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

Institutions

Community

Schools

Learners

Resilience

Level of Response

Intensity of Shock/Stressor Impact

Mild
Moderate
Severe

Absorptive Coping Capacity
(persistence)

Adaptive Capacity
(incremental adjustment)

Transformative Capacity
(transformational responses)

Risk-informed school construction policies and guidelines
School-community collaboration on risk reduction and building social cohesion
Social inclusion policies and regulations

Rehabilitation, retrofitting and/or relocation of school infrastructure
Homework and remedial education support
Shock responsive and flexible emergency financing

Basic literacy, numeracy and life skills
Awareness of risks
Preparedness planning and drills
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| Learner | • 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 | • 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 | • Social mobility  
• Strengthened Agency  
• Gender values  
• Leadership, negotiation, and communication skills |
| Schools | • 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 | • 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 | • 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) | • 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) | • 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 | • 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 | • 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 | • 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 | • 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 |
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<td>• Equity-focused policies and regulations</td>
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<td>• Sustainable and long-term financing mechanisms for education</td>
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<td>• Civil society and private sector engagement</td>
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