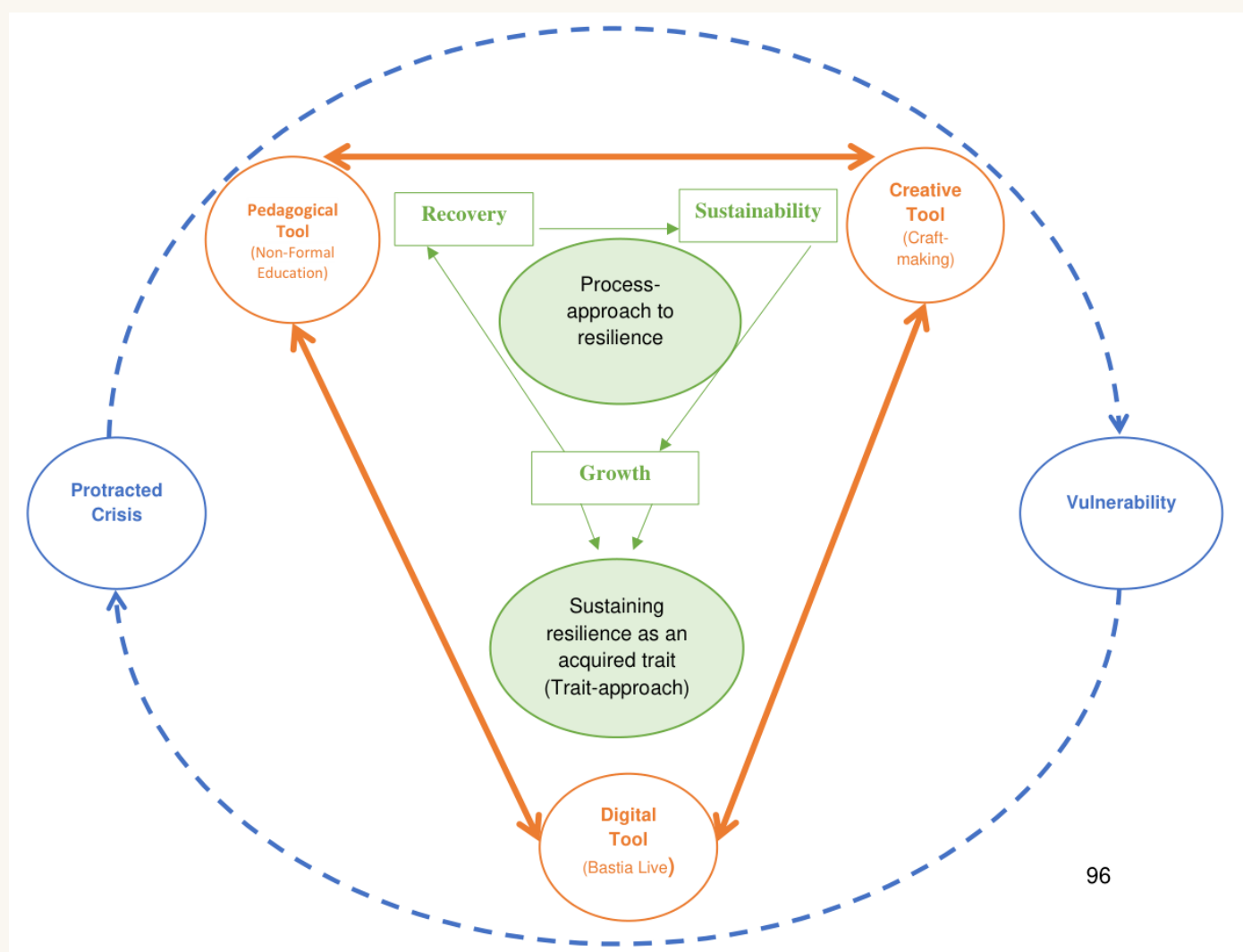


The research model at a glance

1 THESIS FIGURE 7: THE COMPREHENSIVE THEORETICAL FRAMEWORK

This model brings together the context, the three research tools and the adaptive outcomes. It provides the starting point for explaining how a creative participatory process can support resilience as an acquired capacity.



