USAID
FROM THE AMERICAN PEOPLE

Transforming Systems in Times of Adversity: Education & Resilience

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About USAID

USAID leads USG international development and humanitarian efforts to **save lives, reduce poverty,** and **strengthen democratic governance**.

USAID has programming in 100+ countries to:

- Promote Global Health
- Support Global Stability
- Provide Humanitarian Assistance
- Catalyze Innovation and Partnership
- Empower Women and Girls

USAID Education

- Increasing access to quality education for children and youth, particularly the most marginalized and vulnerable.
- Ensuring children and youth gain literacy, numeracy, and social-emotional skills that are critical to future learning.
- Helping youth gain the skills they need to lead productive lives, gain employment, and positively contribute to society.
- Supporting higher education institutions to have the capacity to be central actors in development.

Despite the pandemic, USAID reached more than 24 million children at the primary and secondary level in 2020, providing millions of children with access to education.

Bobby Neptune for USAID

USAID Education Policy

- Serves as the guiding policy document for *all* of USAID's education-related investments and initiatives
- Promotes six Guiding Principles:
  - Prioritize **country-focus and ownership**
  - Focus and concentrate investments on **measurably and sustainably improving** learning and educational **outcomes**
  - **Strengthen systems** and develop **capacity in local institutions**
  - Work in **partnership** and **leverage resources**
  - Drive decision-making and investments **using evidence and data**
  - Promote **equity and inclusion**

Resilience and Education: Key Technical Concepts

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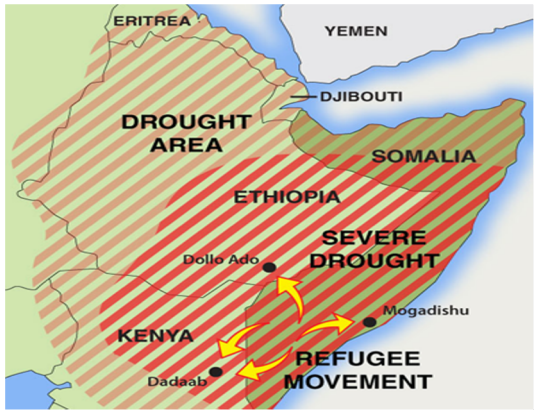
DEFINING RESILIENCE

"**The ability** of people, households, communities, countries and systems **to mitigate, adapt to and recover from shocks and stresses** in a manner that reduces chronic vulnerability and facilitates inclusive growth."

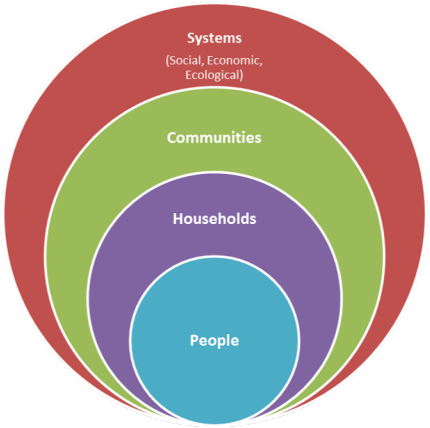
- USAID's Building Resilience to Recurrent Crisis (2012)

Shocks and Stresses

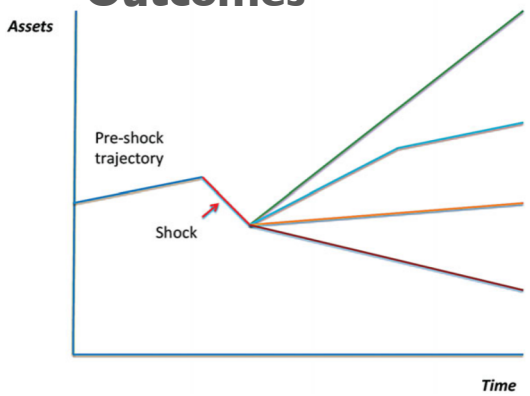


Resilience Capacities

(resources, assets and strategies)



