COVID-19 CONTEXT

By April 2020, 1.5 billion children and youth in 194 countries—over 85% of the world’s learners—were affected by closures of education institutions (UNESCO, 2021). Early concerns about the negative impacts the pandemic would have on both learning continuity and learning loss have in many instances been shown to be true. On average students lost about a half years’ worth of learning, negatively affecting the most vulnerable students worst. In many countries, sizeable portions of the school-age population chose not to return to school when they reopened. Beyond this, school closures led to many children and youth losing access to essential protection, health, nutrition, and mental health services, putting millions more at risk of child labor, early marriage and pregnancy, malnutrition, abuse, and exploitation. This was particularly true for the most marginalized learners, including those in poverty, girls/young women, learners with disabilities, and those already affected by pre-existing crises.

To respond to the pandemic, U.S. Agency for International Development (USAID) Missions, implementing partners, and others designed and adapted educational programming and activities to prevent drop out and ensure all learners would return to learning; mitigate learning loss and support learning outcomes; ensure the wellbeing of learners, teachers, and educational personnel; and build the resilience of education systems to better respond to future crises. While there is now a sizeable body of global tools, guidance, and evidence helping USAID and partners to continue to respond to COVID-19 educational disruptions, evidence on why and how certain responses were able to mitigate learning loss and support learning continuity and wellbeing throughout the pandemic is only now beginning to emerge.
ENGAGING YOUTH AND HIGHER EDUCATION INSTITUTIONS IN THE COVID-19 RESPONSE

This thematic case study explores promising practices in engaging youth and higher education institutions (HEI) as leaders in the COVID-19 response, which aligns with priority area 6 of USAID’s six priority areas for COVID-19 response.¹

USAID recognizes that HEIs “play an important role in education and workforce training, advancing research, and strengthening networks and communities” (USAID COVID Factsheet, 2020). HEIs also have a wealth of research-based expertise, experience in knowledge production and dissemination, and capacity in effective teaching and learning techniques (UNESCO, 2020) that can be leveraged to support COVID-19 responses. For example, they have developed innovative solutions to the pandemic and supported communities by providing COVID-19 testing and treatment, mental health support, nutrition and social assistance programs, and support to educators. In the pandemic, they were seen as a trustworthy source of information (USAID, 2020).

Youth can be affected by crises such as COVID-19 in different ways, depending on their race, gender, sexual identity, religion, physical ability, geography, and refugee status. There are also factors unique to youth at the transition from childhood to adulthood that can make them “doubly disadvantaged” in emergencies (ActionAid, 2019). During COVID-19, youth have experienced negative impacts on their mental health, employment, income, and education (OECD, 2020), and they are the ones who will bear the brunt of the pandemic well into the future. Their specific needs cannot be overlooked. However, not only are youth passively affected by emergencies, but they also are agents of change in their communities and should be given opportunities to support the emergency response (UNDRR, 2020). During COVID-19, youth have acted as leaders in research and communications around the virus, education and employability responses, mental and physical health initiatives, and ensuring equity and inclusivity of responses (Global Youth Mobilization, 2022). Unfortunately, youths’ and HEIs’ efforts to help communities during the pandemic remained at risk due to funding cuts, unequal digital access, and—for youth in particular—the struggle to gain legitimacy in decision-making (Restless Development & The Development Alternative, 2021; Salmi, 2020).

This thematic case study draws on snapshots from three interventions (see Box 1). Each engages with

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¹ USAID’s six priority areas for COVID-19 response are: 1) partnering with ministries to safely and responsibly reopen schools and higher education institutions; 2) creating or utilizing distance learning platforms; 3) providing psychosocial support and protection services; 4) building emergency preparedness and response capacity; 5) institutionalizing remedial and accelerated education; and 6) engaging youth and higher education institutions as leaders in COVID-19 response.
HEIs and/or youth in different ways to support the education and training of youth themselves, or to partner with them to support continuity of learning for others. This thematic case study also overlaps with priority area 2, creating or utilizing distance learning platforms. All three interventions in this study had to pivot or develop interventions utilizing distance learning platforms.

The next three sections of this report provide an overview of the interventions, evidence of their results, and promising practices that underpinned those outcomes. The final section considers what the education sector can learn from these interventions about building resilience by both mitigating the impacts of the pandemic and identifying opportunities to embed these responses within education systems moving forward. Key to this is how each of these responses were able to both identify and mobilize existing resilience capacities within their contexts and address the needs of those disproportionately affected by the pandemic.