96

Figure 7. Theoretical framework from the PhD, retained in its original form

Context: protracted crisis and vulnerability. Tools: non-formal education, craft-making and Basita Live. Outcomes: recovery, sustainability and growth, with growth supporting the internalisation of adaptive capacities.

Source: thesis Figure 7, diagram p. 96; caption and explanation p. 97 in the supplied PDF.

Begin with the context

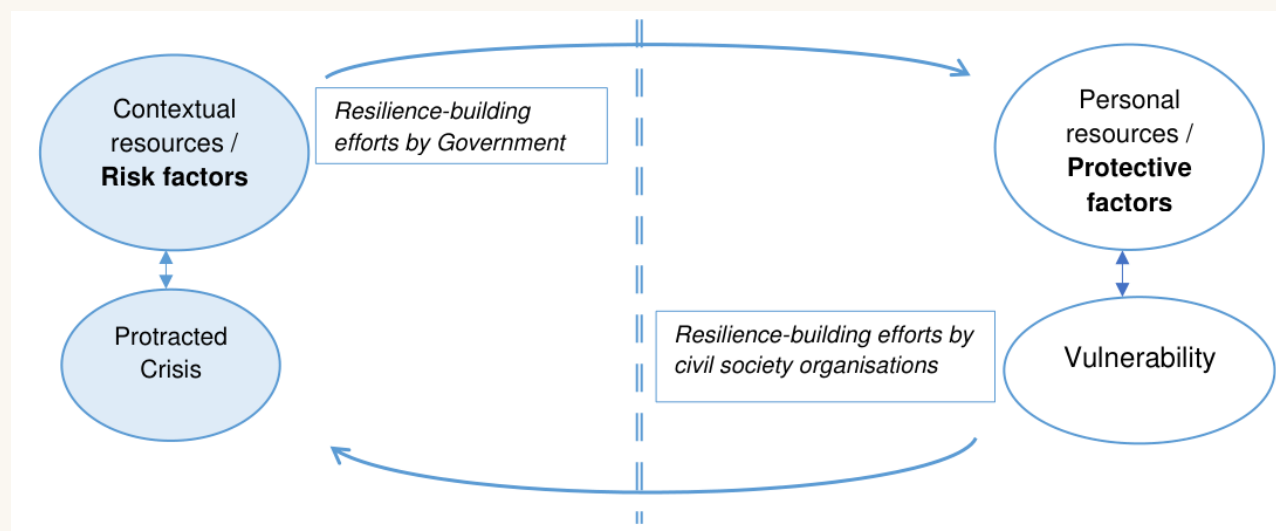
2 VULNERABILITY, PROTRACTED CRISIS AND RECIPROCITY

Vulnerability is situated, not a personal deficit

In my research, vulnerability describes susceptibility to harm under adverse conditions. Protracted crisis describes persistent challenges, including poverty, unemployment, insecure housing and restricted access to education and healthcare. These conditions shape the resources available to young women in care shelters.

A reinforcing cycle

Protracted crisis intensifies vulnerability. Heightened vulnerability can, in turn, make recovery and responses to crisis more difficult. I therefore treat these factors as mutually reinforcing, rather than as a simple cause followed by an effect.



Thesis Figure 5. Cross-reciprocal relationships

Resources also work reciprocally

Contextual resources can strengthen personal protective resources. Personal resources can help people seek, use and benefit from contextual support. Crisis interacts with contextual risks and resources; vulnerability interacts with personal protective factors. Together, these relationships form the cross-reciprocal system developed in my thesis.

My intervention enters this system through personal capacities and peer relationships, while recognising that structural conditions also require institutional and policy responses.

