

South Africa. The scope of the work will focus on influencing the Education Department and the Social Development Department with regard to youth policies and practices with an aim to influence community policy given the devolved governmental structures in rural areas. According to our partners locally, the research will allow us to say, "We've spoken with youth and the community, and they tell us this is what they need," a powerful force for change historically in South Africa. Coordinated services are underfunded and largely unstructured, with government departments administering large caseloads and contracting out the provision of direct services such as child welfare, mental health services and services for homeless children. Our partner NGOs fulfill these functions and are seeking best practice theories which might strengthen their lobbying efforts with government for more and better-structured services.

Beijing. Despite enormous advances in science and technology and the physical infrastructure of the city, Beijing, like other Chinese cities, continues to face growing challenges regarding youth development and social service infrastructure. Our partners' concerns, and thus, support for this research, come from the challenge of coping with a large number of economic migrants that has resulted in many youth growing up in very poor living situations with limited access to good education or a family structure capable of supporting their psychosocial development. A number of problems have emerged including most notably internet addictions and truancy. Service ecologies are poorly resourced with, for example, no structured response to child abuse. It is noteworthy that funding from the initial ICURA LOI was used to support piloting of the measures to be used in this study with high school aged youth in Sichuan Province following the earthquake of 2008.

Labrador. Partners locally are concerned with the lack of coordinated services and gaps in services for older teens. At-risk youth, both Aboriginal and non-Aboriginal, face challenges of substance abuse (their own, or that of their caregivers), violence, a lack of educational supports, low rates of school completion, and difficulty coordinating services across communities. Breaches in continuity of care and problems providing enough case management workers make youth vulnerable. It is these problems which are of interest to our community partners.

Collaboration across Research Sites and Budget Allocation

This ICURA will become a vehicle for communication and collaboration between service providers and community members themselves in Canada, South Africa, China, and Colombia, creating the possibility of more responsive service ecologies that make better use of limited human and financial resources as they address issues of relevance to young people facing multiple adversities. The interest in the project from our partners is considerable, and well-reflected in their letters of support. Many of these organizations, in Canada and overseas, have very few financial resources, and almost none have research capacity. Their in-kind support, in terms of human resources, office space, and community networks, are invaluable to the ICURA's success, and speak well of their commitment to the research.

Budget allocation reflects equality between all six sites. Each overseas site will receive one third of the IDRC budget. Halifax and South Africa will use a portion of their budget (with supplementary funding already committed from other sources) to assist with the administration of either the Canadian or international sites, with the two sites sharing responsibility for all cross-site data analysis/dissemination.

Training (students and junior researchers) (1 page)

This ICURA will make substantial contributions to training junior researchers and students in the study of positive adaptation under stress (resilience/coping) as well as help to familiarize them with the methodological tools for conducting mixed methods investigations across cultures and contexts. Influencing curricula will be one way to accomplish this (the project has links with national professional bodies and university faculties which will provide forums for curriculum development and adaptation). Another is the planned series of annual workshops to train researchers locally to conduct the activities associated with this ICURA. Specifically, **each year members of the research team will be available to different communities to help train local staff and students.** Annual conferences and meetings rotate between sites: Years One and Five, Halifax; Year Two, South Africa; Year Three, China; Year Four, Colombia. Topics are to include: conducting mixed methods research, the ethics of research with vulnerable youth populations, community-university collaboration, quantitative and qualitative data analysis, and dissemination of research results in culturally relevant ways. To make this training cost effective and timely, individual team members (co-applicants and collaborators, including members of the advisory panels) will travel to Canadian and international sites to provide workshops. Where there is a local team member with the expertise, this training may be provided locally, though we intend to share expertise as much as possible across sites in order to provide students with new learning opportunities and contact with foreign researchers from all the countries partnering on this ICURA. As a resource to each community, we have commitments from all team members to provide some component of this training. To further minimize costs and maximize accessibility by as many students, community members, and junior researchers as possible, many of these workshops will coincide with other team meetings and conferences taking place in close proximity to where trainees are located. **These scheduled events rotate between the six research sites during the five years of funding.**

These opportunities for workshop attendance with leaders in our field is particularly important as many of our research sites currently have limited research capacity, and in most cases (especially with our international partners) the construct of resilience (and related concepts like citizenship, prosociality, and positive development) is still emerging as a focus of investigation. Training in mixed methods is critically important to communities having the power to contextualize this new area of research to better understand culturally embedded concepts. However, our mixed methods multi-site design also offers the promise of training students, junior researchers and their community counterparts (including youth themselves) in aspects of research that are widely publishable and well recognized internationally for their rigour. In this sense, we are offering our partners research that is locally feasible (smaller sample sizes associated with qualitative methods, and mixed methods and case study approaches), while also helping them learn, and develop the capacity, to lead complicated, larger population studies of youth under stress. In many cases, this will be among the first opportunities many of our community partners have had to participate in research for which they can share ownership of the results with an international team, be fully involved in the design, adapt the methods to local questions of concern, and apply findings quickly to practice, all with the potential to include junior academics, students, and youth themselves. Particularly exciting is the opportunity we will provide students to jointly analyze findings through partnerships with other researchers globally. There are many invaluable skills that will be gained (dealing with translation issues, cross border communication, ethics, knowledge translation across cultures, analytic techniques to test for cultural bias, etc.), positioning team interns as global researchers.

Specifically, we will create **45 undergraduate one-year research assistantships** (see budget for details), and **91 masters level one-year student fellowships** (students may hold these for up to two years) to support data collection and coordination of research activities with communities. **Thirty one-year doctoral (or post-doctoral) internships** in Canada and overseas will provide more advanced positions for training and include some funding for international travel experience, most likely to attend the major conferences sponsored through this ICURA. Doctoral internships may be held for up to three consecutive years, providing students opportunities to complete their theses as part of this ICURA.

Budget Justification (7 pages)

This budget justification details the total contributions (including \$1,551,075 of in-kind and cash contributions from partners) to the proposed study, for both the Canadian (SSHRC component) and international (IDRC component) sites. Expenditures for the international sites reflect average costs based on figures provided by South Africa, Colombia, and China. Where detailed discussion of specific items is required, we have used illustrative cost estimates from South Africa for ease of presentation. Based on the template presented here and cost estimates for each activity, individual international sites will provide their own detailed budget figures prior to contracting with IDRC. In preparation for this application, each international site has already provided a draft budget.

The bulk of expenditures in Canada and overseas are earmarked for student training, professional development for junior researchers, and community involvement in research activities. Annually, approximately one-third to one-half of the overall budget is allocated to salaries for undergraduate and graduate students. Collectively, in the Canadian sites, this amounts to \$90,400 per year (with an additional \$6,200 in year two), and in the international sites \$67,050 per year. Specifically, for masters and doctoral students, salaries are structured as stipends for research internships where students will be intensely involved in the research process. Staffing to coordinate all six sites, as budgeted (the ICURA contribution is a modest \$47,500, with other cash and in-kind contributions totalling \$162,500), is sufficient to manage the project and coordination within and between sites. Additional administrative support (supplemented from current Resilience Research Centre staffing in the form of an overall project manager and an administrative assistant) ensures that RAs hired with ICURA dollars focus on the research process rather than administrative tasks. In Canada three course buy-outs are guaranteed: two by Dalhousie for Applicant Ungar, and one by UNB for co-applicant Morrison. Significant consultation time is provided from co-Applicants (amounting to \$64,000 in-kind annually). Internationally, annual salary replacements for 8 academic partners have been requested (\$30,000 per year).

Substantial resources have also been allocated to community meetings, training, national and international exchanges, and dissemination of findings to facilitate student learning and interaction with communities. These resources are reflected in financial contributions for travel dollars (ICURA: \$565,814; Other: \$25,000), meeting spaces (\$54,600 over five years), and training workshop support (\$9,900 for miscellaneous expenses). All travel expenses are budgeted as the responsibility of the site from which the partner or student originates. Our many community partners have made meaningful in-kind contributions towards these training efforts through the donation of their time (estimated at \$680,000 over 5 years), travel dollars (\$26,075), and provision of meeting space and resources (\$118,100 over five years). Importantly, these three activities (i.e. community meetings, training, and dissemination of findings) have been structured in such a manner so as to overlap as much as possible and to include as many of our partners as possible. Annual meetings with the full international team are hosted once in each of the international sites, allowing all students and community partners to attend at least one international meeting and the training sessions scheduled to accompany these. Funds have also been allocated to support travel of PhD students and a community representative from each site to meetings in other international sites, providing international exposure and increased opportunities for cross-cultural exchange.

The use of cyber facilities such as VoIP and a revised website will enhance interactive communication and transfer of documents between the six research sites. Specifically, the existing Resilience Research Centre website (www.resilienceproject.org) will be expanded so as to become an efficient information sharing tool (ICURA: \$12,000 over five years; Other: \$3,000 in year one). Substantial financial resources have also been allocated for translation across six sites (ICURA \$40,900 over five years; Other \$10,000), especially in the first and last years of the study. Other supports for the research include institutional support (i.e. administration, office space, equipment) with ICURA funding providing a modest \$99,000 for university overhead for the three international universities over five years. In-kind contributions from our host institutions are estimated to be \$192,900 over five years.

DETAILS OF FINANCIAL ASSISTANCE REQUESTED from SSHRC**Personnel***Student salaries and benefits/Stipends*

- 1) 3 doctoral student internships to coordinate research in each of the three Canadian sites (i.e. one coordinator in each of the three sites, Halifax, New Brunswick and Labrador), communicating with community partners, carrying out the research in each site and preparing documents for the evaluation committee: annual stipend of \$15,000 per year including 8% benefits, each at approximately \$18 per hour, 20 hours per week, 40 weeks per year. Total \$45,000.
- 2) 3 MA student internships to assist with the research in each of the three Canadian sites (i.e. one assistant in each of the three sites, Halifax, New Brunswick and Labrador), communicating with community partners, carrying out the research in each site and preparing documents for the evaluation committee: annual stipend of \$12,000 per year including 8% benefits, each at approximately \$15 per hour, 20 hours per week, 40 weeks per year. Total \$36,000.
- 3) 1 Master's level RA in year two in Halifax to provide additional assistance with conference organisation, at \$15 per hour (including benefits) for approx. 400 hours. Total \$6,200.
- 4) 3 research assistants (honours level students, one in each of the three sites, Halifax, New Brunswick and Labrador) to assist with data management in each of the three sites: Student RA at \$13 per hour, 10 hours per week, 24 weeks per year; \$3,133 each. Total \$9,400.

Non-student salaries and benefits/Stipends

- 1) One project manager (holding a PhD in humanities research to ensure adequate skill set to oversee and manage research across all six sites): annual salary of \$62,000 per year including 8% benefits – competitive salary given qualifications – prorated to 24 hours per week, 50 weeks per year. Total \$37,200 to be paid with additional funding from NCPC in years one, two and three. \$5,500 to be paid from SSHRC and \$31,700 from RRC projects in years four and five. \$37,200 to be paid from SSHRC in year five.
- 2) One administrative assistant to manage administration and finance of the entire study at \$15 per hour, 8 hours per week, 40 weeks per year. Total \$4,800, paid from RRC project funding in years one through four (HRM monies), and SSHRC in year five.
- 3) Annual administrative support from the School of Social Work, the Health and Education Research Group and the Labrador Institute. Total \$9,000 in-kind.
- 4) Consultation time from 10 Canadian team members (LeBlanc, Thiessen, VanderPlaat, Chaulk (and associate), Heath, Trocmé, Lerner, Clairmont and MacDonald) and one consultant from the Health and Education Research Group, at \$800 per day, a minimum of 8 days per year. Total \$64,000, in-kind/year.
- 5) Annual consultation time from 24 community partners at approximately \$1,000 each per year. Total: \$24,000 in-kind. In years four and five, two organisations in each site, positioned as pilot sites, will contribute an additional \$10,000 each per year. Total: \$60,000 in-kind.

RTS

Annual research time stipends for the Applicant (Ungar, \$5,000) and one co-Applicant (Morrison \$2,500). Total: \$7,500, with matching contributions from host institutions.

Travel and subsistence costs*Applicant/team members**Canadian travel*

- 1) Site visits by Applicant to each Canadian site to facilitate research set-up, and for site team meetings, community meetings and presentations, and training sessions with communities and researchers (approximately \$1,000 per trip for New Brunswick and \$2,000 per trip for Labrador, for four day visits). Two visits to each site each year, total \$6,000/year. In year one, to be paid by NCPC funding. In year two, NCPC funding provides \$3,000 towards travel costs.

- 2) Travel by 19 community members to local meetings during Applicant, project manager and guest trainers' site visits. Total \$50 in-kind per organisation in year one, three, four and five, total, \$950; and \$25 in-kind per site in year two, total, \$475.
- 3) Travel to 5-day international conference in Halifax, in years two and five, by 5 team members (Morrison, Chaulk, Heath, Trocmé, and Lerner) at \$2,000 each including transportation, accommodation and per diems. Total \$10,000 per year.
- 4) Travel to 5-day international conference in Halifax, Canada, in years two and five, by 6 Canadian team members (Ungar, LeBlanc, Thiessen, VanderPlaat, Clairmont and MacDonald) at \$45 each, daily per diem. Total \$1,350.
- 5) Travel to 5-day international conference in Halifax, Canada, in year two, by Canadian community members from New Brunswick (at \$1,000 per person, for five people) and Labrador (at \$2,000 per person, for five people) to attend international conference and community training workshop (provided by co-Applicants). Total \$15,000.
- 6) Travel by 9 local community team members in Halifax to attend international conference in year two and five, and community training workshop at approximately \$100 each. Total \$900 in-kind.
- 7) Site visits by co-Applicant to each Canadian site for community training workshops in years three (\$3,000) and four (\$3,000).
- 8) Travel to national conferences in year five for dissemination of results. Total \$5,000.

Foreign travel

- 1) Travel by 11 team members (Ungar, Morrison, LeBlanc, Thiessen, VanderPlaat, Chaulk, Heath, Trocmé, Lerner, Clairmont and MacDonald) and 3 Canadian community members (one from each of the three Canadian research sites) to three-day international team meetings, in South Africa (year one), China (year three), and Colombia (year four) at \$4200 each, including flights, accommodation and per diems for five days travel. Total \$58,800. \$5,000 to be paid from NCPC.
- 2) Travel to international conferences in year five for dissemination. Total \$10,100.

Students

Canadian travel

- 1) Travel by project manager to each Canadian site for training of site researchers and coordination of site research (approximately \$1,000 per trip for New Brunswick and \$2,000 per trip for Labrador, for four day visits). Total \$3,000. In years one, three, four and five to be paid from SSHRC. In year two, \$500 from SSHRC and \$2,500 from NCPC funding.
- 2) Travel to 5-day international conference in Halifax, Canada, in year two and five, by 2 Canadian PhD students (one from New Brunswick and one from Labrador) at \$2,000 each including transportation, accommodation and per diems. Total \$4,000.
- 3) Attendance at 5-day international conference in Halifax, Canada, in year two and five, by project manager and 1 Canadian PhD student from Halifax, at \$45 each, daily per diem. Total \$450.
- 4) Quantitative data gathering in three Canadian sites, in year two (\$1000 in Halifax, \$3,000 in New Brunswick, and \$6,000 in Labrador). Total \$10,000.
- 5) Qualitative data gathering in three Canadian sites, in year three (\$500 in Halifax, \$2,000 in New Brunswick, and \$4,000 in Labrador). Total \$6,500.
- 6) Best practice/intervention data gathering in three Canadian sites (\$500 in Halifax, \$2,000 in New Brunswick, and \$3,000 in Labrador). Total \$5,500.
- 7) Travel to national conferences in year five for dissemination. Total \$3,100.

