

SAFETY, RESILIENCE,
AND SOCIAL COHESION

GLOSSARY OF TERMS



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education



International Institute
for Educational Planning



PEIC

PROTECT EDUCATION IN INSECURITY AND CONFLICT
حماية التعليم في ظروف النزاع والعدم الأمان

A programme of **education above all™**

About the booklets

This publication accompanies two series of booklets on promoting safety, resilience, and social cohesion in and through education. A first series of six booklets focuses on education sector planning, while a further series of eight booklets offers guidance on curriculum development. The series are the result of a collaboration between IIEP-UNESCO, Protect Education in Insecurity and Conflict (PEIC), and UNESCO's International Bureau of Education (IBE).

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Foreword

Crisis-sensitive education content and planning saves lives and is cost-effective. Education protects learners and their communities by providing life-saving advice in cases of emergency. Good planning can save the cost of rebuilding or repairing expensive infrastructure and education materials. Over the long term, crisis-sensitive education content and planning strengthen the resilience of education systems and contribute to the safety and social cohesion of communities and education institutions.

The devastating impact of both conflict and disasters on children and education systems is well documented and has triggered a growing sense of urgency worldwide to engage in strategies that reduce risks. Annually, 175 million children are likely to be affected by disasters in the present decade (Penrose and Takaki, 2006), while the proportion of primary-aged out-of-school children in conflict-affected countries increased from 42 per cent of the global total in 2008 to 50 per cent in 2011.

The urgency of developing education content and sector plans that address these risks is undeniable. This series of booklets aims to support ministries of education to do just that. With a common focus on safety, resilience, and social cohesion, a series of six booklets on education sector planning and a further eight booklets on developing curriculum are the result of collaboration between the Protect Education in Insecurity and Conflict Programme, UNESCO's International Institute for Educational Planning, and UNESCO's International Bureau of Education. This collaboration and the overall framework build on the efforts and momentum of a wide range of stakeholders, including UNICEF and its Peacebuilding, Education and Advocacy programme.

The mission of the International Institute for Educational Planning (IIEP-UNESCO) is to strengthen the capacity of countries to plan and manage their education systems through training, research, and technical cooperation. Additionally, IIEP has developed expertise in the field of education in emergencies and disaster preparedness. Its programme on education in emergencies and reconstruction has produced a Guidebook for Planning Education in Emergencies and Reconstruction, as well as a series of country-specific and thematic analyses. It has undertaken technical cooperation and capacity development in crisis-affected countries such as Afghanistan, South Sudan, and Chad, and has developed and piloted crisis-sensitive planning tools in West and East Africa.

Protect Education in Insecurity and Conflict (PEIC) is a programme of the Education Above All Foundation, founded by Her Highness Sheikha Moza bint Nasser of Qatar. PEIC aims to promote and protect the right to education – at all levels of education systems – in areas affected or threatened by crisis, insecurity, or armed conflict. PEIC supports the collection and collation of data on attacks on education and the strengthening of legal protection for education-related violations of international law. PEIC works through partners to help develop education programmes that are conflict-sensitive and reduce the risks of conflict or its recurrence.

The International Bureau of Education (IBE-UNESCO) supports countries in increasing the relevance and quality of curricula aimed at improving basic competencies such as literacy, numeracy, and life skills, and addressing themes that are highly relevant at local, national, and global levels such as new technologies, values, sustainable human development, peace, security, and disaster risk reduction. IBE offers such services as strategic advice, technical assistance tailored to specific country needs, short- and long-term capacity development, providing access to cutting-edge knowledge in the field of curriculum and learning.

This series of publications, which is the fruit of collaboration between IIEP-UNESCO, PEIC, and IBE-UNESCO, draws on the particular expertise of each of these agencies. With these booklets, we aim to support the staff of ministries of education, at central, provincial, and district levels, to promote education systems that are safe, resilient, and encourage social cohesion through appropriate education sector policies, plans, and curricula. This initiative responds to an identified need for support in systematically integrating crisis-sensitive measures into each step of the sector planning process and into curriculum revision and development processes. By adopting crisis-sensitive planning and content, ministries of education and education partners can be the change agents for risk prevention and thus contribute to building peaceful societies in a sustainable manner.

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Definitions of terms

This glossary defines the terms used in two series of booklets developed for the PEIC-IIEP-IBE programme, *Promoting safety, resilience, and social cohesion through and in education: A capacity development process in support of ministries of education*. A first series provides advice for educational planners on addressing safety, resilience, and social cohesion in education sector planning processes, while a further series offers guidance for incorporating these elements in curriculum development and teacher training. The list contains terms related to education sector planning and management, together with terms related to safety, resilience, and social cohesion. Although there is still a lack of agreement on how to define several of these concepts, the following definitions reflect how each term has been understood and applied throughout both series of booklets.