Source: thesis sections 2.2.1 and 2.2.3.2; Figure 5, p. 83. Relationships are conceptual interpretations.

What does resilience mean?

3 FROM THE PROCESS-TRAIT DEBATE TO MY RESEARCH POSITION

The working definition I followed

Following the thesis's adaptation of Ann Masten (2014), I understand resilience through both successful adaptation and the processes that make it possible. Mental, emotional and behavioural flexibility matter, together with adjustment to changing internal and external demands. Resilience draws on ordinary personal and relational resources, rather than exceptional strength alone.

Trait-oriented and process-oriented perspectives

A trait-oriented perspective examines relatively enduring capacities, such as self-efficacy, persistence and adaptability. A process-oriented perspective examines how people mobilise and develop resources in relation to adversity over time. My study begins with the process: sustained, participatory creative practice, shaped by participants and their circumstances.

Three adaptive outcomes organise the process

I followed Zautra and Reich's three adaptive outcomes of resilience. They provide a way to interpret adaptation without reducing it to a single score or a fixed sequence.

RECOVERY

Regaining functioning and emotional stability following adversity. Safe expression, consistency and mutual support provide important resources.

SUSTAINABILITY

Maintaining functioning while stressors continue. Collaboration, trust, ownership and continuing engagement support this outcome.

GROWTH

Developing new strengths and capacities beyond returning to a previous state. Decision-making, problem-solving and intellectual independence are central.

The outcomes can overlap. Growth is the bridge in my argument: skills practised repeatedly within a supportive process can become more established ways of responding to later challenges.