**METHODOLOGY**

To identify interventions for inclusion in this research, a call for promising practices was put out through USAID’s three learning networks: the Education in Crisis and Conflict Network (ECCN), the Global Reading Network (GRN), and the Higher Education Learning Network (HELN). Of the total 79 valid responses to the call, five were relevant to the theme of this report, of which three were identified as having sufficient “promise” in terms of both their evidence-base and approach to systems strengthening. This case study is part of a set of three separate case studies highlighting promising practices across three different USAID priority areas. The author of this case study undertook an extensive review of program data and documentation as well as interviews with key informants. Further detail about the methodology of this research can be found in the associated Synthesis Report.

**BOX 2: PROMISING PRACTICES**

“Promising” practices are defined as those that enable learners to remain engaged with and participate in learning opportunities throughout the pandemic, address the psychosocial impacts of COVID-19, and/or seek to minimize or address learning loss in some way. These practices have an evidence base that indicates the impacts of their actions and where they have sought to move beyond immediate response measures toward strengthening education systems more broadly.
THE INTERVENTIONS

At the onset of the pandemic, all three interventions quickly saw that COVID-19 was going to close schools and education institutions for longer than initially expected. Therefore, they recognized there was a need to transition their activities for/with youth and HEIs to remote delivery in a way that still allowed them to maintain their programmatic focus, learn from these experiences, and apply those learnings toward strengthening education systems in the long-term.

Prior to the pandemic, Educate! was implementing an in-school leadership and entrepreneurship program for youth across Uganda. As COVID-19 lockdowns began, it realized that reaching youth was as important as ever, and that it needed to pivot its approach. This resulted in the Virtual Innovation Program (VIP) Bootcamp, an accelerated, skills-based experience that delivered the same core components of Educate!’s in-school model through accessible, low-tech mobile phones. The VIP Bootcamp was run in six- to eight-week sessions from September 2020 to March 2022 and helped youth develop the skills to start and run a business, earn an income, and set aside savings. Achieving these outcomes in the short term demonstrated that youth in the VIP program could engage in economic activity. Youth could develop key transferable and business skills that can lead to improved lifelong outcomes: economic activity, income, education attainment, gender equity, family planning, and resiliency.

To make this shift and respond to immediate needs, Educate! relied on rapid experimentation, learning, and iteration. It explored ideas generated by others in the field responding to the pandemic and other crises to assess what might work for its target population. And it consulted with Educate! staff, mentors, students, and others to identify ways to deliver Educate!’s “core experience” that allows Educate! youth to achieve their objectives—providing skills lessons, practical experience, and mentoring—now using simple, accessible technology, in order to continue helping youth develop the skills they need to succeed in life.

School the World, on the other hand, had to develop a new intervention. Prior to the pandemic, School the World worked with teachers, communities, and parents. During the pandemic, however, it partnered with HEIs and secondary schools to respond to parents’ concerns about their children’s learning loss, as well as the lack of access to remote learning. Working primarily in schools within which it had already established relationships, the organization began the Project Equity Phone Tutoring and Peer-to-Peer Tutoring program in Guatemala and Honduras.

In Guatemala, School the World formed partnerships with universities (see Box 3) to provide phone tutoring sessions to children in grades 1-5 while they were out of school. It selected and trained tutors to provide support to learners based on Ministry of Education (MOE) self-learning guides for grades 3-5 and created self-learning guides and trained tutors on working with children in grades 1-2. Phone tutoring sessions were provided twice a week to each student for 30 minutes, and tutors received phone credit to be able to call students. School the World also developed a similar in-person tutoring program in Honduras, where lack of phone service in rural areas meant phone tutoring was not an option. In-person tutoring in Honduras was provided to 7th through 9th graders to students in grades 1-6.