Term	Definition
Annual operational plan (AOP)	An annual work plan that is derived from a multi-year sector plan. An AOP indicates the precise targets to be reached during a year and spells out the activities to be undertaken in detail. The AOP therefore also serves as the indispensable basis for periodic progress reporting, and makes it possible to later monitor the medium-term plan implementation. The AOP is thus the foundation of a sound monitoring and evaluation (M&E) system, and an essential component of the strategic planning cycle.
Capacity	In these booklets, <i>capacity</i> refers to the resources of individuals, households, communities, institutions, and systems that enable them to cope with or resist the impact of a hazard. For example, if an education system has the capacity (knowledge, procedures, and resources) to ensure that every new school built is disaster-safe, risk will be reduced. Some of the most important capacities for disaster risk reduction are: knowledge of hazards and risks, access and use of early warning systems, adoption and adaptation of standard operating procedures for emergency response at the school level, and planning for educational continuity. Additionally, if the education received in that school is based on a curriculum that equips children, adolescents, and youth with effective coping strategies and life skills, resilience will be increased while conflict drivers are addressed.

Term	Definition
Conflict	In these booklets, <i>conflict</i> refers to armed conflicts between and inside states that lead to casualties. For a discussion of other possible definitions of conflict, see UNESCO's 2011 Global Monitoring Report (UNESCO, 2011: 138).
Conflict-sensitive education	<p>INEE defines <i>conflict-sensitive education</i> as the process of:</p> <ul style="list-style-type: none"> ● analysing and understanding the context within which education takes place; ● analysing and understanding the complex, bi-directional interaction between education and conflict; ● and, on the basis of context and conflict analysis, taking action to maximize education's contribution to peacebuilding while minimizing education's potential to contribute to tension, grievances, and conflict (INEE, 2013). <p>In conflict-affected and fragile contexts, it is important to take concrete actions to ensure that conflict sensitivity is mainstreamed in education policies and practices.</p>
Conflict sensitivity	'A conflict-sensitive approach involves gaining a sound understanding of the two-way interaction between activities and context and acting to minimise negative impacts and maximise positive impacts of intervention on conflict, within an organisation's given priorities/objectives' (Sri Lankan Consortium, 2012: 30).
Conflict transformation	<p>'Conflict transformation is to envision and respond to the ebb and flow of social conflict as life-giving opportunities or creating constructive change processes that reduce violence, increase justice in direct interaction and social structures, and respond to real-life problems in human relationships' (Lederach, 2003: 14).</p> <p>The Berghof Foundation for Conflict Studies defines <i>conflict transformation</i> as 'actions and processes which seek to alter the various characteristics and manifestations of violent conflict by addressing the root causes of a particular conflict over the long term. It aims to transform negative destructive conflict into positive constructive conflict and deals with structural, behavioural and attitudinal aspects of conflict' (Berghof Foundation, 2004: 464-466).</p>

Term	Definition
Costing	<i>Costing</i> involves establishing the unit costs for all education expenditure items, such as teachers and classroom construction. A full costing is needed to determine how much it will cost to implement the plan and all planned activities, including those specifically related to safety, resilience, and social cohesion.
Disaster	'A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources' (UNISDR, 2009: 9).
Disaster risk reduction (DRR)	'The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events' (UNISDR, 2009: 10).
Education for learning to live together	According to PEIC, <i>education for learning to live together</i> is often 'used as an "umbrella term" covering themes such as education for tolerance and appreciation of diversity, conflict resolution and peace, humanitarian action, and introduction to the principles of human rights and humanitarian law, as well as civic responsibilities' (Sinclair, 2013: 14).
Education management information system (EMIS)	An information system that ensures effective collection, storage, and analysis of information at both central and decentralized levels in order to improve planning, resource allocation, monitoring, policy formation, and decision-making.
Education sector diagnosis	A critical examination of the status, functioning, and results of the education system, designed to identify its strengths, weaknesses, and opportunities for improvement.
Evaluation	'The systematic and objective assessment of an ongoing or completed policy, or plan, including its design, implementation and results. Its aims to assess the relevance and fulfilment of objectives and strategies with a purpose of informing decision-making' (OECD, 2010: 21-22).