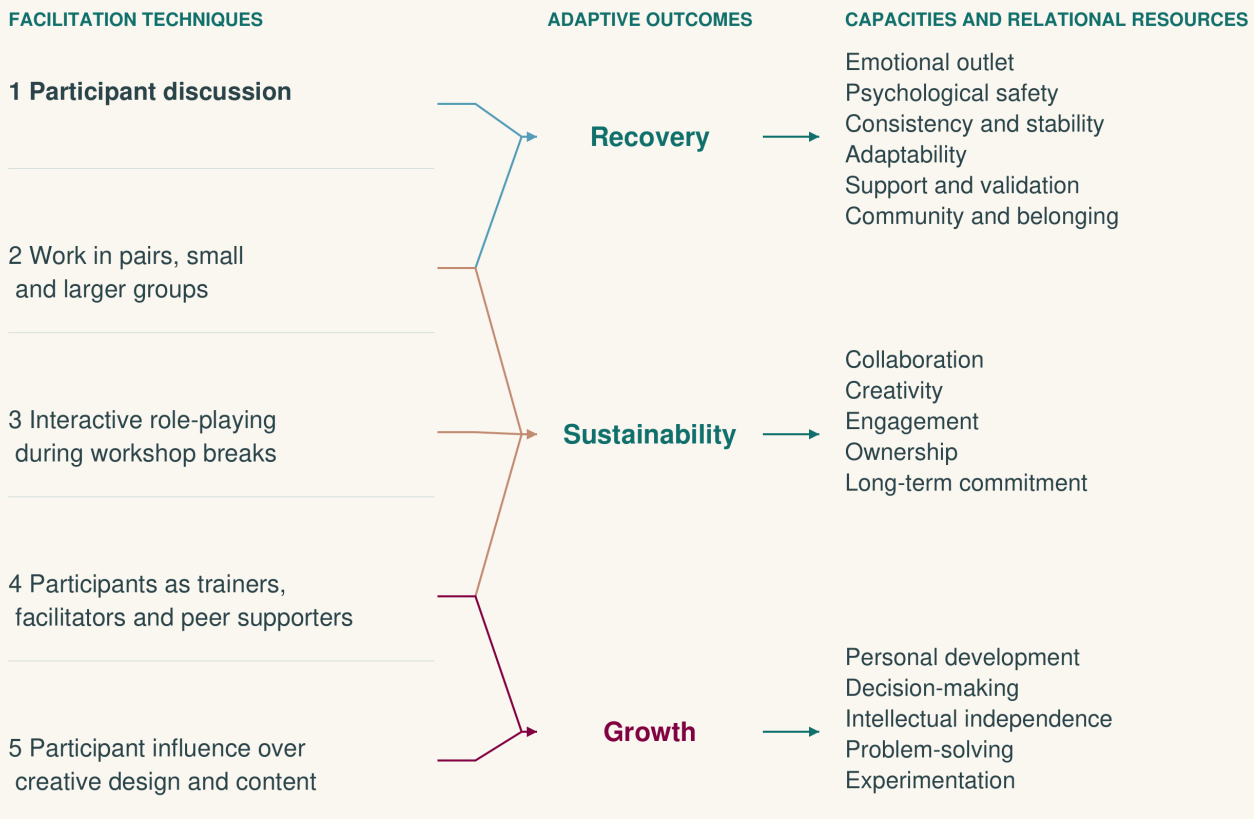
How the process develops resources

4 FIVE TECHNIQUES, THREE ADAPTIVE OUTCOMES

The five non-formal education techniques connect participation with specific capacities and relational resources. The correspondences below retain the thesis links; group work and peer facilitation each support more than one adaptive outcome.

Non-formal education and resilience

Analytical correspondence between techniques, adaptive outcomes and resources



Connections represent the thesis interpretation, not independently tested causal pathways.

Refined from thesis Figures 25 and 28. Dr. Reem Kassem.

Refined from thesis Figure 28: skills and resources developed

Skills are practised through participation

Participants do not simply receive creative activities. They discuss, collaborate, experiment, teach others and influence the work. These opportunities connect self-expression and peer trust with ownership, independent judgement and problem-solving.

Source: thesis Figure 28 and section 5.3.3. Wording refined; original connections retained.

What participants and supervisors reported

5 FIGURE 25 RETAINED AS A COMPLETE FEEDBACK MATRIX

This readable reconstruction preserves all five techniques and their adaptive outcome associations in Figure 25, including the continuation. Wording is condensed while retaining the reported contributions.

Adaptive outcomes of resilience	Non-formal education technique	Reported contribution within the workshops
Recovery	1 Enable discussion among participants	A safe, structured yet flexible space for sharing and self-expression, where participants felt supported, valued and heard.
Recovery and sustainability	2 Facilitate work in pairs, small groups and larger groups	Collaboration and the development of trust among participants.
Sustainability	3 Enable interactive role-playing during workshop breaks	An enjoyable environment that engaged participants' imagination and creativity.
Sustainability and growth	4 Enable participants to act as trainers and facilitators and assist others	Ownership of the process and commitment among participants.
Growth	5 Allow participants to influence creative design and content	Development of decision-making, intellectual independence and problem-solving skills.

Refined from thesis Figure 25, including the continuation. Dr. Reem Kassem.

Thesis Figure 25. Techniques and reported workshop contributions

From activity to participant influence

The pattern moves from a supportive space for expression towards collaboration, ownership and influence over creative decisions. These are overlapping opportunities within the process, rather than stages that every participant must complete in order.