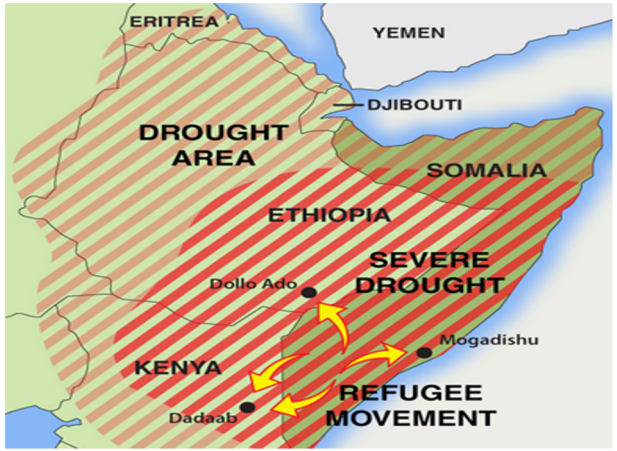
Well-being Outcomes



SHOCKS AND STRESSES

- **Stresses:** Long-term trends or pressures that undermine the stability of a system and increase vulnerability within it.

- **Shocks:** External short-term deviations from long term trends that have substantial negative effects on people's current state of well-being, level of assets, livelihoods, safety or their ability to withstand future shocks.