Foreign travel

- 1) Travel to three-day international team meeting by 3 Canadian PhD students and project manager, in South Africa (year one), China (year three), and Colombia (year four) at \$4200 each (including flights, accommodation and per diems). Total \$16,800.

Other

Professional/Technical services

- 1) Update existing website to include international sites and interactive features for communities in year one. Total \$6,000: \$3,000 SSHRC and \$3,000 in-kind. Update website in year two, three and four to include preliminary findings and documents relevant to community partners. Total \$2,000 per year. Year five update costs: \$3,000.
- 2) Translate documents such as project summaries, research tools, interim findings, research reports and documents relevant to community partners into French, Innu-aimun and Inuktitut. In year one, two and five: Total \$4,000/year. Year three \$2,900 and four \$2,000. Community in-kind assistance with translation: \$10,000 over five years.

Supplies

- 1) Postage, long distance charges, software site licences and additional supplies as needed in each site. In year one: \$1,200, with \$700 paid from SSHRC and \$500 from NCPC. In years two, three, four and five: \$1,200 per year.
- 2) Local meeting supplies. In year one \$9,100 (\$7,300 SSHRC and \$1,900 in-kind) for community meetings and training of local RAs coinciding with Applicant and coordinator site visits. In year two, \$11,700 (includes \$1,900 in-kind), includes training workshops for community members and students with co-Applicants and collaborators at international conference in Halifax. In years three and four \$2,200 (includes \$950 in-kind). In year five: \$9,900 (includes \$1,900 in-kind) for increased dissemination in communities coinciding with Applicant's visits.
- 3) Annual use of office space, internet lines and phone services at Dalhousie University, University of New Brunswick and MUN Labrador at \$250 per month per site. Total \$9,000 in-kind. In years four and five, two organisations in each site, positioned as pilot sites, will contribute an additional \$1,000 each per year. Total: \$6,000 in-kind.

Non-disposable equipment

- 1) Purchase in year one, 7 laptops and related accessories such as screens and key boards (3 for Halifax; 2 for New Brunswick and 2 for Labrador) at \$1,500 each, 3 desk tops (one per site) at \$1,000 each. Total \$13,500.
- 2) Purchase in year one, of VOIP equipment (such as speakers and microphones). Total \$500 (NCPC funding)
- 3) Purchase in year two of 12 digital voice recorders for qualitative data gathering (4 per site). Total \$1,800: \$600 to be paid from SSHRC and \$1,200 in-kind.
- 4) Annual use of equipment such as copiers, printers and fax machines at Dalhousie University, University of New Brunswick and Labrador at approximately \$125 per month, per copier, printer and fax, per site. Total \$4,500 in-kind.
- 5) Use of equipment in years four and five, at two organisations in each site, positioned as pilot sites, will contribute an additional \$1,500 each per year. Total: \$9,000 in-kind.

Other

- 1) Stipends for 2400 research participants in year two for completing the PRYM (800 at each of the three research sites) at \$15 each (Total \$36,000).
- 2) Stipends for 144 research participants for participating in the qualitative interviews (48 participants at each of the three research sites) in year three at \$25 each (Total \$3,600).

DETAILS OF FINANCIAL ASSISTANCE REQUESTED from IDRC**Personnel***Student salaries and benefits/Stipends*

- 1) 3 doctoral student internships to coordinate research in each of the three international sites (i.e. one coordinator in each of the three sites, Colombia, China and South Africa), communicating with community partners, carrying out the research in each site and preparing documents for the evaluation committee: annual salary of approximately \$12,500 per year including benefits, each. Total \$37,500.
- 2) Up to 15 MA student internships to assist with the research in each of the three international sites (i.e. up to five assistants in each of the three sites, Colombia, China and South Africa), communicating with community partners, carrying out the research in each site and preparing documents for the evaluation committee: competitive annual salary of approximately \$1,250 per year including benefits (depending on site); \$6250 per site. Total \$18,750.
- 3) 6 research assistants (honours level students, two in each of the three international sites, Colombia, China and South Africa) to assist with data management in each site: approximately \$1,800 per site. Total \$10,800.

Non-student salaries and benefits/Stipends

- 1) Administrative support from the University of Antioquia, Colombia; Capital Normal University, China; and North-West University, South Africa. Total \$6,000 in-kind.
- 2) Annual consultation time from partners in each site (i.e. 8 in China, 14 in Colombia and 10 in South Africa) at approximately \$2,000 each per year. Total: \$64,000 in-kind. In years four and five, two organisations in each site, positioned as pilot sites, will contribute an additional \$10,000 each per year. Total: \$60,000 in-kind.
- 3) Annual salary replacements: Each site has requested varying amounts for salary replacements. For example, 3 colleagues in South Africa have requested up to \$5,000 per annum for course buyouts. Their university already provides other research time. In Colombia, colleagues who will work full time on the grant require more support, and are therefore requesting \$20,000 per annum total to supplement two researchers' salaries (non-tenured faculty), a portion of their full salaries still covered by the university. Similarly in China, 3 partners are asking for \$5,000 to be divided between senior members of the research team to supplement university salaries. Total: \$30,000.

Travel and subsistence costs*Team members**Domestic travel*

- 1) Annual site visits by research team members to research sites (e.g. North-West University in Vanderbijlpark to travel to Bethlehem, Free State, to facilitate research set-up, and for site team meetings and community meetings and presentations, and training sessions with communities and researchers) at approximately \$135 per trip for approximately 10 trips per year, (\$75 for fuel, and use of organisation vehicle, at \$60 per trip, in kind) \$1,350 per international site. Total \$4,050. \$2,250 paid from IDRC and \$1,800 in kind.
- 2) Annual travel by 25 community partners to local meetings at approximately \$100 per organisation. Total \$2,500 in-kind.
- 3) Attendance at three-day international meeting in years one, three and four, to be held once in each of the three international sites (i.e. South Africa, China and Colombia respectively) by 3 local team members at \$45 each, per day per diem for four days of travel. Total \$540 per year for each of the three meetings.
- 4) Travel by local community partners to attend three-day international meetings and community training workshops in years one, three and four, to be held once in each of the three international sites (i.e. 8 in South Africa, 5 in China and 12 in Colombia respectively). Hosting international team meetings at each of the three international sites enables all community partners to attend at

least one meeting with the international research team. Costs are approximately \$150 per representative, two representatives per organisation, 5 to 12 organisations per site. Approximate total \$2,400 in-kind year 1; \$1,500 for year 3; and \$3,600 for year 4.

- 5) Dissemination of research findings nationally in year five, at \$3,860 per site. Total \$11,580.

Foreign travel

- 1) Travel to three-day international team meeting in year one, in South Africa, by 4 team members (2 from Colombia and 2 from China) and 2 community members (one from Colombia and one from China) at \$3,758 each (including flights at \$3,000, accommodation at \$530, and per diems at \$228 for five days of travel, each). Total \$22,548.
- 2) Travel to three-day international team meeting in year three, in China, by 4 team members (2 from Colombia at \$3,300 each and 2 from South Africa at \$1,800 each), and 2 community members (one from Colombia at \$3,300 and one from South Africa at \$1,800), including flights from Colombia at \$2,545, and from South Africa at \$1,045, accommodation at \$530 and per diems at \$225 for five days of travel, each). Total \$15,300.
- 3) Travel to three-day international team meeting in year four in Colombia by 4 team members (2 from China at \$3,300 each and 2 from South Africa at \$2,800 each) and 2 community members (one from China at \$3,300 and one from South Africa at \$2,800; including flights from China at \$2,545 and from South Africa at \$2,045, accommodation at \$530 and per diems at \$225 for five days of travel, each) Total \$18,300.
- 4) Travel to 5-day international team meeting and conference in Halifax, Canada, in years 2 and 5, by 6 team members (2 from Colombia; 2 from China; and 2 from South Africa) and 3 community members (one from Colombia; one from China; and one from South Africa). Including flights from South Africa at \$3,500 each, from China and Colombia at \$1,600 each; accommodation at \$1050 each; and per diems at \$315 each for seven days of travel. Total: \$32,385.
- 5) Travel to conferences for dissemination in years three and four, at \$5,300 per site. Total \$15,900.

Students

Domestic travel

- 1) Travel by local project managers in each of the three international research sites for coordination of site research (e.g. North-West University in Vanderbijlpark to travel to Bethlehem, Free State, approximately \$135 per trip for 5 trips, \$675 per site) (\$75 for fuel, and use of organisation vehicle, at \$60 per trip, in kind) \$1,350 per international site. Total \$2,025 annually. \$1,125 paid from IDRC and \$900 in kind.
- 2) Attendance, locally, at a three-day international meeting in year 1, 3 and 4 to be held once in each of the 3 international sites (i.e. South Africa, China and Colombia) by 2 local PhD students/site coordinators at \$45 each, per day per diem. Total \$270 per year for each of the three meetings.
- 3) Data gathering in three international sites in year two, three and four (for example, in South Africa, it is estimated that five trips to each site will be required. A trip from North-West University in Vanderbijlpark to travel to Bethlehem, Free State, one of three South African sites, would cost approximately \$270, amounting to \$1350 per South African site, totalling \$4,050 per year in South Africa). Total \$ 12, 150 (\$9,450 from IDRC and \$2,700 in kind).
- 4) Travel to national conferences for dissemination in year three, at \$1,870 per site (Total \$5,615) and in year four, at \$2,738 per site (Total \$8,215).

Foreign travel

- 1) Travel to three-day international team meeting in year one in South Africa by 2 PhD students (one from Colombia and one from China) at \$3,758 each (including flights, accommodation and per diems for five days travel). Total \$7,516.
- 2) Travel to three-day international team meeting in year three in China by 2 PhD students (one from Colombia at \$3,300 and one from South Africa at \$1,800; including flights, accommodation and per diems for five days travel). Total \$5,100.

- 3) Travel to three-day international team meeting in year four in Colombia by 2 PhD students (one from China at \$3,300 and one from South Africa at \$2,800; including flights, accommodation and per diems for five days travel). Total \$6,100.
- 4) Travel to 5-day international team meeting and conference in Halifax, Canada in year 2 and 5 by 3 PhD students (one from Colombia; one from China; and one from South Africa). Including flights from South Africa at \$4,500 each, from China and Colombia at \$1,600 each; accommodation at \$1050 each; and per diems at \$315 each for seven days of travel. Total: \$11,800.

Other

Professional and technical services

- 1) Translate documents such as project summaries and research tools (including back-translation) into Spanish, Mandarin, Afrikaans, Sotho and Tswana in year 1, at \$4,000 per site. Total \$12,000. Year 2, at \$1,000 per site. Total \$3,000.
- 2) Translation of quantitative findings and qualitative data into English, from Spanish, Mandarin, Afrikaans, Sotho and Tswana in year three, and project summaries, research findings, research reports, and community tools year four and five at \$3,000 per site. Total \$9,000.

Supplies

- 1) Stationary, postage, long distance calling costs and additional supplies as needed in each site, at \$1,000 each in year one, three and four (Total \$3,000), \$213 in year two (Total \$640), and \$2,000 in year five (Total \$6,000).
- 2) Site licences for software, at \$1,000 per site in year one, three and four. Total \$3,000.
- 3) Local community meeting supplies, at \$3,000 per site in year one and five (Total \$9,000), \$1,000 in year three (Total \$3,000) and \$2,000 in year four (Total \$6,000).
- 4) Student training, at \$2,300 per site in year one (Total \$6,900), and \$1,000 in year three (\$3,000).
- 5) Annual use of university office space, internet lines and phone services at \$200 per month per site. Total \$7,200 in-kind.
- 6) Annual use of university equipment such as copiers, printers and fax machines at approximately \$80 per month per site. Total: \$2,880 in-kind.
- 7) Annual use of meeting space and equipment at various community partners in each of the 3 sites at \$500 per organisation. Total \$ 12,500, in-kind. In years 4 and 5, 2 organisations in each site, positioned as pilot sites, will contribute an additional \$1,500 each per year. Total: \$9,000 in-kind.

Non-disposable equipment

- 1) Purchase in year one of necessary computer hardware in each of the three sites (i.e. Colombia, China and South Africa) at approximately \$4,000 per site. Total \$12,000.
- 2) Purchase in year one of VOIP equipment (such as speakers and microphones) at \$1,000 per site. Total \$3,000. Purchase in year three of 18 digital voice recorders (6 per site). Total \$3,600.

Other Expenses

- 1) University overhead requested at each international institution, at approximately \$6,600 each. Total \$19,800.
- 2) Stipends for 3,600 research participants for completing the PRYM in year two (1,200 at each research site) at approximately \$6 each. Total \$22,500.
- 3) Stipends for 144 research participants for participating in the qualitative interviews in year three (48 participants at each research site) at approximately \$20 each. Total \$3,000.