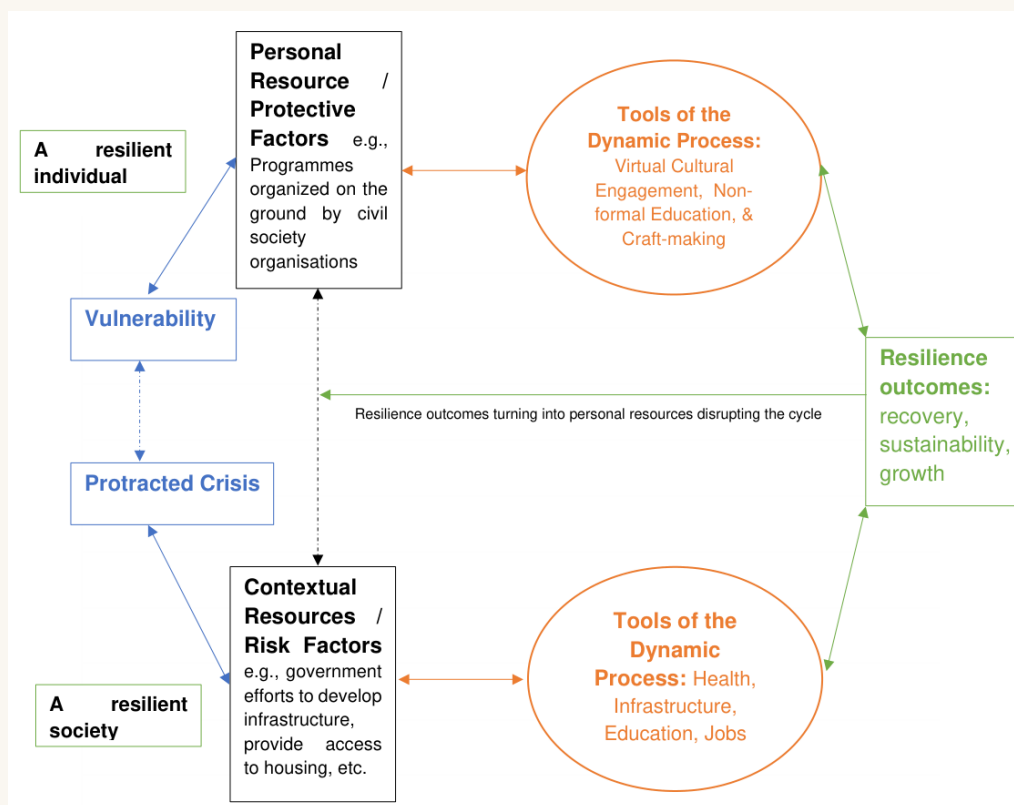
Source: thesis Figure 25, pp. 216–217 in the supplied PDF. Full five-row correspondence retained.

Can a process become an acquired trait?

6 THE CONTRIBUTION AND ITS EVIDENCE

My interpretation: practice can become a resource

The thesis argues that repeated engagement helped participants internalise adaptive skills. During the sustained engagement phase, supervisors described greater initiative, independent experimentation, mutual support and more confident responses to everyday challenges. Growth therefore connects the resilience-building process with the development of acquired, more habitual capacities.



Thesis Figure 6. Adaptive outcomes feed back into personal resources

Process and trait are complementary lenses

Qualitative accounts and follow-up observations support the interpretation of internalisation. The CD-RISC-10 was introduced at the endpoint as a complementary assessment of participants' reported adaptive capacities. It was not a pre/post comparison, so it cannot independently establish change or prove that the intervention created a stable trait.

The contribution is a situated account of how sustained creative participation supports adaptive outcomes, with acquired capacities feeding back into the resilience system.

Source: thesis sustained engagement findings; sections 4.4.2, 5.1.1.1 and 5.3.3.1; Figure 6.

Creative Resilience in Everyday Life

7 POST-THESIS ADAPTATION: CONCEPT AND SCOPE

This proposed extension translates the framework into regular creative practice for adults, children and families before, during and after disruption. It builds on the PhD's reciprocal relationships. Its application to these populations is a new research direction, rather than a finding established by the original study.

A proposed working definition

Creative resilience in everyday life is a participatory process through which individuals, families and communities use creative practice to strengthen expression, connection and adaptive capacities, supporting recovery, sustainability and growth amid everyday challenges, uncertainty and crisis.

