

Promoting safety, resilience and social cohesion through and in education: a capacity development process in support of ministries of education

Glossary of terms

Draft



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The following definitions are used in the booklets developed for the PEIC-IIEP-IBE programme on *Promoting safety, resilience and social cohesion through and in education: a capacity development process in support of ministries of education*. The list contains terms related to education sector planning and management, together with terms related to safety, resilience and social cohesion. Some terms do not have a definition that is agreed upon. We have included the definition that we have used throughout the booklets.

Terms	Definition
Annual operational plan (AOP)	An annual work plan derived from a multi-year sector plan. An AOP indicates the precise targets to be reached during a year and spells out in detail the activities to be undertaken. The AOP therefore also serves as the indispensable basis for periodic progress reporting. And the AOP makes it possible to later monitor the medium-term plan implementation. The AOP is thus the foundation of a sound M&E system, and an essential component of the strategic planning cycle.
Capacity	In this context 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.
Conflict	In these booklets, conflict refers to armed conflicts between and inside states that lead to casualties. For a discussion of definitions, see UNESCO's 2011 Global Monitoring Report, p. 138.
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. (Source: Conflict sensitive consortium)
Conflict Sensitive Education	INEE defines conflict sensitive education as the process to: <ul style="list-style-type: none"> • analyze and understand the context within which education takes place • analyze and understand the complex, bi-directional interaction between education and conflict • and, on the basis of context- and conflict-analysis, take action to maximize education's contribution to peacebuilding while minimizing education's potential to contribute to tension, grievances and conflict.

Terms	Definition
	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.
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.</p> <p>The Berghorf Foundation for Conflict Studies defines conflict transformation as those actions and processes seeking 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.</p>
Costing:	Establishing the unit costs for all education expenditure items such as teachers and construction of classrooms. A full costing is needed to answer the question of how much it will cost to implement the plan and all of the planned activities, including those related specifically to safety, resilience and social cohesion.
Disaster	<p>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.</p> <p>Note: the hazard is not the disaster. Also, smaller scale impacts can create hidden disasters that are ignored, with increasing impacts on inequities in education.</p>
Disaster Risk Reduction (DRR)	UNISDR provides the following definition of 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.
Education Sector Diagnosis	IIEP-UNESCO uses the following definition of 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”.
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.
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” ¹

Terms	Definition
Financing	The financial resources provided to support plan implementation. Financing deals with the distribution of funds inter-sectorally (for education in comparison with health, defense, etc.) and intra-sectorally (for primary, secondary, tertiary, etc.)
Hazard	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. A distinction is made between (a) <i>human-made hazards</i> , including conflict and (b) <i>natural hazards</i> .
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.
Education for Learning to Live Together	According to PEIC, “Education for learning to live together” 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.
Monitoring	“The continuous and systematic collection of data on specified indicators in order to provide the main actors of an on-going development intervention with indications of the extent of progress and achievement of objectives (in relation to allocated resources)” ¹ .
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.
Peacebuilding	The United Nation’s Secretary-General’s Policy Committee has described peacebuilding as: “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.”
Peace education	UNICEF defines peace education 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
Policy	“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). Examples of what generally

Terms	Definition
	are referred to as policies are: introduction of mother tongue languages in the curriculum, free and equitable access to education, and decentralization of teacher management
Preparedness	Preparedness activities are those measures put in place to effectively anticipate, respond to, and recover from the impacts of hazards.
Prevention	Prevention activities are those that are undertaken to avoid the adverse impact of disasters, including through physical risk reduction and environmental protection. This concept encompasses mitigation.
Resilience (for transformation)	<p>Consensus on the meaning of the term “resilience” is yet to emerge. However: Resilience 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 term “resilience for transformation” emphasises the idea that it only makes sense to support such resilience if the system promotes safety and social cohesion. (A system <i>can</i> be strong and resilient, and at the same time lead to violation of children’s rights and negative learning outcomes – but such a system should be transformed.)</p> <p>In these booklets, resilience 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 levels 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 for conflict.</p> <p>Risk, according to the current ISDR definition (UNISDR 2009: 25)¹, is defined as follows: The combination of the probability of an event and its negative consequences.</p>
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. [Source: http://www.preventionweb.net/]

¹ UNISDR. 2009. Terminology on Disaster Risk Reduction, Geneva: United Nations International Strategy for Disaster Reduction (UNISDR)

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Risk Reduction	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.
Risk analysis	In these materials, a risk analysis 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 already-existing measures that are used to make the population and the education system resilient to such risks.
Safety	Safety in these materials 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> <ol style="list-style-type: none"> 1. Safe School Facilities 2. School Disaster Management 3. Risk Reduction Education
Social Cohesion	Social cohesion in these materials includes promoting a sense of belonging, being accepted by others and having a desire to contribute to the common good.
Vulnerability	<p>The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.</p> <p>Vulnerability factors include: physical, economic, social, political, technical, ideological, cultural, ecological, organisational, institutional vulnerabilities.</p>