ANDRÉS SANDOVAL-HERNÁNDEZ (IEA DPC, GERMANY): EXPLORING SCHOOL RESILIENCE TO VIOLENCE. AN ANALYSIS USING DATA FROM ICCS 2009.

Abstract
The aim of this paper is to identify the school factors more consistently associated with a high likelihood of a school remaining resilient against violence, despite being located in a community characterized by social tension. Schools located in communities with high levels of social tension were first identified, among those; schools with low levels of violence were identified as resilient schools. A path analysis was conducted to identify school-amenable factors associated with a high likelihood of a school remaining resilient against violence. Within the same model, the question of whether school resilience to violence is associated to student achievement was explored. The data for the analysis stemmed from the IEA’s International Civic and Citizenship Education Study (ICCS 2009) in Mexico and Colombia. Preliminary results show that the student influence on decisions about school, teacher participation in school governance, and parents' participation in the school life are among factors more consistently associated with school resilience against violence in both countries.