Term	Definition
Financing	Financing concerns the distribution of funds inter-sectorally (e.g. for education, in comparison with health, defence, etc.) and intra-sectorally (for primary, secondary, tertiary, etc.). Financing for the education sector includes those financial resources provided to support plan implementation.
Hazard	<p data-bbox="338 413 989 552">‘A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage’ (UNISDR, 2009: 17).</p> <p data-bbox="338 560 989 621">A distinction is made between (a) <i>human-made hazards</i>, including conflict, and (b) <i>natural hazards</i>.</p>
Impact	The higher goal that a development intervention intends to contribute to. It should demonstrate that change has taken place. Time horizon: medium- to long-term.
Monitoring	The continuous and systematic collection of data on specified indicators in order to provide the main actors of an ongoing development intervention with indications of the extent of progress and achievement of objectives (in relation to allocated resources) (OECD, 2010).
Outcomes	The short- or medium-term effects of an intervention’s outputs, mainly at the level of the direct beneficiaries. Time horizon: medium-term.
Outputs	The products, capital goods, and services resulting from a development intervention which are relevant for the achievement of outcomes. Time horizon: immediate or short-term.

Term	Definition
Peacebuilding	<p>The UN Secretary-General's Policy Committee has described <i>peacebuilding</i> as:</p> <p>'A range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and relatively narrow set of activities aimed at achieving the above objectives' (UN PBSO, 2010: 5).</p>
Peace education	<p>UNICEF defines <i>peace education</i> as 'the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level' (Fountain, 1999: 1).</p>
Policy	<p>'An explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions' (Haddad, 1995: 18). Examples of policies are: the introduction of mother tongue languages in curriculum, free and equitable access to education, and the decentralization of teacher management.</p>
Preparedness	<p>Preparedness activities are measures put in place to effectively anticipate, respond to, and recover from the impacts of hazards.</p>
Prevention	<p>Prevention activities are undertaken to avoid the adverse impact of disasters, including through physical risk reduction and environmental protection. This concept encompasses mitigation.</p>

Term	Definition
Resilience (for transformation)	<p>Consensus on the meaning of the term <i>resilience</i> has yet to emerge. Nevertheless, <i>resilience</i> can be defined as the ability of children, families, communities, and systems to withstand, adapt to, and recover from shocks and stresses (e.g. natural disasters, political crises, epidemics, pervasive violence, armed conflict) in ways that support economic and social development, preserve integrity, and do not deepen vulnerability.</p> <p>The concept of <i>resilience for transformation</i> draws attention to the fact that a system can be strong and resilient, but nonetheless lead to violations of children’s rights and negative learning outcomes. The idea is that such a system should be transformed.</p> <p>In these booklets, by <i>resilience</i> we are primarily referring to the ability of education systems and learners to withstand, adapt to, and recover from shocks and stresses.</p>
Risk	<p>Risk is composed of several factors: exposure to hazards, vulnerabilities, and capacities. The equation below presents the main components of risk:</p> $\text{Risk} = \frac{\text{exposure} \times \text{hazard} \times \text{vulnerability}}{\text{Capacity}}$ <p>Risk is a function of a society’s or school system’s exposure to different types of hazards and their overall level of resilience. Systems that are more resilient and have greater capacities are able to withstand disasters better, and are also able to focus systematically on efforts to build social cohesion in order to prevent or lessen the possibility of conflict.</p> <p><i>Risk</i>, according to the International Strategy for Disaster Reduction (ISDR), is defined as: ‘The combination of the probability of an event and its negative consequences’ (UNISDR, 2009: 25).</p>
Risk analysis	<p>In these booklets, <i>risk analysis</i> consists of examining the potential impacts of natural hazards and conflict on the population at large, and the education system more specifically. It also involves examining the existing measures that are used to make the population and the education system resilient to such risks.</p>

Term	Definition
Risk management	‘The systematic management of administrative decisions, organization, operational skills and capacities to implement policies, strategies and coping capacities of the society and communities to lessen the impacts of natural hazards and related environmental and technological disasters. This comprises all forms of activities, including structural and non-structural measures to avoid (prevention) or to limit (mitigation and preparedness) adverse effects of hazards’ (UNISDR, 2004: 17).
Safety	In these booklets, <i>safety</i> denotes ensuring the protection and safety of learners, school personnel, and facilities.
School safety	<p>The international framework for school safety (known as the Comprehensive School Safety Framework) aims to:</p> <ul style="list-style-type: none"> ● protect children and education workers from death and injury in schools, ● plan for educational continuity in the face of expected hazards, ● safeguard education sector investments, ● strengthen a disaster resilient citizenry through education. <p>Comprehensive school safety is addressed by education policy and practices aligned with disaster management at national, regional, district, and local school-site levels. It rests on three pillars:</p> <ul style="list-style-type: none"> ● Safe school facilities ● School disaster management ● Risk reduction education <p>(GADRRRES and UNISDR, 2014).</p>
Social cohesion	In these booklets, <i>social cohesion</i> includes promoting a sense of belonging, being accepted by others, and having a desire to contribute to the common good.
Vulnerability	‘The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard’ (UNISDR, 2009: 30). Vulnerabilities can be: physical, economic, social, political, technical, ideological, cultural, ecological, organizational, and institutional.