**BOX 3: PARTNERING WITH UNIVERSITIES**

In Guatemala, School the World leveraged existing partnerships with schools and communities and built new partnerships with universities to establish the Project Equity phone tutoring and peer-to-peer tutoring program in Guatemala. Many university students were committed to tutoring primary students and engaged with families and communities, especially when they received credits toward their degree.
In several countries across Central America and the Caribbean, the Early Grade Literacy Network of Central America and the Caribbean (RedLEI) and the American Institutes for Research (AIR), through their program LAC Reads Capacity Program (LRCP), developed a new series of webinars on Emergency Remote Teaching (ERT) for university teachers. This was done in response to a survey of university students and teachers, which showed significant challenges with the shift to remote learning. Students struggled to understand content, felt their academic performance had declined, and were overwhelmed at the amount of work assigned. Professors faced challenges as the majority were teaching remotely for the first time. AIR/RedLEI sought a South-South collaboration with Open Educational Resources (OER) Africa to adopt and expand on OER’s ERT series for the Central American and the Caribbean context and needs based on a regional survey. The series consisted of six 90-minute sessions with complimentary resources implemented in May-June 2020, and provided skills such as curriculum and materials selection, communication and relationships, assessment, and inclusivity.

During the ERT series for university professors and teachers, LRCP/RedLEI realized the need to extend and deepen the information for teachers of early grade literacy who were also present in the webinar series. RedLEI—with support of AIR, LCRP’s Literacy Specialist, and in collaboration with Colypro, a local partner organization—expanded the series into a full course on ERT for early grade literacy. After piloting the course in Costa Rica, the regional program ran from February to May 2021. In the course, teachers were divided into small groups and assigned a specialist who would lead them. Through synchronous and asynchronous lessons, group work, and mentoring, teachers received similar skills in curriculum, evaluation, communication, and inclusion.
OUTCOMES AND RESULTS

During the pandemic, all three of the interventions recognized the need to simplify measurement of “outcomes.” They focused on getting evidence about the most important indicators that supported learning, adaptation, and decision making, which led to a range of types of data across the three interventions.

Educate!’s VIP Bootcamp enrolled 3,400 youth in the September 2020 pilot. Of those, approximately 41% completed the program. For many who did not complete the program, access to technology was an issue. At scale, they enrolled 14,500 youth for the June 2021 summer bootcamp. Among those who started the program (approximately 11,000), 62% met the criteria for graduation. Educate! analyzed pre- and post-tests of random samples of youth who completed the pilot or the scaled-up bootcamp. Results suggest that youth who completed the bootcamp had developed skills to launch their businesses. In both the pilot and the scale-up, there were statistically significant increases in youth running a business (137% and 134% increase in the pilot and scale-up, respectively), earning an income (77% and 26%, respectively), and setting aside savings (33% and 24%, respectively). Youth in both the pilot and scale-up also reported improvements in a range of soft skills important for entrepreneurship in the local context, such as grit, leadership, goal setting, resource mobilization, and business modeling.

Educate! also conducted a tracer study with a sample of youth who completed the pilot. Results of this study suggest that many of these improvements were sustained. In addition to the pre-/post- evaluations and tracer studies, Educate! has developed a system of rapid impact assessment (see Box 4) that responded to its need for simplified actionable data to support program innovation.

In School the World’s Project Equity Phone and Peer-to-Peer Tutoring in Guatemala, 226 university students (and some other volunteers) delivered 115,728 tutoring sessions to 3,574 students in grades 1-5 in 49 schools across Department of Quiche, Guatemala. In Honduras, 122 lower secondary students provided in-person peer-to-peer tutoring to 717 primary students over the course of 20,200 tutoring sessions at 26 schools across four departments.

To assess the impact of the phone tutoring, School the World designed a randomized control trial to track improvements over time. School the World students in both countries tended to begin farther behind than control students in both reading and math. Students receiving tutoring in Guatemala had statistically significant improvements in math scores between two time points (mid and post) in all five grades. Similarly in reading, students had significant improvements in grades 1, 2, and 4, with the greatest improvement for the early grade learners. School the World students learned more than control students to a statistically significant degree in both subjects. Honduras demonstrated similarly positive results. Across all six grades, School the World...
students saw improvements in math, while control students in grades 1, 2, 3, 5, and 6 declined or maintained their level. Results in reading were mixed; in grades 2, 3, and 6, School the World students fared better than control students, but in grades 1, 4, and 5, School the World and control students improved similarly. School the World’s phone and peer-to-peer tutoring also supported retention in school after the pandemic. In Guatemala, the dropout rate after the pandemic was only 3.8% in schools that received the tutoring, compared to 17.4% of students in schools that did not.

