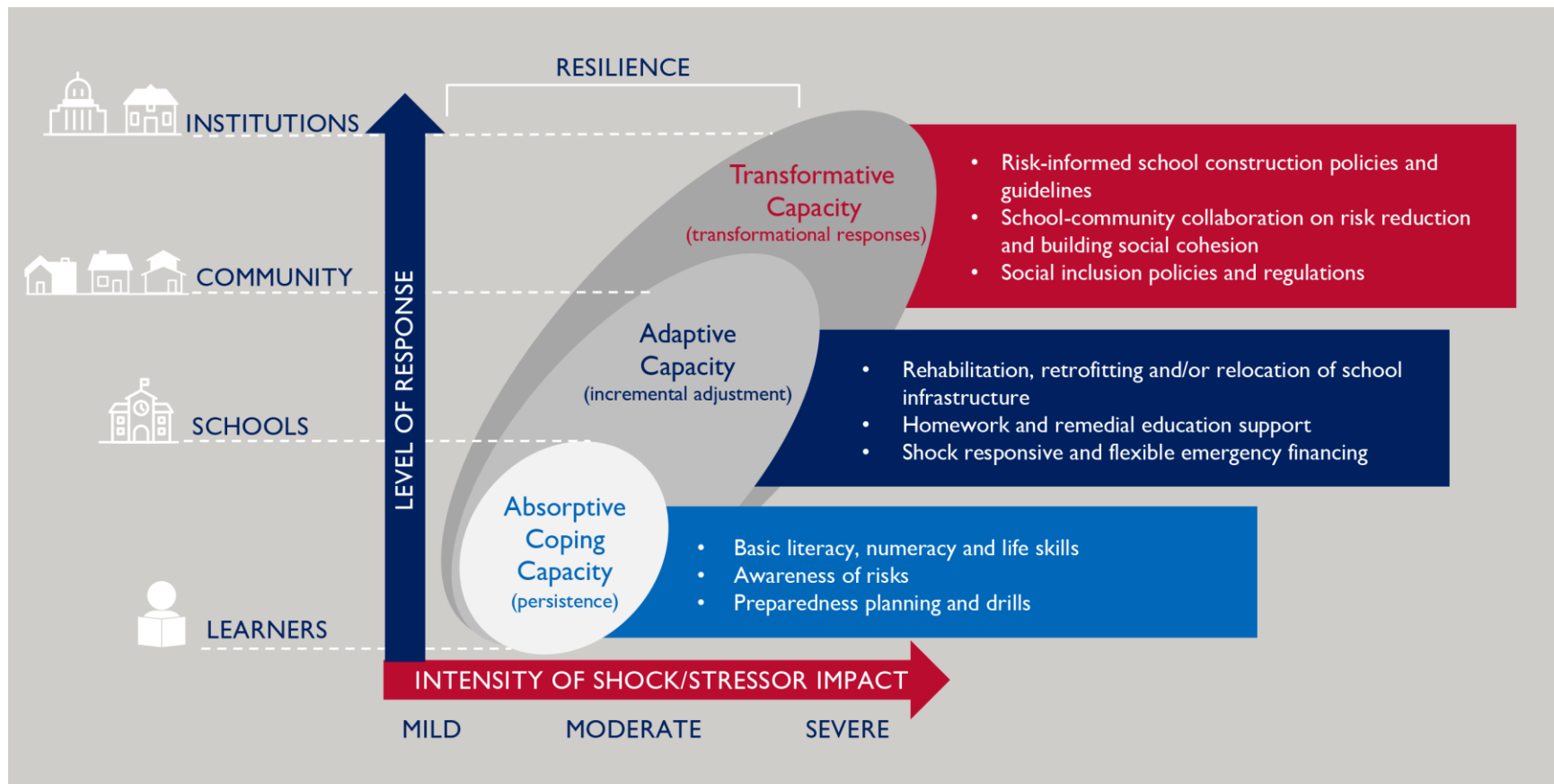


A MAP OF RESILIENCE CAPACITIES FOR THE EDUCATION SECTOR: ABSORPTIVE, ADAPTIVE, AND TRANSFORMATIVE CAPACITIES FOR LEARNERS, SCHOOLS, COMMUNITIES, AND INSTITUTIONS