Appendix C: Researcher Training and Development

Table 12: Expert lectures and trainings (China)

Date	Theme	Speaker
22-24/01/2010	Discuss and revise questionnaire	Professor Linda, Resilience Research Centre
25/02/2010	The theoretical basis and the academic origin of quantitative research methods	Professor Wu LuPing, China Youth University of Political Studies
18/03/2010	Theory generation in qualitative research methods	Professor Wu LuPing, China Youth University of Political Studies
25/03/2010	Characteristics and application guidance for some new qualitative analysis software	Professor Wu LuPing, China Youth University of Political Studies
22/04/2010	Study of fieldwork implementation and later research	Professor Fan XiuLi, Beijing Normal University, Faculty of Education
12/05/2010	Observational study's implementation	Professor Feng Yu, Beijing Youth Politics College
10/06/2010	Interview implementation strategy	Professor Mei, Columbia University
11-13/07/2010	The design conception and research suggestions for the IDRC project	Professor Ungar, Resilience Research Centre
08/07/2010	SPSS statistical training	Professor Zhang TongJun, Beijing Normal University
09/09/2010	The new trend of quantitative statistics	Professor Liao FengLin, Capital Normal University
29/09/2010	Theory construction in sociology studies	Professor Liu ShaoJie, Renmin University of China
14/10/2010	Theory generation in qualitative research	Professor Shen Yuan, Tsinghua University, Department of Sociology
11/11/2010	From research found to research paper	Editor Feng XiaoShuang, Sociological Studies Magazine
15/12/2010	The analysis of youth resources from the perspective of social capital theory	Researcher Huang TingKang, The Taiwan central academy of social science
12/01/2011	The use and research expansion of large data	Professor Zhai ZhenWu, Renmin University of China
10/03/2011	Youth Research: The combination of quantitative and qualitative research	Professor Feng XiaoTian, School of Social and Behavioral Sciences, Nanjing University
15/04/2011	Youth research: found and thesis writing	Researcher Shen Jie, Institute of Sociology, Chinese Academy of Social Sciences
26/06/2011	Thesis writing in Social Science	Editor Chen YaQiu, Sociological Studies Magazine
08/09/2011	Adolescents in the context of new media	Associate Professor Wu Weihua, Communication University of China
23/11/2011	Detail processing in quantitative	Professor Xiang Xiaoping, Beijing

	analysis	Institute of Technology School of Humanities and Social Science
05/01/2012	School as a social resource	Professor Tan Chuanbao, Beijing Normal University
15/03/2012	The philosophical basis of qualitative research methods	Professor Chen Xiangming, Peking University
26/04/2012	The ecological basis of school bullying	Professor Song Yanhui, China Youth University of Political Studies
17/05/2012	The political orientation of youth	Professor, Wang Taiyuan Institute of Sociology, Chinese Academy of Social Science
19/09/2013	Political Socialization of youth	Researcher Fangning, Chinese Academy of Social Science
25/10/2013	The localization expansion of the resilience model	Professor Xi Juzhe, The school of psychology and cognitive science, East China Normal University,
08/01/2014	The application field of resilience research	Professor Shi Kan, Institute of psychology, Chinese academy of sciences
18/03/2014	The latest progress in SPSS analysis	Professor Tang Zhengdong, University of North Carolina
17/04/2014	Hot issues in adolescence research	Editor Fang Yi, Chinese Youth Research Magazine
22/05/2014	Coding technology in qualitative research	Professor Liu Yunshan, Peking University
25/06/2014	The social construction of adolescent problems	Director Song Guilun, Social Work Committee in Beijing
23/09/2014	The writing path of the social science thesis	Researcher Fan Yongpeng, Chinese Academy of Social Science

Table 13: Workshops and research supervision (China)

Date	Theme	Principal
From Apr 7 th to May 23 th , 2010 (Half day per week)	Local revisions of the questionnaire	Professor Tian Guoxiu, Capital Normal University
From Jun 3 rd to Jul 29 th , 2010 (Half day per week)	Forum held with the four selected schools to solicit opinions about the questionnaire	Professor Tian Guoxiu, Capital Normal University
From Sep 8 th to Oct 28 th , 2010 (Half day per week)	Perfect and finalize the questionnaire	Professor Tian Guoxiu, Capital Normal University

From Nov 4 th to Dec 30 th , 2010 (Half day per week)	Pilot survey discussion and revision	Professor Tian Guoxiu, Capital Normal University
From Mar 10 th to Apr 29 th , 2011 (Half day per week)	Formal survey discussion and revision	Associate Professor Han Lili, Capital Normal University; Professor Xiang Xiaoping, Beijing Institute of Technology School of Humanities and Social Science
From Dec 10 th to 28 th , 2011 (Half day per week)	Problems in SPSS processing	Associate Professor Han Lili, Capital Normal University; Professor Xiang Xiaoping, Beijing Institute of Technology School of Humanities and Social Science
14/03/2012	Skills for the case interview	Professor Tian Guoxiu, Capital Normal University
28/03/2012	Successful interview sharing	Professor Tian Guoxiu, Capital Normal University
11/04/2012	Unsuccessful interview analysis	Professor Tian Guoxiu, Capital Normal University
09/05/2012	Classical case discussion and study	Professor Tian Guoxiu, Capital Normal University
From Jun 6 th to Jul 18 th , 2012 (Half day per week)	Interview data coding	Professor Wang Xiying, Beijing Normal University
12/09/2012	Discussion about observational records	Professor Wang Xiying, Beijing Normal University
26/09/2012	Discussion about observational records	Professor Wang Xiying, Beijing Normal University
10/10/2012	Focus group data sharing	Professor Tian Guoxiu, Capital Normal University
08/11/2012	Tracking case data analysis	Professor Wang Xiying, Beijing Normal University
05/12/2012	Tracking case data analysis	Professor Wang Xiying, Beijing Normal University
28/02/2013	Interview data discussion	Professor Tian Guoxiu, Capital Normal University
20/03/2013	Research based forum (Beijing Hongzhi Middle School)	Professor Tian Guoxiu, Capital Normal University
10/04/2013	Research based forum (Beijing Business and Technology Vocational School)	Associate Professor Han Lili, Capital Normal University
08/05/2013	Research based forum (Beijing No.19 Middle School)	Professor Tian Guoxiu, Capital Normal University
19/06/2013	Research based forum (Beijing	Professor Wang Xiying, Beijing

	Railway Electric Vocational School)	Normal University
10/07/2013	Quantitative data discussion	Professor Xiang Xiaoping, Beijing Institute of Technology School of Humanities and Social Science
18/09/2013	Graduate Dissertation Proposal supervision	Professor Tian Guoxiu, Capital Normal University

Table 14: Summary of training workshops (South Africa)

Date	Focus	Facilitated by
26 July 2010	Visual methods	Prof. Ann Cameron, University of British Colombia
10 October	Mmogo ^{TR} method	Prof. Vera Roos, North-West University (NWU), Potchefstroom Campus
13 April 2011	Appreciative Inquiry	Prof. Freddy Crous, University of Johannesburg (Optentia-facilitated)
13 April 2011	Positive communities	Prof. Helena Águeda Marujo, and Prof. Luis Miguel Neto (Optentia-facilitated)
January to June 2012	SPSS	Prof. Ian Rothmann, NWU (Optentia-facilitated)
16 January 2013	Drawings as visual methodology	Prof. Linda Theron, NWU (Optentia-facilitated)
17-18 April 2012	Atlas.ti	Prof. Brigitte Smith, UNISA (Optentia-facilitated)
29-30 August and 3 September 2013	Polishing your article for examination/publication	Prof. Caven McLoughlin, editor of School Psychology International (Optentia-facilitated)
2 September 2013	Preparing for an NRF rating application	Prof. Caven McLoughlin, editor of School Psychology International (Optentia-facilitated)
4 September 2013	Getting your research published in international journals	Prof. Caven McLoughlin, editor of School Psychology International (Optentia-facilitated)
5 September 2013	Increasing your research funding productivity	Prof. Caven McLoughlin, editor of School Psychology International (Optentia-facilitated)
10 September 2012	Community-based participatory video	Prof. Naydene de Lange, Nelson Mandela Metropolitan University
11 April 2013	Researching pathways to resilience: theoretical and methodological reflections and African understandings	Dr Linda Liebenberg, Dalhousie University; Prof. Nareadi Phasha, UNISA (with additional funding from National Research Foundation, SA)
6 February 2014	APA Publication Style	Prof. Tumi Khumalo, NWU

		(Optentia-facilitated)
25 February 2014	M-Plus	Prof. Ian Rothmann, NWU (Optentia-facilitated)
4 & 11 March 2014	MPLUS	Prof. Ian Rothmann, NWU (Optentia-facilitated)
24 April 2014	Advanced training in Atlas.ti	Prof. Brigitte Smith, UNISA (Optentia-facilitated)
6-8 May 2014	MPLUS	Prof. Ian Rothmann, NWU & Prof. Rens van der Schoot, Utrecht University (Optentia-facilitated)
10,11,15,16 May 2014	Article Writing Workshop	Prof. C. McLoughlin, Kent State University (Optentia-facilitated)
25-29 August 2014	Advanced M-Plus	Prof. Joop Hox, Prof. Rens van der Schoot, Prof. Peter Lugtig, & Prof. Ellen Hamaker. Department of Methodology and Statistics, Faculty of Social Science, Utrecht University

Appendix D: Panel Meetings (Colombia)

Reflections on the future of the Colombia resilience panel

The participants in the resilience discussion panel jointly visualize the next phase as going from reflection to intervention directed toward actions, as it is a challenge to influence Public Policy. The event held in conjunction with the Secretariat of Youth shows where the future of the panel should be pointing. They also indicated that clear goals and challenges to be faced should be set out in order to successfully transform the panel. It is time to act; be it based on a program or a policy that favors the promotion of resilience. Regarding respondents' experiences, they think it is key to continue sharing information on everything that is done with young people in the city in order to define and implement the promotion of resilience and public policy. This should be carried out in a dynamic and playful manner. It could be important to seek meaningful play experiences to share. They propose issues that should be addressed such as: addressing Latin American models of childhood and youth; or meetings to discuss and address the construction of a model, program or policy to promote resilience in Medellín. They propose the dynamics that should be used such as: recreational activities and the use of various resources to reflect and work on issues of resilience, and having an active 5-minute break during sessions. There must also be a continuous space where the actions generated by the panel are evaluated and receive feedback. Participants' commitment must be to attend panel meetings continuously and participate in achieving the targets currently being defined.

For this research, it was key to conduct continuous dissemination of results. This activity was therefore conducted throughout with the Pathways to Resilience project team and with the resilience panel discussion participants, aiming for validity in results.

At the final resilience panel discussion meeting in 2014, after the dissemination of results from the systematization of experiences, several conclusions and agreements were collected from participants:

- *Dissemination and coordination of the resilience panel:* The first step should be for the panel to disseminate their experiences and link in to civic spaces so their work becomes visible. The event "The role of resilience in updating Youth Public Policy: The vision of youth workers" showed some of what the panel's participating institutions do. This work was disseminated so that the panel could share the processes that had been built from within. What occurred in the panel has been disseminated through written work, newsletters, Facebook, the resilience event and videos. Since it is an input that interests them, the Secretariat of Youth will learn the outcome of this event through general reporting. In fact, throughout the event, Secretariat of Youth staff were doing their own reporting in addition to the Pathways to Resilience research project.
- *The panel must know about the city of Medellín's programs:* It is important that the panel is aware of the city's programs now that budgetary allocations for 2014 programs have been made. Much remains to be learned about where else youth work is being carried out so that the panel can also participate and receive information. The resilience approach should be taken into account in the plans and projects for 2014. Dissemination of information and experiences from the resilience panel is important for many of the city's programs and projects as resilience input should be taken up and put into practice with the guidance of

those with expertise about the concept. If resilience is not part of the design of programs and projects from the beginning, it will not be taken into account. The way to establish its presence is to get to know administrative and project dynamics and to become a part of them, and to get to know places where someone can go on behalf of the Resilience panel to link inter-institutionally and trans-institutionally. In the ten-year plan of the panel there should be a resilience working presence that can provide guidance and steer the conversation when speaking about youth. Participants need to locate places where the Resilience panel can be made visible and provide information and results to practitioners. Research results need to be sharpened as they should be used when designing projects. Research has been scarce in the past but now there are many studies, and that causes them to be ignored. The key goal is that knowledge comes out of the Resilience panel and generates impact at city level.

- *The resilience panel should apply its insights in the design of programs and projects in the city of Medellín:* The purpose for the panel has changed over time. Initially it was to socialize, to discuss, and to share learning from institutional work in order to facilitate informal partnerships that generate alternative working arrangements; several participants came to the panel with the latter expectation and ended up working on establishing these links. Now we must move from words to action and put into practice what was discussed: how to promote resilience. The purpose of disseminating the videos from the collaborating institutions from the event "The role of Resilience in updating Youth Public Policy: The vision of youth workers" was to show that there are ways of working with young people that can yield results different from what has been done traditionally: to disseminate, formalize and implement common sense when carrying out work with youth. We also sought to influence what is currently been done by the municipality, so that what was learned and discussed through research and participatory institutional spaces is included in municipal activities. The challenge is to think about how to link what is being constructed on the panel to ways to provide input to youth projects and programs, e.g., how to build meaningful relationships, how to build empathic relationships, how to generate monitoring and evaluation indicators in existing programs, how to do more integrated partnership work.
- *From the Pathways to Resilience project a diploma-based training strategy has been envisioned,* where different institutions and service providers can come through the same place. The training would not only be based on technical knowledge; it would include content and instruction from institutions who work with youth and involve non-traditional educational methods. The might involve, for example, visiting institutions so that training is given on the ground as well as in the classroom. Promotion of the training would have to target a very specific population because it is not a popular subject due to access difficulties, lack of interest or lack of time.
- *Making use of the space given by institutions to include results of Pathways to Resilience in their activities:* The Pathways to Resilience research project can leverage its positioning in the Secretariat of Health, as the Secretariat is interested in having their staff continue their participation in the panel. People at the directorate level cannot participate in the panel because of time issues but they are interested in involving their teams. The Resilience Panel must make itself known within the Secretariat so that commitment and participation are

maintained. Senior civil servants should get to know its work and delegate a member of staff to regularly attend. Its visibility can thus be increased so that the panel's work can be applied.

- *Dissemination of the resilience panel's results to guide future research:* A youth diagnosis has been generated based on the needs of young people. The diagnosis describes youth's perceptions of health, along with the issue that their demands are not been taken into account in decision making. This diagnosis would have greater benefits if it was carried out using a resilience approach. Resilience adds value and support when it is considered in policy and project development. The Resilience Panel could present findings and gaps for future research. As a result research could receive guidance and be more productive.
- *Two possible working pathways:* First, thinking about how the outcomes of the Resilience Panel and the dissemination of research results could be linked with the results from the Youth Development Index. This could be done by formulating Youth Public Policy that emphasizes key or basic points related to resilience, which could then make an impact on the Youth Development Index. It is essential that the Resilience Panel has recognition, not only in the municipality, but also at wider events. For example, the New Youth Departmental Policy is being launched soon and the Resilience Panel should be present at these events. The other way to build recognition is to get to know existing local and international work; what research is being developed around resilience, and is it necessary to create a model or a program that is guided by certain frameworks? The systematization results of the Colombia team highlight the need to speak of Latin American youth models, not only in order to keep what is developed locally up to date, but also to include other regions and countries. This makes it possible to integrate working visions and approaches, although dissemination at the political level must also be conducted to show what has been done and what will be done.
- *There is a wider need to know what municipal youth services exist in the city of Medellín:* In the Pathways to Resilience project the Secretariat of Youth was contacted to find out what programs they have for youth in the city. The Secretariat was able to tell us about municipal programs for young people, but Medellín also needs a strategy for youth programs that are not municipal? The creation of a municipal database on impact programs or youth work could be a task for the Resilience Panel. There is a programs database managed by the municipality, but it is outdated and people are not aware of its existence, especially as new programs arise constantly. The Resilience Panel could create a database in which data can be entered and continuously updated. It should reach all who run youth programs in the city so that they can look at other programs' background history, and include their own program in the database. This service provision database is essential to avoid losing contact with institutions when staff turnover occurs. It is worth noting that it is now part of the New Youth Statutory Law to build a youth service provision database.
- *Presence of the resilience panel in governmental and non-governmental organizations:* The Youth Development Index scored very low on youth development, which means that service provision does not meet fundamental needs. Thus, institutional provision needs to be assessed, as there is an imbalance between supply and demand. But we must acknowledge that there are stages to this process; it is not just about building a service database but we must also allow time for programs to progress. There is momentum in the immediate term:

What will we do with the programs that already exist? Which ones need to be integrated? Which ones have more effective guidelines for working with young people? In terms of medium-term momentum, what can be expected? The Resilience Panel should use its own participants to look for and contact people who have a link to the data required. It is important that this search is carried out in both municipal and private organizations, programs and projects, to establish a presence in both places.