Key resources

Berghof Foundation. 2004. 'The Berghof handbook glossary'. In: A. Austin, M. Fischer, and N. Ropers (Eds), *Transforming ethno-political conflict: The Berghof handbook* (pp. 464-466). Wiesbaden, Germany: VS Verlag.

▶ http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook_Glossary/handbook_glossary.pdf

Fountain, S. 1999. *Peace education in UNICEF*. Working paper, June 1999. New York: UNICEF.

▶ <http://unicef.org/education/files/PeaceEducation.pdf>

GADRRRES (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector) and **UNISDR** (United Nations International Strategy for Disaster Reduction). 2014. *Comprehensive school safety: A global framework in support of The Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector and The Worldwide Initiative for Safe Schools, in preparation for the 3rd U.N. World Conference on Disaster Risk Reduction, 2015*.

▶ <http://preventionweb.net/go/31059>

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UNESCO. 2011. *EFA Global monitoring report 2011. The hidden crisis: Armed conflict and education*. Paris: UNESCO.

▶ <http://unesdoc.unesco.org/images/0019/001907/190743e.pdf>

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▶ http://unisdr.org/files/657_lwr1.pdf

———. 2009. *2009 UNISDR Terminology on disaster risk reduction*. Geneva: UNISDR.

▶ http://unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf

UN PBSO (United Nations Peacebuilding Support Office). 2010. *UN peacebuilding: An orientation*. New York: UN.

▶ http://un.org/en/peacebuilding/pbso/pdf/peacebuilding_orientation.pdf

About the programme

These series of booklets arose from a collaboration between the Protect Education in Insecurity and Conflict (PEIC) programme, and two of UNESCO's education agencies, the International Institute for Educational Planning (IIEP) and the International Bureau of Education (IBE). This collaboration, and the overall framework which developed from it, build on the efforts and momentum of a wide range of stakeholders.

With a common focus on safety, resilience, and social cohesion, these booklets on education sector planning and curriculum development outline processes to strengthen education systems, better equipping them to withstand shocks such as natural hazards and human-made disasters, insecurity, and conflict, and, where possible, to help prevent such problems. They are the outcome of a programme which aims to support ministries of education, at central, provincial, and district levels, to promote education systems that are safe and resilient, and to encourage social cohesion within education policies, plans, and curricula.

More specifically, the programme's objectives are:

- For a core team to catalyse collaboration between partners in order to consolidate approaches, materials, and terminology on the topics of planning and curriculum to promote safety, resilience, and social cohesion;
- To strengthen cadres, first, of planning, research, and training specialists (from ministries of education as well as international experts) in preparing for conflict and disaster risk reduction through education, and, second, of curriculum developers (again, from ministries of education as well as international experts) experienced in integrating cross-cutting issues into school programmes;
- To strengthen national training capacities through institutional capacity development with selected training institutes and universities.

The programme offers the following materials and booklets for ministries to consult:

- *An online resource database/website* containing resources on a range of related topics;
- *Booklets and training materials on planning and curriculum to promote safety, resilience, and social cohesion;*
- *Policy briefings* for senior decision-makers;
- *Case studies and practitioner examples*, which form part of the online database;
- *A self-monitoring questionnaire* to enable ministries of education to determine the degree to which conflict and disaster risk reduction are integrated into their current planning processes.

SAFETY, RESILIENCE,
AND SOCIAL COHESION

**Education for safety, resilience,
and social cohesion**

With nearly 50 per cent of the world's out-of-school children living in conflict-affected countries, and an estimated 175 million children every year in this decade likely to be affected by disasters, there is a growing sense of urgency to support strategies that reduce the risks of conflict and disasters. This glossary accompanies two series of booklets on promoting safety, resilience, and social cohesion in and through education. A first series provides step-by-step advice for educational authorities on how to address safety, resilience, and social cohesion in education sector planning processes, while a further series focuses on incorporating safety, resilience, and social cohesion in curriculum development and teacher training.

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