Data from AIR/RedLEI indicate its ERT for university teachers reached between 231 and 387 professors and teachers per session in the series. According to course evaluations, the ERT series supported teachers to address some of the student concerns on how to stay connected to their studies due to urgent economic needs, different learning needs, lack of technological resources, and feeling overwhelmed from the initial survey conducted, and that the course content, themes, and resources were seen as pertinent to the new demands created by the closure of their institutions.

A major outcome of the ERT series for university teachers was the development of a successful ERT course for early grade literacy teachers, which was meant to go deeper into each of the webinars from the initial series and the pilot. The full ERT course enrolled 35 participants, with 30 (85%) completing it. Participants included teachers/teacher trainers, pedagogical advisors, academic coordinators, and ministry technicians working in early-grade literacy. Of the 30 who completed the course, 29 passed the post-completion test. For each of the units, the participants completed approximately 90% or more of the activities, signaling a high level of engagement. According to the evaluation report, teachers demonstrated the ability to use terms and concepts related to early grade literacy and emergency remote teaching; the construction of a framework for ERT based in evidence; the design of proposed actions to improve their practice; stronger ability with technological tools; and greater understanding of challenges related to equity and inclusion, especially during times of emergency. Additionally, self-evaluations by participants in the course suggests an overall high level of satisfaction with the content, methodology, and tutors/teachers of the course. According to RedLEI staff, anecdotal evidence from teachers also indicates that they have greater awareness of how to adapt their classroom practice to the virtual environment, and they are asking for evidence and sources to back up their learning and changes in teaching practices.

PROMISING PRACTICES

This section of the report considers the factors that have allowed the interventions to identify and mobilize existing assets, resources, networks, and knowledges in the education system to both respond effectively to the immediate crisis and adapt and transform their work more permanently.

COVID-19 created a scenario in which implementers (like those in this case study), as well as Ministries of Education, schools, teachers, communities, parents, and children had to (re)design education programming to mitigate learning loss and/or sustain learning outcomes. The pandemic provided an opportunity to experiment and innovate, and to seek more transformative solutions to endemic issues in the education system. As School the World explained, “the loss of learning was so grave that both parents and children were really open to recover some kind of learning; the problem enabled [School the World] to address it.”

The first promising practice identified across all three interventions was their capacity to learn, be flexible, and constantly adapt as the nature of the crisis changed. For example, Educate! was able to pivot its in-school model of entrepreneurship training for remote implementation by conducting rapid research and experimentation to figure out what would work in the pandemic context in Uganda (see Box 5). Likewise, in addition to generating data on learning outcomes, School the World has improved its use of data, evidence, and learning to shape its programming. Throughout implementation of the tutoring program, it learned about
the importance of continuous assessment for the tutors to receive direct and immediate feedback and shift its practices. School the World has also begun conducting focus groups with tutors to help design the tutoring component moving forward.

**BOX 5: EXPERIMENTING, LEARNING, AND ITERATING**

When Educate! realized that COVID-19 closures of education institutions would last much longer than originally expected, it recognized the need to transition its in-school entrepreneurship training to a virtual space. To begin, it put out a call to the entire Educate! team for ideas on how to adapt its programming to the virtual environment. Then, drawing on lessons from technology product design, it used the Agile approach to work in short (approximately two-week) “sprints” to identify a priority question that would help it design the bootcamp, answer that question, and incorporate that into its model. One of the questions, for example, was “What time of day is best to have the bootcamp sessions?” Educate! learned that it was not about a general timeframe, because youth do not have the ability to commit to a certain time each day. Rather, what they needed was flexibility. Educate! came up with a solution whereby mentors could find a time when at least ten youth could attend and schedule a make-up session for those who cannot make it.

Multiple small teams experimented and iterated in this way over five months to develop the VIP Bootcamp model, and they continued to use rapid learning processes when they faced challenges. While the organization has always been learning focused, this new way of working required dividing into small teams, supporting a culture of innovation that is accepting of failure, and creating systems and structures that allowed programs to quickly pivot and adapt.

For all three of the interventions, the process of learning and adapting required that the organization be flexible and act rapidly in response to identified needs. One of the key enabling factors RedLEI highlighted was its ability to respond quickly and be, as it explained, one of the first interventions in the region for teachers. One way that it did this was by developing its ERT sessions as it went, but always with its core objectives in mind. Time did not allow it to develop the full series at once, since immediate needs from teachers could not wait. Similarly, Educate! and School the World explained that the willingness to be flexible and to rapidly pivot, as well as to step outside of their comfort zone, were essential characteristics in effectively learning from and adapting their interventions as they went.