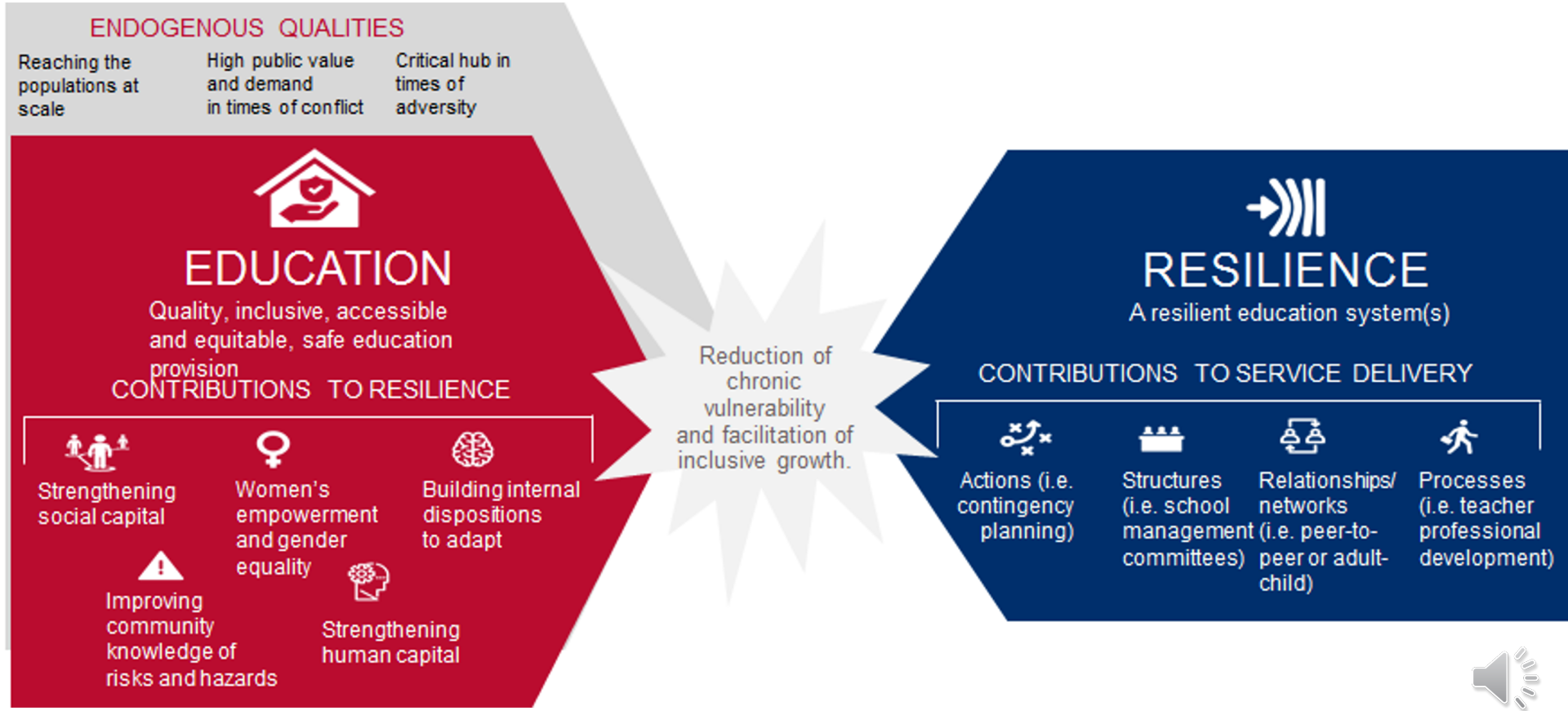
RESILIENCE CAPACITIES

- **Absorptive:** The ability to minimize exposure and sensitivity to shocks and stresses through preventative measures and appropriate coping strategies to avoid permanent, negative impacts.