LEVEL	ABSORPTIVE	ADAPTIVE	TRANSFORMATIVE
Learner	<ul style="list-style-type: none"> • Emotional engagement • Self-awareness • Self-esteem • Self-confidence • Awareness of risks, knowledge of preparedness • Positive peer relations (connected engagement, bonding social capital) • Sense of safety/security in schools and other educational facilities • Hope for future • Enjoyment of schooling • Basic literacy, numeracy, and life skills • Financial savings and productive assets 	<ul style="list-style-type: none"> • Self-efficacy • Cognitive engagement (academic purpose, motivation, achievement) • Attitudes toward conflict and peace • Committed engagement (perseverance, hope, sense of responsibility toward self and others, bridging social capital) • Completion of secondary education • Financial savings, assets, informal lending institutions 	<ul style="list-style-type: none"> • Social mobility • Strengthened Agency • Gender values • Leadership, negotiation, and communication skills
Schools	<ul style="list-style-type: none"> • Preparedness planning and drills • Disaster-resilient building/facility construction • Functioning disaster management committees • Protection of existing infrastructure, resources, and personnel against known risks • Child protection policies • Referral mechanisms to specialized services • Non-specialized psychosocial support • School feeding • Advocacy and awareness among school personnel of known risk factors • School policies and codes of conduct toward violence • School safety drills and evacuation routes 	<ul style="list-style-type: none"> • Rehabilitation, retrofitting, and/or relocation of school infrastructure • School contingency planning and emergency preparedness plans • Reporting and grievance mechanisms for matters related to student and staff safety and violence • Positive discipline approaches • Prevention of gender-based violence • Child-centered schools • Democratic and inclusive school committees • Crisis management skills for educational personnel 	<ul style="list-style-type: none"> • Equity-based decision-making regarding resourcing, with targeted support and interventions toward the most vulnerable to risk factors • Gender responsive and transformative teaching and learning approaches

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School communities (inclusive of parents and caregivers)	<ul style="list-style-type: none"> • Transport to/from school • Awareness of known risks and mitigation strategies • Community-level contingency planning • Community schooling and/or temporary learning spaces • Informal education • ICTs for learning • Negotiation with gangs/armed groups • Back-to-school advocacy campaigns • Mutual understanding and trust between members of community (bonding social capital) 	<ul style="list-style-type: none"> • Prenatal services • Early childhood education (ECE) and early childhood care and development (ECCD) interventions • Parenting support and education • Homework and remedial support • School protection committees • Community-driven development and funding tools • Community policing • Coordination across religious and civic institutions 	<ul style="list-style-type: none"> • Localized risk prevention and resolution mechanisms • Community norms and attitudes • Access to resources and outside expertise (linking social capital) • School-community collaboration on risk reduction and social cohesion • Mutual understanding and trust between different school communities and institutions (bridging social capital)
Institutions	<ul style="list-style-type: none"> • Coordination and monitoring mechanisms • Education Management Information Systems (EMIS) with risk indicators • Nonformal education provision • Teacher professional development and support (in-service) • Standard operating procedures for operating in times of shock 	<ul style="list-style-type: none"> • Evidence-based decision-making • DRR mainstreaming into teaching and learning • Shock responsive and flexible emergency financing • Flexible policies and regulations for continuance of learning in times of crisis • Teacher workforce planning (pre-service) • Social and child protection policies • Building codes and planning regulations 	<ul style="list-style-type: none"> • Judicial systems • Law enforcement (community-based, child-sensitive policing) • Risk-informed school construction policies and guidelines • Teacher support and training on DRR, violence prevention, etc. • Contextual risk analyses to inform sector assessments and planning • Gender: Women in MOE leadership positions, etc. • Guidance on school business continuity/backup learning plans • MOE language of instruction policy (minority languages) • Gender equity and social inclusion policies and regulations

LEVEL	ABSORPTIVE	ADAPTIVE	TRANSFORMATIVE
			<ul style="list-style-type: none"> • Equity-focused policies and regulations • Sustainable and long-term financing mechanisms for education • Civil society and private sector engagement • Public health facilities