Broaden the context, retain its differences

The surrounding context becomes everyday challenges, uncertainty and crisis. Everyday pressures include school, work, caregiving, relationships and financial strain. Persistent adversity includes exclusion, insecure housing and prolonged instability. Sudden disruption includes war, displacement, bereavement and unexpected family crises. Their severity and the resources they require differ.

Vulnerability changes with circumstances

Vulnerability is understood through the relationship between demands and available resources. Protective relationships, access to services and opportunities to exercise agency can change over time. Creative practice is one potential route to strengthening resources within this wider system; safety, care and institutional support remain essential.

Make family and caregiving relationships explicit

For children, the support dimension expands to family, caregiving and community support. Supporting adults' capacity to listen, respond and maintain connection is part of supporting children. Stable, supportive adult relationships and opportunities to practise skills are important foundations of resilience [1].

Preserve reciprocity

Creative participation may strengthen expression and connection. Stronger relationships may then enable further participation, confidence and agency. These reciprocal pathways are hypotheses for the everyday-life extension and require investigation with children, families and adults.

Bring the outcomes into daily practice

8 POST-THESIS ADAPTATION: RECOVERY, SUSTAINABILITY AND GROWTH

The three adaptive outcomes remain the organising structure. The examples below are proposed activities and observation prompts, not established effects of particular creative techniques. Participation should be age-appropriate, voluntary and responsive to circumstances.

Recovery: regain steadiness following difficulty

Offer drawing, making, movement or storytelling, with the option to share or simply take part. Explore whether a person can express a need, seek support or return to a meaningful activity. A supportive relationship provides the setting for expression and reassurance.

Sustainability: maintain connection amid continuing demands

Create a predictable opportunity for shared making, a family creative ritual or a collaborative community project. Explore whether people continue voluntarily, listen to one another, cooperate and offer support while challenges remain present.

Growth: develop agency and new responses

Invite participants to choose materials, redesign a project, experiment with alternatives, solve a creative problem or teach someone else. Explore whether initiative, independent judgement and problem-solving become available in situations beyond the activity.

Translate the original five techniques

Retain discussion, working together, role-play, peer facilitation and influence over creative decisions. With younger children, these become choosing, playing, making together and helping others, supported by responsive adults. Adults and older participants can share leadership and shape the content and pace.

Respond to uncertainty and media exposure

Children may encounter frightening events through news, images and adult conversations. Listen to what they understand, offer age-appropriate explanations, manage exposure to distressing media and preserve familiar routines [2]. Creative practice offers an additional space for connection and questions. Children can make something enjoyable without depicting war or disclosing frightening experiences.

From practice to everyday capacity

9 POST-THESIS ADAPTATION: TRANSFER, EVALUATION AND DEVELOPMENT

The proposed feedback loop

Repeated creative participation offers opportunities to practise adaptive skills. Participants may then use those skills in everyday situations, reflect on their experience and return to creative practice with new understanding. Family and community relationships support this cycle and are also shaped by participation.

Investigate transfer beyond the creative activity

The key question is whether capacities become available elsewhere: asking for help at school, negotiating a disagreement, responding to a changed plan or approaching an unfamiliar task. Investigate how participants understand these experiences and which circumstances enable or constrain them.

Develop the process-to-acquired-capacity argument

The proposed outcome is increasingly established adaptive capacities. This extends the thesis argument about acquired resilience while allowing durability, context and transfer to be examined. It does not assume that resilience becomes permanent or that capacities operate independently of relationships and material conditions.

A participatory research agenda

Co-design and pilot separate adaptations with adults, parent-child pairs and community groups. Combine repeated participant accounts, observations and follow-up to examine voluntary continuity, transfer beyond sessions, relational change and persistence after facilitation ends. Include people who disengage or report no benefit. Use assessment tools appropriate to age, language and context; do not automatically carry over the adult measure used in the PhD.

What remains continuous with the PhD

The extension preserves participation, non-formal education, personal resources, supportive relationships and the three adaptive outcomes. It broadens the contexts and populations, makes caregiving explicit and introduces new questions about everyday practice and transfer. The original framework closes this guide as the conceptual foundation for that next research phase.