- *The resilience panel must serve as a network contact:* It is hoped that the panel becomes a space for institutions to present their organization's work, share what they do that they consider to have a resilience approach, and if this has not been achieved, find ways for integration. In this way, a resilience model can be designed and have policy impact. An awareness of what resilience is and what resilience promotes has been achieved; it is time to put it to practice. Resilience should service organizations. Therefore it is important to show what they do and highlight ways of working to strengthen the resilience approach inside organizations. This objective has the advantage of building interagency coordination.
- *The systematization process of the resilience panel must continue:* This process demonstrates how the space of social participation is transformed. The process now needs to be promoted and maintained because it shows how different institutional and non-institutional stakeholders manage to create spaces for consultation and integration. The Resilience Panel's work is a success from the point of view of inter-institutional integration, since it has shed light on how to start to share resources, knowledge and interests. Initiatives have already been formally created at the institutional level; for example, Youth for Life - Health arises in part due to the space created by the panel. In addition the ProyectoArte Corporation had the experience of working with the Secretariat of Social Inclusion. Given the above, we need to continue systematizing, a process which should not just remain in academia, but should be owned by the whole Resilience Panel. We propose to build a team to systematize and report on the sessions, supported by a relevant stakeholder so that work can be continued, tapping into what has already been done. Having a systematizing team will avoid having the story collected from just one perspective; the idea is that this becomes a story told by all.
- *Changes to the resilience panel sessions:* It was proposed that the Tuesday session should be changed from the last Tuesday of the month to the first Tuesday of the month, with a two-hour meeting. The key issue is for meetings dates to be fixed and invitations sent out with appropriate notice so that people have it in their agendas; ideally the schedule would be created a full year ahead of time so that the panel meeting dates are in the agendas of the panel's participants.
- *Proposal for the first item in 2015:* It is proposed that in the first week of February work on building the academic training strategy of will be disseminated, as it is the most advanced component. For posterity, it is proposed that the resilience promotion program that is being developed within the Pathways to Resilience research project will also be disseminated. The purpose will be to seek panel members' views, since knowledge is built amongst all.
- *Invite others to participate in resilience research with young children:* Within the academic research unit PREVIVA there is a Mental Health research group and an Epidemiology

Group. Both research groups have created a research project called Resilience in Children and Youth. There is one person supporting this line of research, who is responsible for searching for calls for research and interventions on youth topics. Other research projects could be created on the topic of resilience. One important area in the line of resilience research is evaluation research as a research paradigm, which examines processes within programs. Research initiatives could be housed in the Mental Health research group of the National School of Public Health, which would be a very interesting complementary process to the work carried out by the Resilience Panel participants. Sometimes civil servants and practitioners do not have the opportunity to reflect on their practice or the impact of what they do or explore beyond what is happening. Given the above, they will receive a cordial invitation to participate in the Resilience in Children and Youth research line.

The following is one of the letters from project participants, Jaime Alexander Mesa, Coordinator, Ciudad Don Bosco (NGO)

The Pathways to Resilience project is one in which Ciudad Don Bosco (Don Bosco City) has been a partner for many years, and has gained the experience of partnering in two programs out of the nine that we run. Currently our participation in the project is permanent. We have an institutional representative promoting resilience in all nine of our programs of child, adolescent and youth service provision, as well as in our coordination teams.

Outcomes that are worth highlighting are that Don Bosco City is a resilient institution which promotes collaborative working, including sharing meaningful experiences, where the Resilience discussion panel is regarded as a space for participation and inter-institutional sharing in both the public and private sectors.

The research team brought to the table their academic expertise, which strengthened the collaborative research processes we used to work in the city through an inter-institutional approach, such as the resilience seminar, which generated working practices based on important knowledge gains to strengthen our local practice regarding resilience.

It is worth noting that because of this joint working and collective thinking experience the Don Bosco City institution held a seminar for all its employees on resilience, as a continuing process stemming out of the resilience panel discussion. This enabled our institutional work to be embedded in the application and implementation of knowledge gathered through the panel and other inter-institutional experiences, all of which have strengthened the pathway to resilience in our institution.

Finally, as an institution we are grateful to have had the space to acquire this knowledge and joint working practices. We hope to maintain this exercise of collective thinking and reflection to continue permeating resilient ideas and experiences into the city and in all those who participated in the panel.

Panel Meetings

The following table lists the topics addressed at each panel meeting.

Table 15: Meetings with community and advisory panel

#	Topic	Date	# participants
1	Pathways to resilience Project presentation	16/04/10	12
2	Qualitative component Pathways to resilience	15/09/10	8
3	Quantitative component Pathways to resilience	30/09/10	29
4	Definitions of resilience	24/05/11	13
5	Family and resilience	26/07/11	24
6	Annual meeting Pathways to resilience	01/07/11	20
7	Resilience and personality	30/08/11	10
8	Experiencias vitales y formas de afrontamiento de jóvenes hombres ante situaciones problemáticas, Relatos de Vida, Medellín 2011	28/02/2012	24
9	Estrategias Institucionales para el fortalecimiento de la capacidad resiliente en niños y adolescentes	27/03/2012	24
10	Estrategias para el trabajo con jóvenes. Asociación Cristina de Jóvenes (ACJ) Medellín.	17/04/2012	27
11	¿Qué entendemos por resiliencia?, ¿Quién es un joven resiliente?	29/05/2012	25
12	Reconocimiento de limitaciones y aciertos en la articulación de las intervenciones con jóvenes en Medellín	31/07/2012	17
13	Socialización política de juventud y plan de operativo Metrojuventud 2012-2016	28/08/2012	24
14	Evidencia científica y contexto sobre programas para el trabajo con jóvenes.	25/09/2012	27
15	Revisión de tema	30/10/2012	26
16	¿Cómo Fortalecer capacidades para el afrontamiento en adolescentes desde la perspectiva de los servicios?	13/11/2012	17
17	Encuentro de saberes, estrategias para la promoción de la resiliencia.	10/04/2013	17
18	Resultados de Investigaciones	2/05/2013	24
19	Vínculos que enganchan, tres experiencias de ciudad.	18/06/2013	22
20	Propuesta para la formación de formadores en el trabajo con adolescentes y jóvenes.	30/07/2013	22
21	Metodologías para la promoción de la resiliencia.	27/08/2013	15
22	Enfoque de Pedagogía del texto: fundamentos teóricos y experiencias en la educación de jóvenes.	24/09/2013	16
23	Aprendizaje experiencial de la resiliencia: INDER - Relatos de Vida.	08/10/2013	

Appendix E: Project Team Members and Assignment of Project Activities

Table 16: Project Team Members

China		
Assistant Professors:		
Xiying Wang		
Lili Han		
Dr. Xiaoping Xiang		
Students:		
Mengyang Tuo	Xiaoqing Yin	Yuanyuan Zhang
Juanjun Zhou	Change Si	Bing Xia
Donghui Li	Lingran Miao	Ning Li (female)
Kun Yu	Jun Zhao	Ning Li (male)
Lina Ao	Hong Yao	Rui Zhang
Ni Zhang	Yin Zhu	Lijing Zhang
Xiaoqing Tang	Xu He	Hongyun Deng
Wenjing Qu	Ying Chen	Xiaotong Li
Fangyuan Zhang	Ran Wang	Fang Wang
Honghe Li	Zongxi Duan	Lixia Chen
Yue Han	Junran Zhang	Xinrong Shi
Bei Zhang	Dan Jia	Yumeng Zhang
Ying Zhang	Yangyang Zhao	Hanting Wang
Die Hu	Yiting Liu	Yu Lu
Pingping Hu	Shengsi Fu	Jing Jia
Yuhong Zhou	Wei Zhang	Huan Wen
Colombia		
Professors (co-researchers):		
Jairo Esteban Páez Zapata		
Nilton Edu Montoya Gómez		
Dora María Hernández Holguín		
Érika María Montoya Vásquez		
Advisors:		
Carlos Enrique Yepes, MD, PhD Epidemiology		
Sergio Cristancho Marulanda, MD, PhD Psychology		
Professionals:		
Jimer Jader Yepes Rojas, Health Information Systems Analyst		
Jhovanny Andrés Pino Cañas, Health Information Systems Analyst		
Ana Cristina Henao Herrera, Health Administration		
Natalia Elena Zapata Cadavid, Psychologist		
Atanael Barrios Loaiza, Psychologist		
Juliana María Colorado Duque, Social worker		
Diana Urrego Velásquez, Psychologist		
Martha Rocío Castro García, Sociologist		
Adriana Milena Espinosa López, Health Administration		

Bayron Castrillón Arango, Health Information Systems Analyst

Students:

Eneida Puerta Henao, Student Master in mental Health
Martha Martínez Gómez, Student Master in mental Health
Érika Tatiana Agudelo Olarte, Student Psychology
Leyner Camilo López Granada, Student Communications
Melina García Palacio, Student Communications
José Camilo Botero Suaza, Student Psychology
Eliana María Alzate Gutiérrez, Student Psychology
Natalia Valencia Soto, Student Psychology
Magnolia Restrepo Durán Student Psychology
Johan Ferney Toro, Student Health Information Systems Analysis
Mariana Arango Cadavid, Young researcher CODI
Elisa Castro Garay, Young researcher CODI
Isabel Cristina Sánchez, Young researcher COLCIENCIAS
Daniel Montoya Vásquez, Young researcher COLCIENCIAS

Research assistants:

Marcela María Vásquez Rodríguez, Student psychology
Adriana Milena Espinosa López, Health Administrator
Ana Cristina Henao Herrera, Student Health Administrator
German Marulanda Londoño, Administrator
Sebastián Mejía Ríos, Student Health administration

Interviewers

Ruby Milena Paja Becoche
Magali Mena Palomeque
Cristina Isabel Arenas
María Guillermina Osorio Restrepo
Elsa Cecilia Iral Chalarca
Dione Del Socorro Upegui Gutiérrez
Luz Elena Bedoya Gaviria
Maria Magnolia Yepes Chalarca
Ruby Aidé Gómez Bedoya
Yenny Muñoz Pérez

Ruby Sugey Restrepo Pareja
Luz Adriana Blandón Giraldo
Maria Eugenia Ruiz Tabares
Lilia Rosa López González
Edinson Giovanni Pérez Montaña
Sandra Liliana Restrepo Valencia

Scanning surveys

Maria Yanet Garcés Muñoz

Data entry

Ana Raquel Bedoya González.
Vicente Fabián Largo Ramírez

South Africa

Academics/students:

Mr M. Barends	Dr S L'Etang	Ms E. Snyman
Mr D. Bouwer	Ms U Fourie	Prof H. Strydom
Mrs T. de Jager	Mr D. Khambule	Prof AMC Theron
Prof P. Engelbrecht	Dr. MJ Malindi	Prof. LC Theron
Ms T. Jefferis	Prof Monty Monteith	Ms A. Van Rensburg
Dr A. Kitching	Ms P. Serathi	

Community members on the Community Advisory Panel:

Mr. D. Erwee	Dr. MJ Malindi	Mr. T. A. Ndaba
Mr. HJJ Ferreira	Pastor Maritz	Ms. M. Ngcubuka
Ms. D. J. Linstroöm	Mr. T. Mokoena	Mr. R. Tsotetsi
Mr N. Machenjedge	Mrs. P. Mokoena	Ms. R. Van der Merwe
Mr. T. Macholo	Mrs. H. Moloi	

Table 17: Assignment of project activities

Project unit/cluster/etc.	Project title	Project lead, affiliation	Specific project-level research objectives
China			
<i>General coordination</i>		Professor Tian Guoxiu	Responsible to oversee the whole research project, negotiate cooperative matters with research partners, promote the development of qualitative and quantitative research, lead the researchers and students to carry out the theoretical study, exchange research methods, discuss research discoveries, lead the team to publish and popularize research results
<i>Quantitative data collection</i>		Professor Han Lili, Professor Xiang Xiaoping, Professor Liao Fenglin	Survey Data collection and analysis
<i>Qualitative data collection</i>		Professor Tian Guoxiu, Professor Wang Xiying	Interview collection and analysis
<i>Community consultation and dissemination</i>		Professor Tian Guoxiu, Professor Han Lili	Discussion with community partners to communicate, introduce the project requirements and the research progress, and promote the research results
<i>Contextualizing review of the literature</i>		Professor Tian Guoxiu, Professor Wang Xiying, Professor Han Lili, Professor Xiang Xiaoping	Collect research materials, refine research discoveries, write research papers, translate Chinese and English works, guide the students to complete theses
Colombia			
<i>General coordination</i>		Alexandra Restrepo Henao, Professor, University of Antioquia	Administrative and logistic support
<i>Quantitative Data</i>		Alexandra Restrepo	Survey Data collection and

<i>collection</i>		Henao, Nilton Montoya	analysis
<i>Qualitative data collection</i>		Esteban Paez, Professor, University of Antioquia. Dora Maria Hernandez, Professor, University of Antioquia.	Interview collection and analysis
<i>Community consultation and dissemination</i>		Esteban Páez, Professor University of Antioquia	Organize and disseminate information through the resilience panel and design the program to promote resilience
<i>Contextualizing review of the literature</i>		Alexandra Restrepo and Esteban Paez	Revise the literature and write-up of scientific articles
South Africa			
<i>General coordination</i>	Pathways to Resilience	Linda Theron	To lead completion of phases 1 through 3 of the Pathways study (community consultation, data collection, contextualizing review of the literature)
<i>Contextualisation & review of relevant SA literature</i>		Dr Shlaine LÉtang (post-doc), Prof Linda Theron, Prof Tinie Theron	Description of context and culture, and continual update thereof
		Prof Linda Theron, Prof Tinie Theron, Angelique van Rensburg (PhD student), Tamlynn Jefferis (PhD student) and three masters students (Une Fourie, Tanya Pretorius, Barend Schrapp)	Ongoing review of relevant SA literature
<i>Community consultation</i>		Dr Macalane Malindi	Community liaison, 2009-2012
		Tamlynn Jefferis (PhD student), supported by Angelique van Rensburg (PhD student), Phuleng Serathi (Honours student) and three interns (Divan Bouwer, Tonette de Jager, David Khambule).	Community liaison and community-focused knowledge dissemination, 2012-2014
<i>Quantitative data</i>		Dr Macalane Malindi &	Data collection

<i>collection/analysis</i>		3 field-workers	
		Angelique van Rensburg & Tamlynn Jefferis (PhD students)	Data capturing/cleaning
		Angelique van Rensburg (PhD student), Prof Ian Rothmann, Prof Linda Theron	Analysis and interpretation
<i>Qualitative data collection/analysis</i>		Prof Linda Theron, Prof Tinie Theron, Prof Herman Strydom, Tamlynn Jefferis (PhD student), Mark Barends (PhD student), Dr Macalane Malindi, Dr Ansie Kitching	Data collection
		Prof Linda Theron, Prof Tinie Theron, Tamlynn Jefferis (PhD student) and three masters students (Une Fourie, Tanya Pretorius, Barend Schrapp)	Analysis and interpretation
<i>Knowledge mobilisation</i>		Prof Linda Theron, Angelique van Rensburg (PhD student), Tamlynn Jefferis (PhD student)	Khazimula SLP and study-guide
		Prof Linda Theron, Tamlynn Jefferis (PhD student); Angelique van Rensburg (PhD student), Phuleng Serathi (Honours student); three interns (Divan Bouwer, Tonette de Jager, David Khambule) and CAP	Dissemination of Khazimula

Appendix F: Photographs (South Africa)

Dinner-facilitated dissemination of Khazimula to strategic community leaders



Appendix G: Community Advisory Panel Letters

Grow-up in experience

Since 2013 August, Beijing Business and Technology School began working with Professor Tian Guoxiu and her research team to carry out the group counseling activities. In 2013 August, respectively, for the student leaders and freshmen on the East Campus of the school, and for the freshmen on the West Campus

Activities adopt grouping form, help students to establish a understanding, acceptance and positive connection through it. In experiential activities, guide the students to know themselves well, to be kind to others, learn from each other, and promote positive growth. The collective activities are always in enthusiastic atmosphere, the students' participation degree is high. Students learn to discuss, share and cooperate in the group activities.