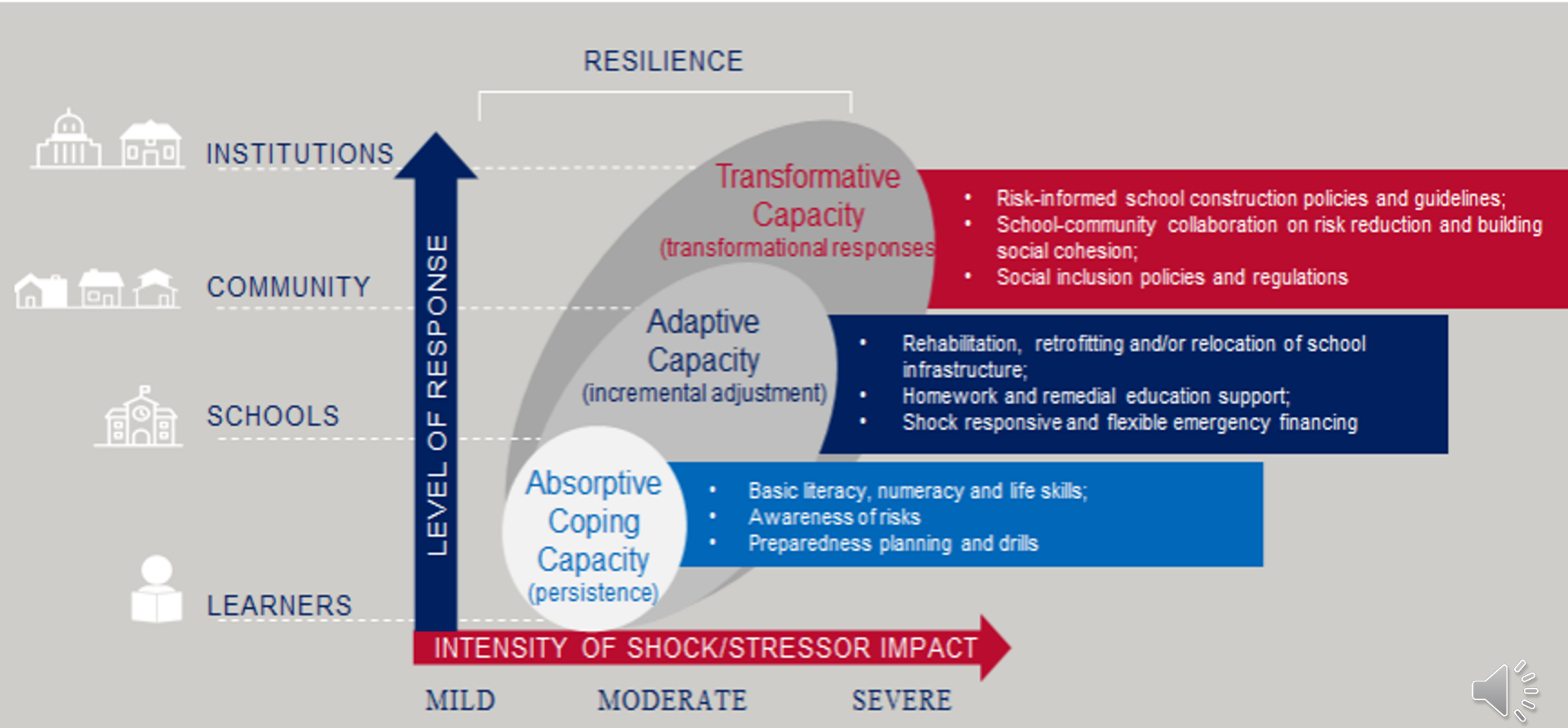
- **Adaptive**: The ability to make informed choices and changes in livelihood and other strategies in response to longer-term social, economic and environmental change.