Supporting sources for the post-thesis adaptation

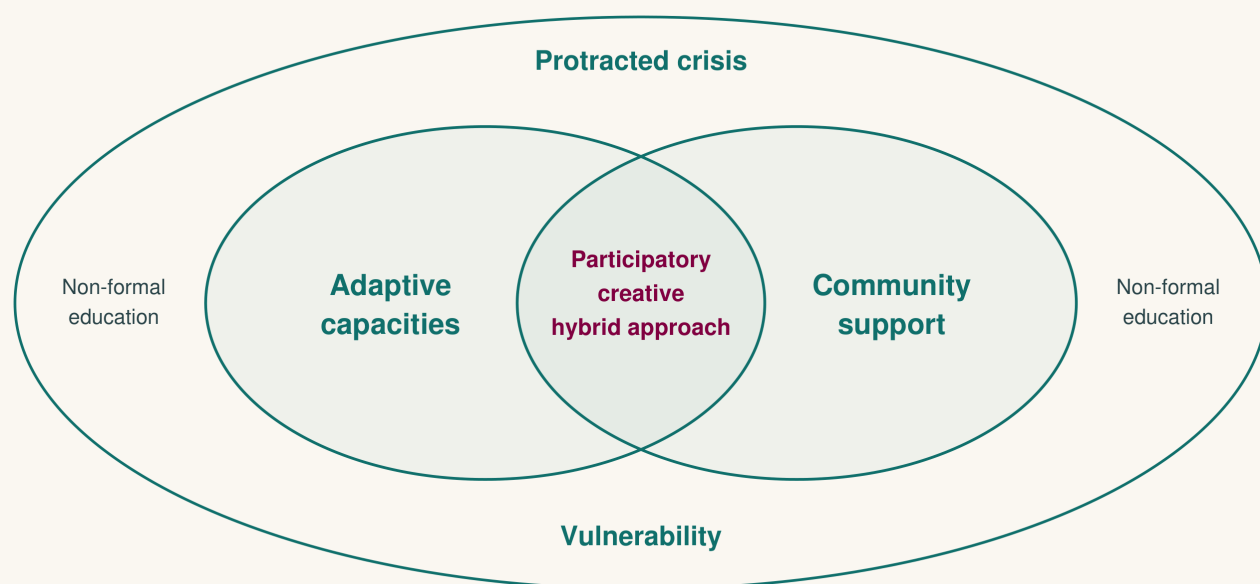
[1] National Scientific Council on the Developing Child (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience. Working Paper 13. Center on the Developing Child, Harvard University.

[2] UNICEF. How to talk to your children about conflict and war. Parenting guidance, accessed October 2026. Source titles are clickable in the PDF.

The Creative Resilience Framework

10 THE ORIGINAL FOUNDATION FOR THE EVERYDAY-LIFE ADAPTATION

I developed the framework through feminist Participatory Action Research with 35 young women and six activity supervisors in three care shelters in Alexandria. The original framework figure is retained below.



Original framework figure, redrawn from thesis Figure 29

Adaptive capacities and community support

Non-formal education works across both dimensions. Creative practice supports expression, experimentation and decision-making; shared learning supports trust, belonging and sisterhood. Capacities enable participation, while supportive relationships create opportunities to practise and strengthen them.

The participatory creative hybrid approach

The overlap represents a sustained process in which participants help shape content and design, support peers and take on facilitation roles. Digital creative content, supported by local activity supervisors, enables continuity when in-person access is constrained.

Context remains active throughout

The surrounding crisis and vulnerability are not erased by the intervention. The framework proposes a route to strengthen adaptive responses within those conditions. Its use in other settings requires contextual adaptation, participatory evaluation and further validation.

Source: thesis section 5.3.3.1 and Figure 29. Original conceptual structure retained.