After the student leaders training, strengthen the communication and connection of the students, let student leaders realize the importance of communication and cooperation in the activities.

In this year's freshman training camp, the students strengthen the trust relationship and promote the spiritual communication in the activities named "mine warrior", "blind and lame" and so on; help them to find the city bright spot, think of reality, and activate their sense of responsibility and mission in the activity named "city puzzle"; help them develop thinking thoughts, break the rigid thinking mode, and find themselves hidden talents in the activity named "Do two things at one time"; help the students to find the individual advantage, mine resources of life in the activities named "bee and flower" and "survival at sea". All of the activities can help the students to overcome the hardships and dangers, cherish life opportunities, ignite their hope, promote mutual encouragement, inspire their dream.

Through the activity, the students of our school have the following results:

Strengthen understanding and trust

Freshmen education combined with group consulting activities, do good to enhance the interaction and learning of new, to experience the importance of collective sense of belonging, cultivate the consciousness of team, makes new class collective formation rapidly.

Active participation and show

Through the activity, new communication break the deadlock, provide the students the opportunities to make friends, open their heart, exchange their ideas, and share their feelings.

Ready to help others, know how to be thankful

In the activity, the students help each other, mutual encouragement, take the initiative to help others, enhance the sense of responsibility, dedication and know how to be thankful.

Through rich experiential activities, with the help of indoor and outdoor adventure interaction, let the students learn to think in the experience, and do the actively exploration in thought, grow up in exploration. Lay the foundation from the perspective of positive, friendly, and developed direction for the students' secondary school life and even longer in the future.

Hong Shujie

Beijing Business Science and Technology Vocational School

In October 12, 2014

In 2008 January, Beijing Hongzhi Middle School and the Capital Normal University, Department of social worked together to participate in the "resilience pathway: an international comparative study of the adolescence resilience, combined with the actual situation of the school, we decided to do the research in class one, grade one in senior school, to explore a new road to activate students' resilience education, and provide the first hand data through the practice. In view of the activity situation and test results of class one, grade one, in 2008 September, the school decided to have a new class, class four, grade one as the experimental class and continued to do the research. Through practice and exploration for a whole semester, effectively strengthen the students self-confidence, self-esteem, tolerance, respect for others, solidarity and cooperation, forge ahead and other positive qualities, in order to encourage and promote the development of individual students and the whole class collective. We see the growth and change when the students in the resilience research, so we decided to promote the resilience issue stage results to all grades and each class in school.

In the period from 2008 to 2013, Professor Tian and her research team carried out group counseling and case study work all the time, bring the international conception "resilience" to our, let our mental health education focus convert from "concern about the problem" to "concern about the advantage"; adhere to put the developmental guidance in the first place, then the treatment orientation; to excavate students' resilience as the core contents of mental health education. Continuous innovation of psychological health education concept, to cultivate students' innovation spirit and practice ability as the main line, effective way to develop students "great resilience" education and methods as the focus, to strengthen the Hongzhi students' mental health education work team construction as guarantee, to actively carry out the development training, team training and case follow-up phase combined, exploring the effective channel to implement the work of mental health education as the means, effectively promote the Hongzhi students mental health education process, to explore a systematic, standardized and scientific psychological health education path. Now each grade in our school open psychological courses, have achieve full coverage of psychological curriculum in school.

Yours seriously,

Beijing Hongzhi Middle School
In October 23, 2014

The work summary of the cooperation between Beijing No.19

Middle School and Professor Tian's project

Brief Introduction of the project

At the beginning of 2012, after the negotiation between Yu Xiaoling, the principal of Beijing No.19 Middle School and Tian Guoxiu, the professor of Capital Normal University, we decided to provide the group counseling for the part of students who need help in the grade one of 2011 level. This part of the students maybe have behavior problems, they bring difficulties to the class management of teachers, or have some personality problems, isolated by students in the classroom. Personnel selection is provided by the class teacher's suggestion, determined by grade teacher, and through the communication with the students and parents to invite students to participate, groups began to identify 19 people, then after the student volunteers, the number reach 21. The group counseling continued from 2012 February into 2013 July, up to a year and a half of time. Aim at the students of grade one in the second semester, the project worked as an elective course mode. When they go to the grade two, the project worked in a class group counseling mode., last once a week, 1.5 hours each time.

At the same time, aim at the students of grade two (of 2010 level), the original organized "sunshine study class" by school, which was composed of some behavior problem students and some students even had illegal behavior. For this group, in the help and assist of the students in Capital Normal University, we developed the group counseling in a whole semester. To the students of grade three, due to busy learning and personnel changes (e.g. some foreign students have to return to their origin places, and some students enroll in advance graduation and so on), instead, they turn to do individual psychological counseling.

The carry out of the project

In the developing of group counseling work, the team of Professor Tian adopted experiential and interactive activities mode, these activities were carried out once a week, activities had different themes, each theme with a variety of interesting games to attract students to participate in, and guide the adolescents to experience the role of the individual character in the group's position, rely on the scene feeling, let them be aware of their own, to find themselves, and be acutely aware of their personal advantages and shortcomings. Through active reflection, then obtain a positive growth of teenagers.

In the process of group counseling, some students have the desire to sought help, the students of Capital Normal University also do the tracked individual psychological counseling work for them, followed through

one-on-one counseling, by Internet chat, telephone, SMS and other kinds of ways.

For the grade three students in the individual counseling, mainly through the fixed time each week in the campus counseling room, two and a half days a week, to provide help for students.

The effectiveness of the work

Through long-term counseling and follow-up, these students are improved in different extent. Most of these children grew up in adverse environment, many problems have complex family and social reasons, bad behavior has considerable stability. But through long-term counseling, some children can become into the active molecules in the group, they initiative to help teachers and students, and promote the positive atmosphere group. Some of the children start to know how to consider the feelings of others, and their self-control abilities improved. There are some original relatively closed children, can behave obviously more cheerful, can take the initiative to communicate. There are also some children begin to reflect on their behavior, with some planning for their future lives, and can control some impulsive and destructive behavior of their own.

Based on the communication with their teachers, we also learned that the majority of the class teacher is recognized on the group counseling program, to be able to see these students have positive changes.

The work plan for the next step

The students of Grade one in 2011 level had graduated. By this stage of the work, we summed up a lot of experiences, Beijing No.19 Middle School also very recognized Professor Tian' research team, and we hope to do the further cooperation. How to better carry out the work, the No.19 Middle School will do the new discuss with Professor Tian. We all desire to be able to let the parents and teachers to become more involved in the next step, the information mechanism of communication be more smoothly, and promote the students to change through joint efforts.

Sun Yan

The director of the center for Positive Mental Health Education
in Beijing No.19 Middle School

In October 27, 2014

My name is Xing Yu, I am the teacher of Beijing Railway Electrification Vocational School, had done the cooperation work with Professor Tian Guoxiu and her research team, to carry out the adolescence resilience training and research. Since 2009, Professor Tian and her research team began to do the group consulting activities in our school, in the two years, we did a total of four period, three period in short-range (every summer, closed training for 5 days), a period of long range (lasted for one semester, about 4 months). The students feel their individual role, position and function in group counseling activities, with the help of it, be aware of their own, and to find themselves. Through the degree of their own, be aware of their own characteristics, advantages, limitations and lack of initiative, and do the reflection. Obviously, the activities promote the students' self- understanding and self-identity, mining their individual potential, confirm self-resources for personal development and career orientation exploration. Through group counseling, the students learned to unity, harvest trust, find themselves, and know how to love and care. Behinds, they also learned to insist on. From the activity named "woodpecker", they learned cooperation, from the game "the dance of soul" to learn to trust each other, from the psychological studies "father's back, the road to home" they learned parents love as a mountain, through the game "challenge of A4 paper" to learn broad thinking, through the game "the red and black" to understand the importance of win-win.

Group counseling activities benefited from the efforts of the Professor Tian and the students of Capital Normal University, thanks to our teachers and students' participate and support. Again, thank Professor Tian and her team!

Xing Yu
Beijing Railway Electrification Vocational School
2014, September

Medellín, 18 de noviembre de 2014

Dr.

David O'Brian

IDRC

Asunto: Apropiación social del conocimiento del proyecto Caminos para la Resiliencia.

Apreciado Dr. O'Brian

Mi nombre es Oscar Santiago Uribe Rocha y actualmente me desempeño como director de la Oficina de Resiliencia de la ciudad, dependencia que hace parte de la Alcaldía de Medellín y que forma parte de la red de 100 Ciudades Resilientes de la Fundación Rockefeller.

Antes que nada, quisiera agradecer a través suyo a los miembros del proyecto Caminos para la Resiliencia por el esfuerzo y profesionalismo con el que han asumido el importante reto de promover la resiliencia como factor protector de nuestros jóvenes y de nuestra sociedad. Para nuestra oficina y equipo ha sido muy placentero trabajar de la mano de los profesionales y estudiantes asociados al proyecto Caminos para la Resiliencia.

Formar parte de la Mesa de Resiliencia nos ha permitido interactuar con múltiples instituciones públicas y de la sociedad civil que se dedican a la promoción de la resiliencia en la ciudad de Medellín. Además de este importante objetivo hemos logrado establecer algunos acuerdos en función del diseño de metodologías que nos permitan evaluar con mayor precisión la capacidad de resiliencia de nuestra ciudad y sus instituciones.

Es importante destacar que el desarrollo de un seminario internacional como escenario de discusión y pensamiento entorno a la resiliencia, ha sido de enorme valor para la ciudad y las instituciones que hacemos parte de la Mesa de Resiliencia; esperamos que este tipo de eventos se puedan seguir llevando a cabo y de ante mano expresamos nuestro interés de continuar apoyandolos desde nuestra oficina.

Finalmente, el empoderamiento de líderes promotores de resiliencia como factores de protección de nuestra niñez y juventud debe ser un objetivo común a seguir y que esperamos poder contar con el apoyo del proyecto caminos para la Resiliencia para cumplirlo a cabalidad.

Atentamente,

A handwritten signature in black ink, appearing to read 'Santiago Uribe Rocha', with a stylized, cursive script.

Santiago Uribe Rocha

Director de la oficina de Resiliencia

100 RESILIENT CITIES

Pioneered by the Rockefeller Foundation

Medellín, 10 November 2014

Dr
David O'Brian
IDRC



Greetings.

From the ProyectArte (Art Project) Corporation we would like to share our experience in participating in the processes proposed at the *Pathways to Resilience Project*, which we have been working with since 2012 through the Resilience discussion panel. In this space we have had the opportunity to meet and share meaningful experiences in the city associated with the promotion of resilience. We also had the opportunity to participate in the *III Seminar on Resilience Youth Promotion - Preventing Risky Behaviors*, as delegates and speakers.

These joint spaces proposed by the Project have encouraged our reflections on content and referents to Resilience in our working proposal. Furthermore, since our interest is to strengthen working links and efforts with organizations and people attuned to resilient processes in the city, we recognize the importance of these spaces as collective encounters among different working initiatives centered in the social.

We are grateful for the invitations and provisions carried out by the Project and its team. We regard the experience of the Seminar as flattering and as an enabler of new reflections, of our own initiatives and other collective ones in the city.

Should you require further information, please feel free to contact me directly in Medellín: Angela Palechor - Social Worker, ProyectArte Corporation, mobile: 5803939 or email at: angela.palechor@corporacionproyectarte.org

Sincerely,

Ángela Palechor Quintero

Social worker

Proyectarte Corporation

Medellín - Colombia



Ciudad Don Bosco
SALESIANOS DE DON BOSCO - MEDELLÍN

Medellín, 22 de octubre de 2014

Dr.

David O'Brian

IDRC

Asunto: Apropiación social del conocimiento del proyecto Caminos para la Resiliencia.

El proyecto Caminos para la Resiliencia, es un camino en el cual Ciudad Don Bosco se ha vinculado hace varios años y ha estado presente con la experiencia de dos programas de los 9 que tenemos, en la actualidad la participación es permanente y con un representante institucional quien promueve en los 9 programas de atención a infancia, adolescencia y juventud y su equipo de coordinadores, la Resiliencia.

Se destaca como logros que Ciudad Don Bosco es una institución resiliente y promueve la articulación desde el compartir de experiencias significativas y que la mesa caminos para la Resiliencia es un espacio de participación y de compartir interinstitucional tanto en el ámbito público como privado.

Se destaca el fortalecimiento en los procesos académicos que el grupo de investigación aporta a la mesa para continuar el engranaje interinstitucional en la ciudad con este enfoque, como el seminario de resiliencia, que generó pautas de trabajo conocimientos importantes para afianzar en cada una de nuestras sedes, la Resiliencia.

Cabe notar que gracias a esta experiencia de articulación y pensamiento la institución Ciudad Don Bosco, realizó un seminario para todos sus empleados sobre Resiliencia, como proceso continuado de la mesa y de esta manera estar compenetrados en la aplicación e implementación de los conocimientos que provee la mesa y de las demás experiencias interinstitucionales, en el camino de fortalecimiento en la Resiliencia en nuestra institución.

Finalmente como institución agradecemos el espacio para estos conocimientos y articulación, esperamos que continúe este ejercicio de pensamiento y reflexión para seguir impregnando de ideas y experiencias resilientes a la ciudad y a todos los que participamos en dicha mesa.

Atentamente,



JAMES ALEXANDER AREIZA BOLÍVAR

Coordinador general de los programas de Protección y Prevención
Ciudad Don Bosco
Medellín.



Medellín, 4 November 2014

Dr David O'Brian

IDRC

Re: the social appropriation of knowledge from the Pathways to Resilience Project

Through this letter I would like to express my gratitude and provide a special recognition to the positive impact attained from participating in the Resilience Discussion Panel and the forum conducted last month at the National School of Public Health, University of Antioquia. In this space I had the opportunity to share the experience of the Program that I lead **“Jóvenes por la Vida, una Estrategia de Convivencia” (Youth for Life, Coexistence Strategy)** and learn about other successful experiences in our city and in other countries.

The event dynamics enable very important reflective spaces to occur, giving my team the opportunity to re-think itself, sharing experiences and collectively constructing knowledge. From these meetings a monthly space was created with the University of Antioquia and the Youth Secretariat, where it is intended that knowledge based on the experience of the different Programs will continue to be generated.

Apart from participating in the panels, I participated in academic sessions, where the academic quality of speakers was evident. This was also an event that facilitated dialogue and information sharing of the efforts other countries have made with resilience and youth, which has become a central theme in this city.

Many thanks for permitting that the technical direction of the Secretariat of State and Human Rights participate in these types of events, which go beyond academic knowledge and become reflective spaces of participation, the social appropriation of knowledge, as well as enabling personal and professional growth.