Despite highlighting the importance of using evidence for learning and adaptation, all three interventions recognized the challenges inherent in collecting useable and relevant data during the pandemic. Thus, as shown in the section above, the interventions had to take a “good enough” approach to evidence that would allow them to rapidly answer questions and revise their interventions. Evidence was not generated for accountability, but rather for learning and refinement.

A second promising practice identified across all three of the interventions was distilling the “core experience” of the intervention to ensure objectives are achieved. As several staff of each of the interventions explained, it is not possible to replicate what is happening in person in the virtual space. It was essential for the interventions to identify (based on evidence) the core elements of their work that would ensure results. For School the World, this meant recognizing that rather than trying to deliver the full MOE curriculum, it needed to focus on tutoring struggling students in functional reading and math. It also recognized that, rather than teaching to a student’s grade level, it needed to cater to each student’s current competencies. It adapted the Teaching at the Right Level (TARL) approach to do this.
Two elements of that “core experience” that proved essential across all three interventions were **fostering meaningful relationships and providing opportunities to practice the skills being taught**. All three of the interventions were conducted at a distance, yet all sought to build connections—between tutors and their students, among tutors/teachers, among students, and with communities. This is important because, according to a social-constructivist approach to education, learning and wellbeing best happens within the context of social relationships.

**RedLEI** ("red" in Spanish means “network”) is founded on the understanding of the importance of networks. Establishing learning communities and creating a sense of belonging within small groups (see Box 6) in the ERT for early grade literacy course was one of the three axes for its intervention. (The other two are microlearning and evidence.) Similarly, two of the core elements of **Educate!’s** student experience were practical application inside and outside of the classroom or virtual space and mentorship with individualized feedback to identify and discuss challenges with a trusted person. **School the World’s program** fostered relationships and connections not only among tutors and students, but also with those external to the program (see Box 7).

Despite the importance of fostering these relationships, all three interventions noted the challenges that inhibit teachers, tutors, and others from engaging with the interventions, especially due to COVID-19. Both **School the World** and **AIR/RedLEI** noted that tutors and teachers, especially, were overstretched, and it was a challenge for them to remain involved in all aspects of the interventions.

**BOX 6: FOSTERING CONNECTIONS AMONG TEACHERS**

One axis of **AIR/RedLEI’s** model is building communities of practice and fostering a sense of belonging among teachers. Being unable to do this in the webinar series for university teachers highlighted the importance of doing this in the ERT for early grade literacy course. They divided the class of 35 teachers into four small groups, each accompanied by a specialist. In these small groups, teachers interact with each other and the specialist, share their experiences with teaching during the pandemic, and discuss ideas for how to adapt their practices. Several teachers said that hearing from others with similar experiences made them feel less alone. Other teachers video-taped their lessons with students to share with the wider group how they were contextualizing what they were learning in the course. According to the course evaluation, participants most valued the modeling of practical skills and the ability to create communities of practice to support each other employing new ERT techniques.

**BOX 7: PARTNERING WITH PARENTS, COMMUNITIES, AND EDUCATION LEADERS**

In addition to fostering relationships between tutors and students, **School the World** saw the benefit of relationships with parents and communities, which allowed it to understand parents’ desire for help mitigating their children’s academic learning loss and to explain to parents the importance of the tutoring model. Tutors’ relationships with parents and within wider communities was also essential and allowed tutors to have access to students and be seen as trustworthy. **School the World’s** relationships with the MOE also helped to legitimize the tutoring program, and those with schools and universities allowed it to leverage the potential of adolescents and youth to support younger students.
The third promising practice identified across all three interventions was their capacity to draw on evidence and examples from other contexts and adapt it to meet the needs of their target population. Each of the interventions highlighted the importance of South-South collaboration, but they also acknowledged that not all “Southern” contexts are the same. For example, AIR/RedLEI adapted a training model for university teachers first developed in Finland and then contextualized to Africa. It took the model out of the African context to adapt it for Latin American and the Caribbean and ultimately develop the ERT series for university teachers (see Box 8). Similarly, School the World explained how using the TARL model, developed first in India and adapted to other Global South contexts, helped it consider what might work in its own program.