- **Transformative**: The governance mechanisms, policies and regulations, cultural and gender norms, community networks, and formal and informal social protection mechanisms that constitute the enabling environment for systemic change.

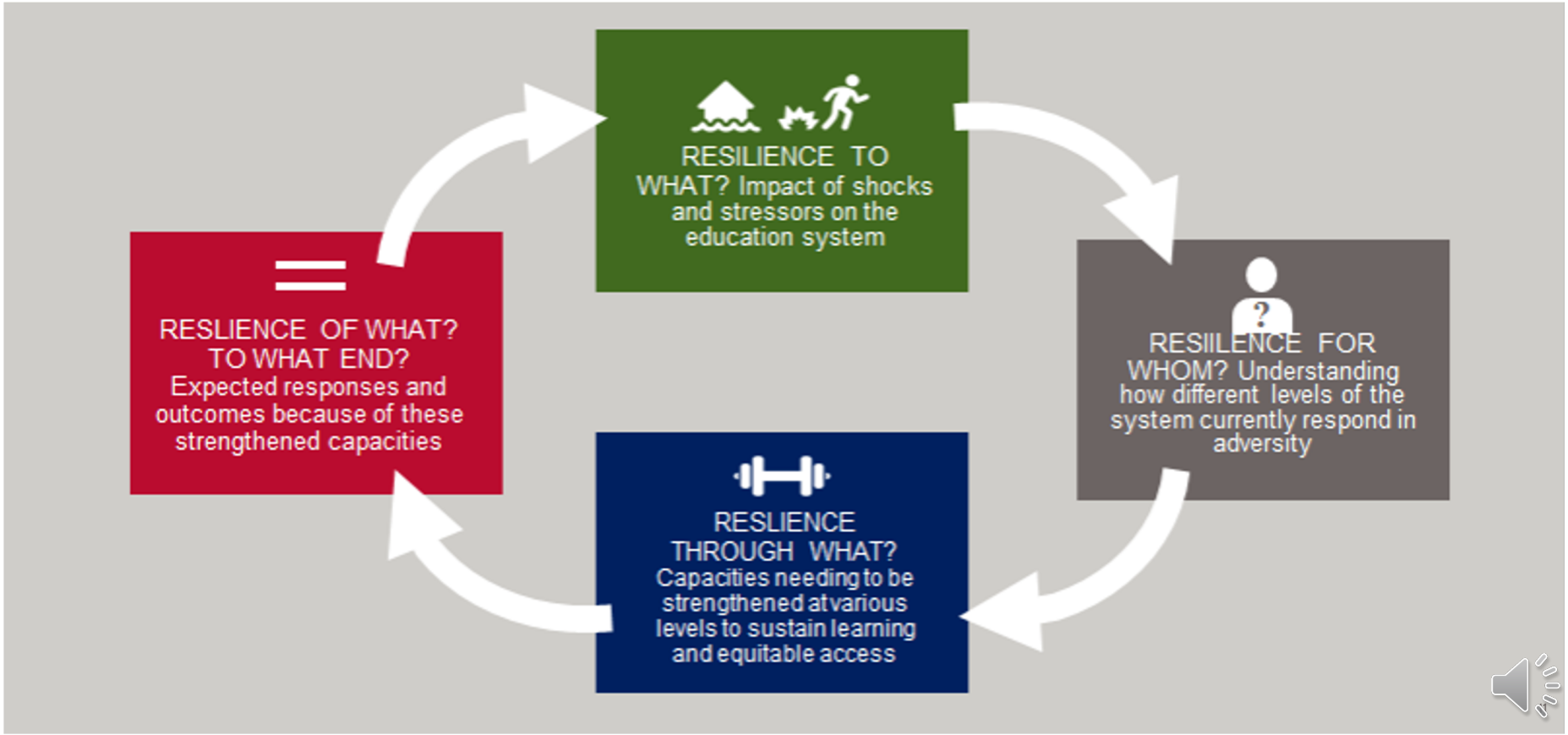
EDUCATION & RESILIENCE



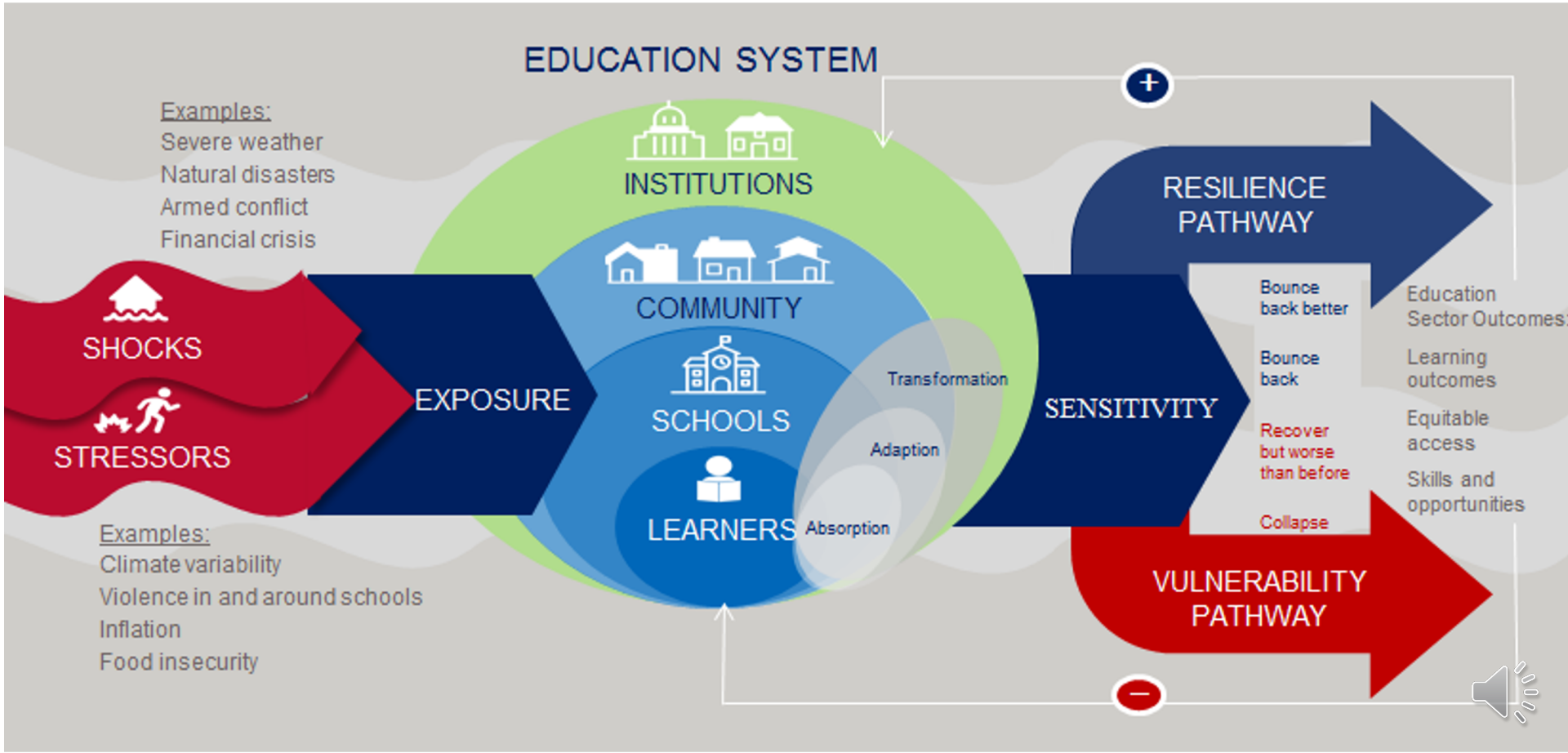
EDUCATION & RESILIENCE CAPACITIES



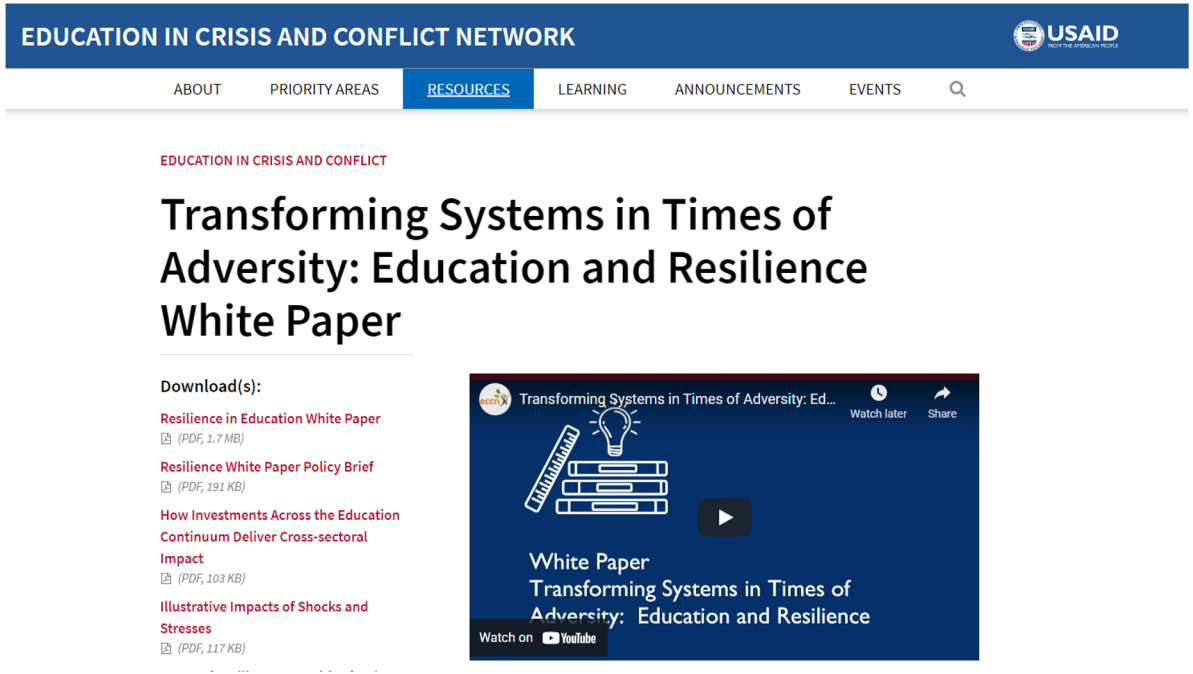
QUESTIONS FOR PROJECT AND ACTIVITY DESIGN



EDUCATION & RESILIENCE: Pathways for Education



EXISTING TECHNICAL RESOURCES



www.edu-links.org

Strategic Planning

- Transforming Systems in Times of Adversity: Education & Resilience White Paper & Policy Brief

Project & Activity Design & Implementation

- Shock Responsive Programming and Adaptive Mechanisms
- Safer Learning Environments Toolkit
- Rapid Education and Risk Analysis Toolkit

KEY QUESTIONS

1. How can donors and implementers ensure that future education programs apply a resilience approach and ask key resilience-based questions?

2. How can we contextualize education and resilience capacities specific to varying cultures and contexts?