Sincerely,

Bibiana H. Ramirez
Bibiana Ramirez Mejia

Technical Director

Secretariat of State and Human Rights



Rad 201400581289

Medellín, 10 de noviembre de 2014

Dr.
David O'Brian
IDRC

Asunto: Apropiación social del conocimiento del proyecto Caminos para la Resiliencia.

Como representantes del Programa de Salud Sexual y Reproductiva, de la Secretaría de Salud de Medellín, permítame informarles sobre lo que compete a la Mesa de Resiliencia de Jóvenes, actividad a la cual asistimos desde el año 2012.

Hemos aprendido las experiencias de los otros participantes de la mesa como son la Cruz Rojo de Antioquia, Alcaldía de Medellín (Secretaría de Juventud, Gobierno, Inclusión Social, Educación y Salud), Universidades como UPB, CES, EAFIT, Salud Pública de la Universidad de Antioquia, Programas como Buen Comienzo, Medellín Solidaria, Corporación Región, ONGs y algunas otras que se han ido vinculando en el proceso.

Se ha logrado informarnos acerca de lo que cada una de estas instituciones realiza en los diferentes programas dirigidos hacia los jóvenes, y a la población en general. Además se ha podido conocer más acerca de las dificultades y situaciones difíciles que han experimentado los mismos jóvenes, y como ellos salen airoso, con las herramientas obtenidas a través de las estrategias de resiliencia que se han desarrollado por algunos de los operadores de las instituciones participantes de este proyecto.

Asistir a esta mesa ha sido de gran valor, permitiendo evidenciar una verdadera experiencia solidaria, que sugiere un acompañamiento permanente por parte de la secretaria de Salud, que tiene como misión el bienestar de las personas, lo que nos motiva a continuar articulándonos con este tema de resiliencia.

Algunos de los temas tratados en la mesa de Resiliencia han sido: la socialización de los resultados y experiencias del proyecto de investigación "*Caminos a la Resiliencia*", el fortalecimiento de las intervenciones, el diseño de un programa para promocionarlo



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Alcaldía de Medellín



en adolescentes y jóvenes de la ciudad, la situación de los jóvenes de Medellín, experiencias de dos diagnósticos de Ciudad y la oportunidad de difundir el proyecto *"100 ciudades resilientes y el concepto de resiliencia urbana"*, identificando las posibilidades de articularlo con las instituciones que participan de la mesa

La mesa cuenta con un plan de trabajo anual, el cual pone en consideración con los participantes al principio del año para desarrollarlo durante todo el año.

Finalmente, no puedo dejar de mencionar eventos realizados tales como: *"El lugar de la resiliencia en la actualización de la Política Pública de Juventud: la visión de quienes trabajan con jóvenes"*, realizado el año pasado, y el acontecido este año: *"III Seminario Promoción de la Resiliencia en Jóvenes. Prevención de Conductas de Riesgo"*, que permitieron la intervención de expositores expertos y de los que agradezco haberme tenido en cuenta, como asistentes, lo que nos ha dejado una experiencia enriquecedora con posibilidad de aplicar conocimientos y buenas prácticas, para las actividades consecuentes que se han realizado y se van a proyectar, con los jóvenes de la ciudad de Medellín.

Atentamente,

Luz Marina Peláez Vanegas
Profesional Especializada
Subsecretaria de Salud Pública
Secretaria de Salud

María Claudia Gutiérrez París
Profesional Apoyo de SSR
Subsecretaria de Salud Pública
Secretaria de Salud





education

Department of
Education
FREE STATE PROVINCE

HIV & AIDS Support Programmes, Inclusive and Special Needs Education

11 September 2014

Prof Linda Theron

School of Education Sciences (North West University)

Principal Investigator: Pathways to Resilience Project, South Africa

INVOLVEMENT: PATHWAYS TO RESILIENCE PROJECT AND KHAZIMULA

I hereby want to express my sincere gratitude towards the Resilience Team of South Africa for inviting me to become a member of their advisory panel since 2011. I want to convey my appreciation to the Canadian Research Centre for sponsoring me to attend the ICP congress in CapeTown in 2012, the International team meeting and International Symposium on Youth Studies and Resilience Perspective in China during October 2013, the Optentia Symposium in Vanderbijlpark in October 2013 and the Khazimula training in April 2014.

As the only School Social Worker in the Thabo Mofutsanyana district, I am responsible for ±470 schools and ±187 000 learners. I am frequently confined to my office due to budget constraints and cannot render services to schools.

I am truly thankful towards the Resilience team for lending us a helping hand in the fight against poverty and many social problems that we are experiencing in our district.

Being part of the project and attending the meetings, symposiums and congress has helped me to look beyond the large adversities experienced in the Department of Education and the community. I gained hope that there will be solutions for our community, struggling with poverty, teenage pregnancy, substance abuse and violence.

The knowledge what I have gained has helped me to train teachers and learners on how to become resilient despite the many challenges. I was able to tell them with confidence, about the latest research done in the world on strategies assisting people to become resilient despite of difficult circumstances.

The information that has a positive impact on my insight and skills as a therapist, trainer and developer of my community:

ICP Congress 2012

- Pathways to Resilience Project
- Cultural sensitivity
- Listen to the youth
- Active support systems
- Positive role models
- Skills to utilize quality services in the community
- Need for recreation centers to keep the youth busy
- Every day resilience skills

International Team meeting 2013 (China)

- As the only member of the Advisory Panel, I feel honored to be part of the discussions
- Exposure to the high level academic research and professionalism

International Symposium on Youth Studies and Resilience Perspective (China)

- Social Ecological Model of Resilience (Michael Ungar)
- How to improve Youth Resilience
- Resilience of youth with divorced parents
- Vocational schools
- Pathways to Resilience Project

Optentia Symposium (Positive Psychology) 2013

- Pathways to Resilience Project
- Bright stories from dark places (Prof Gilligan, Ireland)
- Positive Psychology in Education (Prof Knoop, Denmark)
- Positive youth functioning
- Maturity in young leaders
- Sources of life meaning
- High school drop-outs
- "Father-a-nation"

Khazimula training 2014

- Criteria and norms for Resilience
- Resilience is a process not a outcome
- Universal pathways to resilience
- Navigation and negotiation to get resources
- To do well in life, one must dream, connect and do

Statistics: Implementation of Khazimula in schools

1. Trained 99 teachers from 89 schools (Oct 2012)
2. Trained 38 youth workers and 10 officials from Save the Children and Inclusive Education (Nov 2012)
3. Implementation at 4 under performing schools (Feb 2013)
4. Trained 36 girls, 5 teachers and 1 youth facilitator of 5 under performing schools at a camp (Feb 2013)
5. Trained 34 boys, 5 teachers and 9 officials from Inclusive Education at a camp of 5 underperforming schools (March 2013)
6. Trained 100 learners and 10 educators at a RADS camp. 6 of the 10 schools were under performing schools (Aug 2013)
7. Trained 50 school going mothers at a camp on resilience (Aug 2013)

The way foreward

- As a Social Worker, I frequently use the Khazimula principles in therapy and shall continue using it
- In all Life Skills workshops, I plan to use the Resilience principles
- In future I shall use the knowledge gained from the project to train Site Based Support Teams (SBSTs) at schools on how to support learners in significant adversity

I am convinced that the "Pathways to Resilience Project" has had an immense positive impact on me, learners, teachers, youth workers, Inclusive Education officials and our community. I believe that it will have a ripple effect on many more people.

Thank you again for your team's positive contributions to our district. I shall never forget your generosity. I hope that our partnership can continue in future.

Yours sincerely.

.....
Adien Linström
Sociopedagogue
082 202 5923



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Dear Prof. L.C. Theron

Many greetings to you. I wish to thank you for inviting me to be part of the Pathways to Resilience Research Project. At the time I was a member of staff at the North-West University with little research experience. My involvement in the Project launched my career as an academic and a future researcher. I interacted with and learned from renowned scholars within the project here at home and others who came from Canada, New Zealand, China and Colombia. That kind of involvement and the interactions that took place can only help one grow as an academic and that is what it did to me and my career. For example, I assisted in the sampling processes, collection of data and in the analysis of qualitative data. I was involved in the formation of the Advisory Panel and chaired all our meetings with them. This assisted my career as an academic.

I was excited when Khazimula, an intervention program that I was privileged to suggest a name for, was born. I think that Khazimula will enable us to help young people at-risk resile since it can be useful as both a primary and secondary intervention program. I received positive feedback after the seminar that we organised in Bethlehem where the results and findings were shared with participating schools, churches and community-based organisations. They reported how the reports we gave to them would be useful in their planning and in how they operated as institutions.

I appreciate all the opportunities I have had to fly to conferences nationally (ICP and IACCP) and internationally (Pathways to Resilience II: The Social Ecology of Resilience-June 7th–10th, 2010 in Canada and the Inter-American Congress of Psychology-Colombia-June 2011) because of my participation in the Pathways project. I presented papers at these

conferences. I was able to attend the Optentia Symposium too in October 2013. This deepened my knowledge even further and I was able to form useful networks with other scholars.

In March 2013, I left North-West University and joined the University of Johannesburg so that I could study further and qualify as an Educational Psychologist. Even after my departure I continued to be involved in meetings and received regular updates on the project.

I designed learning guides at the University of Johannesburg and added content on resilience. The counselling modules that I teach now contain resilience alongside positive psychology and for that, I am grateful for the opportunity to be part of the Pathways to Resilience Project.

I wish you loads of Blessings now and for the future.

Regards



Dr. Macalane Junel Malindi (Doctor of Philosophy-North-West University)
University of Johannesburg (Auckland Park)
Faculty of Education, Department of Educational Psychology



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Welfare at Work!

TO: Professor Linda Theron
Principle South African Investigator
Pathway to Resilience Project
South Africa
1 October 2014

CONFIRMATION OF INTERACTION AND PARTICIPATION

I confirm that this organization has been involved in this research of the Khazimula, Pathway to Resilience project since its inception.

Two members of the organization were also members of the advisory committee

During this time we had numerous visits, meetings and discussions with all members of the research team. During this time we were also updated regularly with the progress of the research. This was done personally and through the digital media.

Since 2013 the intensity of interaction escalated ending with members of this organization and others being trained as facilitators and master trainers in the use of the NWU-accredited short course on Khazimula which is the intervention program that flowed from the Pathways to Resilience Project.

This training has also been accredited as by the South African Social Service Professions and 8 continued professional development points for social and social auxiliary workers has been allocated to it. We have already started to train others in the use of Khazimula and have trained 14 others.

Communication about the research is continuing.

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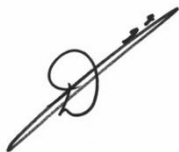
In summary, through the participation of the organisation in this project, I and my organisation gained

- Knowledge about resilience and the research done
- Training in the application of Khazimula
- Accreditation as master trainers for two members
- Network opportunities with the research team and others involved
- A SACSSP accredited (8 CPD points) activity
- An NWU accredited qualification
- The opportunity to register Khazimula as the first authorised program for Child and Youth Care centres and drop- ins as per SECTION 191 (4) (a) of THE CHILDREN'S ACT, 2005 (ACT NO. 38 OF 2005)-
The Department of social development's authorisation is still pending
The Khazimula program had been discussed with Dr Mokhantso Makoe from HSRC and she supplied with a copy of the program.

The community we support gained the following

- About 30 children has already been taken through the Khazimula process – empowering them for their futures
- 10 more caregivers and social auxiliary workers has been trained in the application of Khazimula

This organisation is very grateful to have been part of this project



DEON D ERWEE : MANAGER

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and NLDTF





I am an employee of the Free State Department of education and I work as a Senior Education Specialist in Inclusive Education. Amongst others I am responsible for supporting School Based Support Teams (SBSTs) on how to Identify and support learners experiencing barriers to learning and development.

The pathways to Resilience project and Khazimula has help me to have a better understanding of the problems face by learners every day and how they soldier on with life despite their problems. Khazimula has opened my eyes about support structures surrounding us and I am now able to show Educators as well as learners about the support surrounding them.

ICP CONFERENCE / OPTENTIA /MEETINGS

In the conference I have gained a lot about positive psychology. How resilience supports children in a hostile environment and how the Mmogo-method could free children and Adults from trauma.

I have gained a lot on how schools psychologist should play their role, how to identify early signs of adversity and the role of parents in creating health promoting schools. The meetings with us, the Advisory Panel, made us to work as a team, made us own the project by consulting us before doing anything. I really felt important the way I was treated by the project manager and her team.

From Tsotesi R.G.

Prof Linda Theron

School of Education Sciences (North West University)

Principal Investigator: Pathways to Resilience Project, South Africa

INVOLVEMENT: PATHWAYS TO RESILIENCE PROJECT AND KHAZIMULA

For a person to be resilient he or she must have a dream, do and connect, then he or she will Khazimula (shine, and be strong in life).

I have learnt to put this theory into practice, and if it was not for the knowledge I gained in the project meeting and during the Khazimula training, I could not have bounced back in difficult circumstances. I just have a dream, I Do (take action), and network with other people, then I bounce back. I use Khazimula every day with my children (learners with special needs in my class), because they can also contribute towards life. I apply Khazimula every day, so they realise that even though they have barriers or difficulties, they can also shine, e.g. they must value themselves as unique beings who can make differences to the world if they can optimise their potential. For me it is something that I can use in my special needs class, Khazimula has helped me to remain strong. This program also works when I share it with other people and tell others what they can do to cope well with obstacles.

Khazimula has changed my life a lot because through it, I know how to shine (be strong) after facing obstacles. The program gave me a method of coping well. I was not even aware that I should have a dream and take action and connect with people and to my God through prayer. This led me to connect with other provincial departments and officials and now the whole community has benefited because the Department of Education and officials have launched a campaign in Bethlehem called the Child Find Campaign where they look for children in school who are not coping, and children of school-going age who are not in school and they find out how to get those children back into school.

In 2013 I attended the 2nd South African Symposium in Positive Psychology, hosted by Optentia at the North-West University. It was a nice experience for me to attend a Symposium and I learnt a lot about positive psychology, which I apply daily in my life and taught to my colleagues, friends.