**BOX 8: “TROPICALIZING” THE INTERVENTION AND SOUTH SOUTH SHARING**

To develop its ERT series for university teachers, AIR/RedLEI identified a similar curriculum that had been adapted to the African context from Finland. AIR/RedLEI, through its local team in the Central American and Caribbean region, worked to “tropicalize,” or contextualize, the course so that it responded to its specific conditions. While the South-South collaboration made the curriculum more relevant than the original version, AIR/RedLEI stressed that just because material is developed in one Global South context, it is not necessarily relevant to another Global South context. To contextualize the material, it adapted language, terminology, design of the materials, and resources used. It also contextualized the content to be more relevant to local perceptions of learning to read and highlighted natural and cultural richness of the region to address crises. Engaging a regional specialist allowed it to see where it could use some of the practices and where it needed to adapt. Contextualizing was further made possible by contracting teachers from different parts of the region to develop the course and later serve as tutors.

**LESSONS LEARNED ABOUT BUILDING RESILIENCE**

This section explores what these three interventions have learned about taking their responses beyond an acute emergency and using what they have learned to adapt and transform the education systems in which they are involved to be more resilient and more equitable in the future.

According to USAID’s Education and Resilience Framework, resilience is not an outcome itself, but rather a process and a set of capacities that lead to learning and wellbeing outcomes being sustained or improved during shocks and stressors. Evidence from Educate! and School the World demonstrate that, in the face of the COVID-19 pandemic, learning outcomes on key indicators were improved. While AIR/RedLEI did not document learner outcomes (because they do not work with learners), teachers demonstrated both high rates of completing the ERT course and passing the test and high levels of satisfaction with the course, which will hopefully translate into learning outcomes in their classrooms.

Resilient education systems ensure that all learners, especially the most marginalized, continue to have access to education. All three of the interventions had a focus on reaching the most marginalized. AIR/RedLEI has incorporated an entire module on equity and inclusion in ERT into its training for teachers. School the World works in rural communities, where government efforts to roll out distance learning were not reaching learners. Educate! has learned from its experience with the bootcamp that it is able to reach a much wider group of learners from diverse backgrounds at a distance, and it will continue to implement a virtual element to be able to reach youth who are out of education.
Supporting resilience requires identifying and strengthening existing assets, resources, and networks, known as “resilience capacities.” A wealth of resilience capacities (see Box 9) within the interventions were uncovered. For example, School the World leveraged existing relationships with communities, schools, and parents, as well as establishing new ones with universities, MOEs, and others. Educate! improved upon its existing culture of learning, incorporating it into future design, adapting through innovation, variation, and intentional learning. And AIR/RedLEI used an existing evidence base and an existing network of educators that allowed them to respond to the needs of teachers during the pandemic.

Finally, resilient education systems require having in place a range of resilience capacities across all levels of the education system. Resilience happens through social processes within and between individuals, communities, and institutions. Interventions happening at a small scale can not only minimize learning disruption, but can be connected to other capacities at the school, community, and institutional level. All three of the interventions demonstrated how they are taking what they have learned and applied during the pandemic forward within their own interventions. Educate! is finding ways to incorporate its bootcamp model into programming during school breaks, as well as maintaining the culture of learning it has honed. School the World has begun incorporating phone and peer-to-peer tutoring to help learners, especially those who are struggling most, to catch up to their peers using TARL. And AIR/RedLEI are embedding open educational resources developed in the ERT series for university teachers (and ERT for early grade literacy courses) within other trainings it runs for teachers.

**CONCLUSION**

It is now clear that COVID-19 is more than a short-term disruption to the system and will continue to affect learning and wellbeing outcomes for years to come. The three interventions in this case study have demonstrated varying levels and types of evidence of both mitigating learning loss and improving learning outcomes (or building capacity of teachers, which is expected to lead to that outcome). Moreover, each of the interventions are demonstrating ways in which they are moving from absorptive responses to the pandemic to adaptive ones—those that continue to support learners, families, communities, education institutions, and education systems to make decisions and change in the face of adversity. Finally, they highlight the important role that higher education institutions and youth can play in supporting responses to COVID-19 and other emergencies, and in doing so, act as important resilience capacities themselves.

A synthesis of the findings of this and the other two case studies in the set is available. This case study was prepared by Julie Chinnery, Kayla Boisvert, and Ritesh Shah under the United States Agency for International Development (USAID) Leading Through Learning Global Platform (LTLGP) project.