Sincerely

Mrs. Puleng Mokoena



Appendix H: Community-based Engagement and Training

Table 18: Impact of training delivered (China)

Department/Institution	Name of Course/Module	Audience (student/parent/others)	Number impacted
Schools	School-based courses, counseling activities, group guidance sessions	Students	50,000
China Association for Social Work Education	Training	Teachers and others	10,000
The Chinese Association of Family Education	Training	Parents and others	10,000
NGOs	School-based courses, counselling activities, group guidance training	Students, teachers, parents and others	30,000
Total Impacted			100,000

Table 19: Community-based engagement with Khazimula program (South Africa)

	Date	Dissemination audience	Location of dissemination audience	Number of attendees	Impact formally evaluated: yes/no	Team members and/or CAP members who disseminated
1.	18 June 2012	Teachers	Bethlehem, Free State	100	No	Linda Theron, Tamlynn Jefferis
2.	12 November 2012	Youth workers [from a NGO named Save the Children]	QwaQwa, Free State	50	No	Linda Theron, Tinie Theron, Tamlynn Jefferis, Angelique van Rensburg
3.	10-11 February 2012	Teachers at various schools demonstrated how they use Khazimula with youth in their schools [Richard Lord photographed this] The schools were: Nthabiseng Secondary; Bethlehem Comprehensive; Tiisetsang Secondary.	Bethlehem and QwaQwa, Free State	30	No	Linda Theron, Tamlynn Jefferis, Angelique van Rensburg, David Khambule
4.	February 2013	Teachers, youth facilitators and girl-learners from underperforming schools	Bethlehem, Free State	36	No	Adien Linström (CAP member)

		were trained.				
5.	7 March 2013	Adolescent girl ex-offenders [at a camp organised by the education department]	Clarens, Free State	42	No	Linda Theron, Tamlynn Jefferis, David Khambule.
6.	March 2013	34 boys, 5 teachers and 9 officials from Inclusive Education were trained at a camp.	Bethlehem, Free State	48	No	Adien Linström (CAP member)
7.	10 May 2013	15 social workers [Bethlehem Child and Family Welfare] 30 youth leaders [10 from Nthabiseng Secondary, 10 from Dinare Secondary, and 10 from Tseki Secondary]	Bethlehem and QwaQwa, Free State	45	Yes	Tamlynn Jefferis, David Khambule, Divan Bouwer
8.	7 June 2013	15 social workers [Bethlehem Child and Family Welfare] 30 youth leaders [10 from Nthabiseng Secondary, 10 from Dinare Secondary, and 10 from Tseki Secondary]	Bethlehem and QwaQwa, Free State	45	Yes	Tamlynn Jefferis, Angelique van Rensburg, David Khambule, Divan Bouwer
9.	26 June 2013	15 social workers [Bethlehem Child and Family Welfare] 30 youth workers [10 from Nthabiseng Secondary, 10 from Dinare Secondary, and 10 from Tseki Secondary]	Bethlehem and QwaQwa, Free State	45	Yes	Tamlynn Jefferis, Angelique van Rensburg, David Khambule, Divan Bouwer
10.	2 and 3 August 2013	RADS (youth leaders)	Moolmanshoek, Ficksburg, Free State	100	No	Tamlynn Jefferis, Angelique van Rensburg, David Khambule, Divan Bouwer
11.	August 2013	50 school-going mothers were trained at a camp.	QwaQwa, Free State	50	No	Helena Coetzee (recruited by CAP member, Adien Linström)
12.	4-5 February	Khulisa NGO staff	Johannesburg, Gauteng	12	Yes [in process]	Linda Theron, Tamlynn Jefferis,

	2014					Angelique van Rensburg, Puleng Serathi, Tonette de Jager
13.	10-11 May 2014	Bethlehem social workers (9) /teacher (1)/education department (2)	Bethlehem, Free State	12	Yes [in process]	Linda Theron, Tamlynn Jefferis, Angelique van Rensburg, Tonette de Jager
14.	26 April 2014	Dowerglen matriculants, parents, teachers and GDE representatives	Johannesburg, Gateng	102	No	Linda Theron
15.	9-10 May 2014	NWU mentors and supplemental instruction leaders	NWU campus, Gauteng	130	No	Tamlynn Jefferis
16.	10-13 June 2014	Khulisa NGO, Midlands	Midlands, KwaZulu Natal	7	Yes [in process]	Linda Theron, Tamlynn Jefferis, Angelique van Rensburg, Phuleng Serathi; Tonette de Jager
17.	2015 date to be specified	Department of Education trainers	Participants will be drawn from all over South Africa	20 (to be confirmed)		Linda Theron, Macalane Malindi
Total number of community members engaged in Khazimula				874		

**Appendix I: Department of Social Development Application for
Khazimula (South Africa)**

28 Grey Street
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BETHLEHEM
9700



Tel: 058 – 303 4701
Fax: 058 – 303 3486
Email: ksorgbhm@xsinet.co.za

Welfare at Work!

**The Provincial Head
Department of Social Development
PO Box
BLOEMFONTEIN
9300**

29 May 2014

APPROVEMENT OF PROGRAM AT CHILD AND YOUTH CARE CENTRE: SECTION 191
(4) (a) of THE CHILDREN'S ACT, 2005 (ACT NO. 38 OF 2005)

In accordance with SECTION 191 (4)(a) of THE CHILDREN'S ACT, 2005 (ACT NO. 38 OF 2005) this organisation is applying for approval of the KHAZIMULA – Pathway to Resilience programme to be offered to children residing at Child and Youth Care Centres and those visiting Drop in Centres throughout South Africa

The application is for a programme addressing both developmental and therapeutic programmes as prescribed in SECTION 194 (2) (b & c) of THE CHILDREN'S ACT, 2005 (ACT NO. 38 OF 2005).

The programme is also addressing Part V (2) (f) and (3) (c) of the NATIONAL NORMS AND STANDARDS FOR CHILD AND YOUTH CARE CENTRES.

Regulation 75 (2) of the act states the following:

"In order to implement the programmes referred to in sub-regulation (1) the following must be done -

- (a) a strategy for implementation must exist;*
- (b) the programmes must be approved by the provincial head of social development;*

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- (c) quality assurance of the programmes must be undertaken;*
- (d) impact assessment of programmes must be undertaken;*
- (e) programmes must be evaluated and reviewed; and*
- (f) awareness of the availability of programmes must be raised.”*

This program for which approval is sought, addresses the following with regard to the requirements of the regulations:-

- Strategy for implementation – five social workers and two social auxiliary workers have already been trained and qualified as facilitators of the programme and can start immediately to train others to use Khazimula, or as soon as funding can be resourced. These social workers who have completed the NWU-accredited short learning program on Khazimula, are able to train and facilitate the Khazimula Programme with professionals, community members and youth.
- Quality assurance – the Pathways to Resilience Project has researched resilience in youth over a period of 5 years in 5 different countries (Canada, South Africa, Columbia, China and New Zealand). In South Africa this research was conducted in the Free State Province. The scientific findings from the South African site, as well as other scientific research in South Africa, led to the development of the Khazimula Intervention Strategy/Programme.

Although 1209 South African youth participants participated in the Pathways project, the findings of the study were based on the contributions of 1137 participants – 72 Pathways to Resilience Child and Youth questionnaires were excluded from the final analyses because they were incomplete. The final sample of 1137 participants included three subsets of youth. The first comprised 730 black school-attending youth who were representative of local youths. As in other South African provinces, youth living in the Free State province typically face wide-spread challenges. For example, around 60 per cent of youth (especially black youth) live below the poverty line and survive on the monthly equivalent of US \$50. Many children are exposed to limited infrastructure; poor service and schooling opportunities; and crime-laden and HIV-challenged communities. On top of this, more than one third (39.1 per cent) of Free State youth live with their mothers only and at least 13 per cent of Free State youth report deceased fathers. The youth in this first sub-set reported all of these challenges. The second group comprised 221 black school-attending youth who were identified as resilient by their teachers and/or communities, despite being threatened by chronic adversities such as poverty, orphan hood, sexual abuse, and/or violence. The third group comprised 186 black

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school-attending youth who had made use of formal services (e.g., child welfare, education, mental health, and corrections).

As mentioned before, in the Free State five social workers and two social auxiliary workers of Bethlehem Child and Family Welfare have already completed the NWU-accredited, NQF level 5 short learning program on Khazimula.

- Impact evaluation of the programme has already started and is on-going. The evaluation is being conducted by the South African Pathways Project team at the North-West University and the final report will be completed in October 2014. Already, findings show that Khazimula does work to strengthen positive relationships with supportive others; the programme encourages self-confidence and youths' belief in themselves; the programme encourages active planning by youth towards the future; and it raises awareness of the necessary resources/supports available in the community that youth can draw on to cope well with difficult life circumstances. The scientific findings of the pilot evaluation of Khazimula were presented at an international research symposium that focused on thriving in youth in 2013 hosted by Optentia at the North-West University (**Second South African Positive Social Sciences Symposium: Towards Thriving Youth 28-29 Oct 2103, North West University, Vaal Triangle Campus**). This was open to criticism and review by peers and other researchers in the field of positive psychology.
- Khazimula is uniquely South African, as it has been put together based on SA findings and other SA research that has been conducted
- Awareness of the programme has already been addressed by registering it as a CPD activity at SACSSP, for Social workers, Social Auxiliary workers and Caregivers: their reference 289/14 dated 11 April 2014

A Facebook page has also been developed see

<https://www.facebook.com/khazimularesilience>

Uploads and information are also available at www.Lindather.org and <http://www.optentia.co.za/>

Please also note that Professor Linda Theron from the NWU, an HPCSA-registered educational psychologist and principal investigator of the Pathways to Resilience Project (see www.resilienceresearch.org), is willing to meet with the provincial head of social development in

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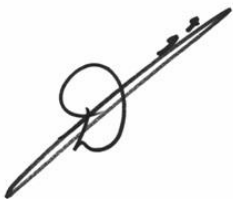
the Free State with regard to the programme, and to make a presentation on Khazimula, if required.

Request

You are requested to consider approval of this programme as per the instructions of the act. The Provincial Head of Social Development and the MEC are also requested to, after approval for the Free State, submit this programme to the National Department of Social Development for implementation in all nine provinces.

Attached please also find the following documents with regard to this programme:

- Particulars of applicant with name list of trained personnel
- Background and research foundation to the Pathway to Resilience programme “Khazimula”
- Accreditation as a Certificate Course by NWU
- SACSSP accreditation as a CPD activity
- BHPBILLITON certificate as finalist for 2013/2014 award for outstanding research and award
- Khazimula training programme manual



DD ERWEE: MANAGER

REGISTERED SOCIAL WORKER

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PARTICULARS OF APPLICANT AND NAME LIST

Name Of Organisation : Bethlehem Child and Family Welfare
NPO Number : 002-670 NPO dated 18 January 2001
Address : 28 Grey Street Bethlehem 9700
Postal Address : PO Box 708 Bethlehem 9700
Tel Number : 058-3030222
Fax Number : 058-3033486
e-mail address : ksorgbhm@xsinet.co.za
Contact person : Deon Erwee – Manager

Name and Surname	Qualifications	SACSSP reg no.	Khazimula trained
Deon Erwee	BA, BA Hons, B.SW(NDP)	10-29714	Yes
Carine Wagenaar	BA (SW)	10-32659	Yes
Dineo Radebe	Diploma SAW	Being awaited	Yes
Alice Lephaka	Diploma SAW	50-03302	Yes

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The Background and Research Foundation of Khazimula: The Pathways to Resilience Project¹

The Pathways to Resilience study (www.resilienceresearch.org) is a five-country study, led by Dr Michael Ungar (Dalhousie University, Canada). From 2009-2014, the overall aim of this study was to understand the formal service and informal resources that encouraged youth resilience in high-risk contexts in Canada, China, Colombia, New Zealand, and South Africa. The project paid close attention to how these various resources that support youth resilience processes are impacted by culture. It defined resilience as a process of positive adjustment to chronically adverse life circumstances (e.g., poverty, being orphaned, or having experienced sexual/other violence). Importantly, researchers based their study on the Social Ecology of Resilience theory, which explains that adjusting well is not a youth-driven process. Instead, it is a process in which at-risk youth and their social ecology (e.g., their families, schools, churches, local services, etc.) collaborate, in culturally meaningful ways, to achieve positive outcomes.

In South Africa, Pathways research took place in the Thabo Mofutsanyane District of the Free State province (see www.Lindatheron.org and www.Optentia.co.za). The research team collaborated with an Advisory Panel that consisted of local adults who interacted regularly with local youth and who had a deep understanding of the risks that local youths faced and how/why some youth did well in life, despite these risks. This Advisory Panel overviewed the entire research process and supported researchers to interact with 1209 local youths. To better understand the risks and resilience processes of these 1209 South African youths who participated, the research team gathered quantitative data using the Pathways to Resilience Youth Measure (PRYM). To understand both their risk and resilience more deeply, they also invited 246 youth to generate qualitative data using focus group interviews and visual participatory methods.

Part of the mandate of the Pathways project is for researchers to translate the findings into strategies or programmes that can be used by grassroots communities, including practitioners, teachers, families, youth leaders, spiritual leaders, and service providers to support local youths resilience processes. Thus, researchers needed to transform the findings into a community-friendly, useable tool.

When researchers and the Advisory Panel reflected on what youths who had participated in the Pathways project had taught them about risk and resilience, and on the findings of other South African resilience-focused research (e.g., Phasha, 2010; Theron, 2013; Theron & Theron, 2010, 2013; Theron, Theron, & Malindi, 2013), they realised that youths' pathways of resilience could be condensed into three core transactions: **dream**, **do**, and **connect**. Resilient youths dream well, do well, and connect well, and their social ecologies support youths to dream well, do well, and connect well. In their interaction with youth participants and community members, the sun, shining lights, and brightness were often used as metaphors for resilience. Thus, researchers and the Advisory Panel concluded that "Khazimula" (to shine) was an apt name for the doing ↔ dreaming ↔ connecting that was at the heart of youths' resilience processes.

¹ The Pathways to Resilience Research Project was funded by the Social Sciences and Humanities Research Council of Canada, the International Development Research Centre of Canada, and the Ministry of Business, Innovation and Employment in New Zealand.

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Next, from May-September 2013 the research team piloted Khazimula with 15 local service providers and 30 local youth leaders. They used these participants' comments to tweak Khazimula further and to make it even more user-friendly. Following this, Khazimula was written up as a short learning programme and accredited by the North-West University (Short-course model: P26 100 1; Module code: AAAD 5 17; NQF level 5; non-credit bearing). Pathways researchers from North-West University used this short learning programme to train teachers, social workers, and other service providers to use Khazimula to support social ecological pathways of youth resilience.

In summary then, the Khazimula strategy was not generated by researchers in other countries and imported into South Africa. Instead, Khazimula reflects indigenous knowledge because it originated from Pathways to Resilience researchers collaborating with South African adults and youths (i.e., from the Eastern Free State) to learn what local youths' pathways to resilience were and how best to support resilience in at-risk youth. Khazimula offers a home-grown way of supporting youth resilience that is rooted in empirical evidence. Its value is demonstrated in its recent nomination as a Finalist in the 2013/14 NSTF-BHP Billiton Awards recognizing, celebrating and rewarding excellence in science, engineering, technology and innovation in the category: To an individual or a team for an outstanding contribution to SET through research leading to innovation in a corporate organization or institution (see http://www.nstfawards.org.za/nstfWebPortal/appmanager/nstfAwardsWeb/nstfawards?_nfpb=true&_pageLabel=awards_portal_page_103). A finalist 'by definition and opinion of the Adjudication Panel, is a nominee eligible for the Award, which means that the nominee has made a significantly outstanding contribution thereby qualifying to be a winner.'

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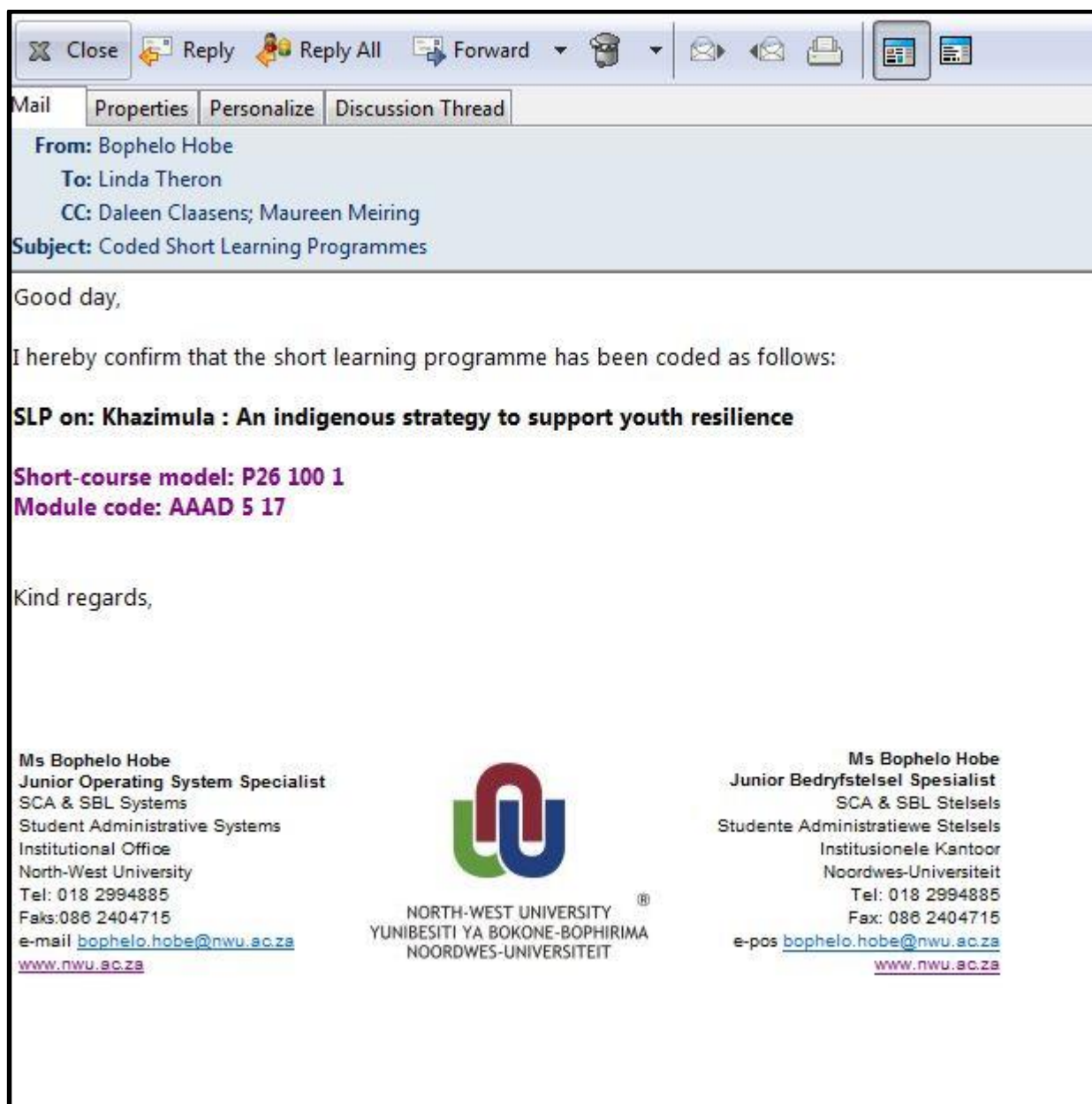


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NWU Accreditation of a Short Learning Programme on Khazimula

Khazimula was accredited at the end of 2013. It has been accredited as a non-credit bearing short-course on NQF level 5. Its registration numbers are as follows: Short-course model: P26 100 1; Module code: AAAD 5 17 (see image below). A formal letter from the NWU is available upon request.



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SOUTH AFRICAN COUNCIL FOR SOCIAL SERVICE PROFESSIONS ACCREDITATION AS A CPD ACTIVITY



S A Council for Social Service Professions

Dear Deon Erwee

The Registrar wish to inform you that your CPD application was approved by the CPD panel

8 points on completion was awarded to your **Workshop on: Pathways to resilience: Tips for social work professionals and teachers**. Your CPD approval number is: **289/14**. This number is valid from the **11th of April 2014** until the **11th of April 2015** and should appear on your attendance certificates.

Comments:

- Kindly send us the attendance register after each and every activity.

Comments from the CPD panel:

- Please pay attention to obtaining proper evaluation at the end of paper - through a written evaluation.

Please inform all delegates to keep their certificates in their Portfolio of Evidence

Kindly acknowledge receipt of this e- mail

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Finalist for an
NSTF-BHP Billiton Award
2013/14

*The National Science and Technology Forum
in partnership with BHP Billiton*

Recognising and celebrating an outstanding
contribution to science, engineering,
technology and innovation

Khazimula: Pathways to Resilience

Vaal Triangle Campus, North-West University

Team leader: Linda Theron

Individual or a team through research
leading to innovation in a corporate
organisation or institution

Prof Ali Dhansay
Chairman: NSTF

Ms J Niehaus
Executive Director: NSTF

Presented: 6 June 2014

Today's research ... tomorrow's innovation

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**Appendix J: Registration for Pathways to Resilience Workshop
(South Africa)**



S A Council for Social Service Professions

Dear Deon Erwee

The Registrar wish to inform you that your CPD application was approved by the CPD panel

8 points on completion was awarded to your **Workshop on: Pathways to resilience: Tips for social work professionals and teachers**. Your CPD approval number is: **289/14**. This number is valid from the **11th of April 2014** until the **11th of April 2015** and should appear on your attendance certificates.

Comments:

- Kindly send us the attendance register after each and every activity.

Comments from the CPD panel:

- Please pay attention to obtaining proper evaluation at the end of paper - through a written evaluation.

Please inform all delegates to keep their certificates in their Portfolio of Evidence

Kindly acknowledge receipt of this e- mail

Appendix K: Pathways to Resilience Workshop Invite (South Africa)

28 Grey Street
P.O. Box 708
BETHLEHEM
9700



Tel: 058 – 303 4701
Fax: 058 – 303 3486
Email: ksorgbhm@xsinet.co.za

Welfare at Work!

INVITATION

CPD ACTIVITY FOR SOCIAL WORKERS

SOCIAL AUXILIARY WORKERS AND CHILD CAREGIVERS AND TEACHERS

Khazimula Pathway to Resilience

FACILITATOR: Deon Erwee / Carine Wagenaar

With this we would like to extend an invitation to Social and Social Auxiliary workers and teachers for a two day (2) day training opportunity. This is also an ideal program for CYCC and Drop in's and group work with foster children.

Aim of Khazimula

To guide SOCIAL WORKERS, social auxiliary orkers, child caregivers, teachers and **optimize systemically supported dreaming, connecting, and doing**. These stakeholders use the Khazimula approach to partner with youth living difficult lives to do better than expected, and to teach other community members to support resilience processes.

Resilience is a process of **doing better than expected** amidst **adverse life circumstances**. This process relies on constructive, culturally congruent **interactions between children and their social ecologies** (or environments). So, adjusting well to challenging life-worlds is not (only) up to children - social ecologies must actively **partner** with children and support positive adjustment **See attached program**

MEETING INFORMATION

Date	:	24-25 July 2014
Time Registration	:	08:00 for 09:00
Venue	:	Tshepong Ya Rona Shelter, 30 Oxford street Bethlehem
RSVP	:	18 July 2014
CPD POINTS	:	8 (SACSSP 289/14)
Cost	:	R 1000.00 (includes Lunch, Drinks, training material and manual)
Payment	:	Payment must be made before the commencement of the Workshop
Banking details:		Nedbank Bethlehem - current account Account name - Child Welfare Bethlehem Account no - 1101098813 Branch Code - 110133 Reference no - Your name + Khazimula
		Fax proof of payment to 058-3031544 or mail to ksorgbhm@xsinet.co.za

Contact Carine or Deon Tel 058-3030222

Appendix L: Khazimula Feedback Report (South Africa)



FEEDBACK REPORT KHAZIMULA

Compiled by:

Nanette Minnaar: Strategic programme development manager, Head office, Khulisa

E-mail: Nanette@khulisa.org.za

Tel: 011 788 8237

Fax: 011 788 3353

Cell: 083 657 1588

2014/09/02

Introduction:

Khulisa's Khazimula Facilitators were trained during February and June 2014 in Gauteng and Kwazulu Natal. After the training the facilitators were motivated to implement the concept in their different regions and currently the concept is embedded in most of the regions and offices within Khulisa. This feedback report will focus on the implementation of the Khazimula concept within Khulisa Social Solutions.

Programme Development and Behaviour Change Process:

Behaviour Change Process:

There is a wonderful synergy between Khulisa's behaviour change process that focuses on Post Traumatic Growth and the Khazimula concept of Resilience as well as Khulisa's integrated service delivery model. Khazimula made it very easy for all Khulisa staff and programme beneficiaries to understand these concepts especially focussing on dreaming, connecting and doing. Khulisa's development team uses these concepts to explain behaviour change to their staff members as well as programme participants and therefore Khazimula forms part of the foundation of all Khulisa's Programmes.

Programme Development:

- New programmes:

Khulisa developed a Khazimula programme package called – Dare to Dream. This programme package included two programmes called 1) Grab your Dream and 2) Rock and Rhyme. (Summary of Project Attached).

These programmes were rolled out country wide.

- Incorporation of Khazimula concept into already existing programmes:

Khulisa also incorporated the Khazimula concept into their already existing programmes:

1. Ubuntu youth clubs

The Khazimula elements of Dreaming/Connecting and Doing forms part of the Khulisa Year long youth club programme (Ubuntu Club brochure attached)

2. SHINE Women empowerment programme

Khulisa incorporated building resilience amongst victims into the already existing SHINE programme in the form of a Peer Education programme called “One less Victim” (SHINE Brochure attached). One SHINE victim reached 650 women in Tembisa after trained in the OLV programme. She started *dreaming* whiles being in the SHINE victim empowerment programme, Khulisa assisted her to *connect* with schools and SAPS Victim Centres in Tembisa and then she started facilitating to the OLV programme (*doing*).

Staff and office involved in Khazimula:

Staff members from all Khulisa’s offices were trained and currently 25 offices are using the Khazimula concept successfully. An estimate of 5000 children and teen girls have been reached since the first Khazimula training in February 2014.

Way forward:

Khulisa aims to continue building resilience amongst their programme beneficiaries as well as in the communities they work in.

Photos celebrating Khulisa’s use of Khazimula:



One less Victim Peer Educators in Kempton Park



Shine Graduation Tembisa



Ubuntu Youth Club Puppets – Westbury

Appendix M: Feedback on Khazimula Training (South Africa)



Professor Linda Theron
NW University
Vaal Triangle

Dear Professor Theron,

**FEEDBACK – IMPACT KHAZIMULA PROGRAMME MASTER TRAINING –
KHULISA SOCIAL SOLUTIONS**

Professor Linda Theron and her team from the University of the NW provided master training to staff members of Khulisa on the following dates:

- Johannesburg – 04 February 2014 – 14 Attendees
05 February 2014 – 11 Attendees
- Newcastle – 11 June 2014 – 12 Attendees
12 June 2014 – 8 Attendees

Feedback on the Khazimula Training and the incorporation of the concept into Khulisa's work

Summary of the feedback from the Khulisa trainees:

- The training was hugely relevant to the work that we are currently doing, and the direction that we are heading in next year.
- The programme is incredibly well researched and structured and the activities are accessible, even in the areas where we are working (where literacy is low).
- Being trained by the project team makes a huge difference because they were able to engage with our staff and transfer the true understanding of the Khazimula concepts.
- The training was well delivered, and the assessment was demanding enough to stimulate real understanding and practical growth.
- The concept is easy to incorporate into our day to day interaction with the youth and community as well as our behaviour change process.
- This programme will be useful at our ECD centres, especially with parents and care workers. The programme can also be used in our social crime prevention initiatives, and elements will even be useful in general, unstructured discussion in Diversion programmes. The programme will also be useful for the Global Give Back Circle programmes next year.
- Training in Khazimula assisted the Khulisa staff to start seeing their work through Khazimula glasses and it changed the way they deliver our programmes and projects.



SHARED SERVICES CENTRE
Driving the highest levels of
organisational performance

KHULISA SOCIAL SOLUTIONS NPC : SHARED SERVICES CENTRE

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Rollout of Master Training

The Khazimula concepts have been successfully incorporated into the following programmes, projects and processes:

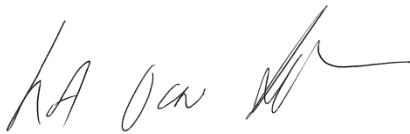
- **Grab your Dream Workshop for Parents and Educators** – Khulisa's development team developed this workshop to assist parents and educators to instil resilience in their children and learners through performing arts
- **Grab your Dream Workshop for Youth** – Khulisa's development team developed this workshop for the youth in their programmes to introduce resilience to their communities and youth through performing arts
- **Khulisa's Ubuntu Clubs (Youth Clubs)** - The Khazimula concept has been incorporated throughout Khulisa's Ubuntu Club structure and this year long programme now focuses on the Khazimula core processes: dreaming, connecting and doing.
- **Ubuntu in Action (Diversion Community Service)** – An essential part of Khulisa's very successful diversion programmes and processes is the Ubuntu in Action project where the divertees are expected to volunteer to do a community service at an organisation in their community. Volunteering is a key aspect of building resilience and teaching children to understand the concept is a vital part of Khulisa's behaviour change process. Before the children engage in delivering a community service they are trained to understand the Khazimula concepts and linking it to Ubuntu values.
- **Khulisa's Behaviour Change Process** – Khulisa has incorporated resilience as part of their behaviour change process and integrated social crime prevention strategy. They recently presented this strategy to DSD national and received very positive feedback.
- **SHINE Women Empowerment Programme** – because the programme is in essence developed around post traumatic growth and resilience the women found it very easy to understand Khazimula. The SHINE victims implement the project's concepts daily when they volunteer to facilitate the One less Victim Peer Education Victim Prevention Programme in their communities.
- **Global Give Back Circle** – the programme has given us the most current understanding of resilience in South Africa. Developing resilience in young South African's is crucial, especially in children who are vulnerable. The target for the Global Give Back Programme is expressly Orphaned and Vulnerable young women from disadvantaged communities. The goal of the programme is to assist these young women become empowered and successful. Developing resilience is therefore a key component to the programme. The Khazimula programme should therefore be a key part of the 21st Century Skills Programme. At the same time, the knowledge and experience that the Pathways teams possess in moving vulnerable people closer to being resilient people could be useful in informing other programmes and approaches that we incorporate into the 21st Century Skills Programme.

International Exposure

In early 2014 Professor Theron made a connection with KSS and Professor Angela Heart of Sussex University in the UK with a view to exploring how the Grab Your Dream and the Rock 'n Rhyme programmes would be offered to the target audiences she is working with in the UK. This led to a meeting in mid-October which resulted in some promising prospects for Khulisa South Africa and KUK furthering the relationship though proposed number of workshops to take place in May 2014.

Yours sincerely

For: **KHULISA SOCIAL SOLUTIONS**

A handwritten signature in black ink, appearing to read 'LA van Selm', with a stylized flourish at the end.

LESLEY ANN VAN SELM
MANAGING DIRECTOR