

# 9.1 Annex 1: Terms and definitions

These terms and definitions supplement the key list contained in the Introduction (Section [1.2.1](#))

**Accelerated education** is a flexible, age-appropriate programme, run in an accelerated timeframe. It aims to provide access to education for disadvantaged, over-age, out-of-school children and youth. This may include those who missed out on, or had their education interrupted by, poverty, marginalization, conflict, and crisis. The goal of accelerated education programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity.

**Accountability to affected populations (AAP)** is an active commitment to take account of, give account to, and be held to account by the people humanitarian organizations seek to assist. AAP focuses on the rights, dignity, and protection of an affected community in its entirety, not only by identifying and addressing community members' needs and vulnerabilities, but also by recognizing and harnessing their capacities, knowledge, and aspirations. AAP is fundamentally informed by accessible information and communication, **participation** in decision making, and active involvement in programme design and implementation.<sup>1</sup> AAP requires budgeting for accessibility, particularly translation into local languages, including sign language.

**Alternative education** involves planned, structured education programmes for out-of-school children, adolescents, and youth that lead to equivalent, certified competencies in academic or technical and vocational subjects.<sup>2</sup>

**Catch-up programmes** are short-term transitional programmes for children and youth who attended formal school prior to a sudden and profound educational disruption. They provide a bridge back to formal schooling.

**Community-based education (CBE)** is a means to reach children who are unable to attend formal schools due to insecurity, distance, or other constraints. CBE should take place in safe, accessible community settings such as village halls, places of worship, and homes.

**EiE programmes** are the diverse interventions included in a proposal by one or more organization to achieve the goal, outcomes, and sub-outcomes for girls, boys, women, and men in need within acute to protracted crisis contexts. Interventions include, for instance, gender-responsive school rehabilitation; capacity building on various topics for EiE staff and education personnel; gender-responsive recruitment of female teachers; establishment of gender-responsive school-level improvement plans, etc.

**EiE programme advisors/specialists** are staff from across government, donors, INGOs, multilateral organizations, and civil society organizations who are responsible for the strategic direction, coordination, oversight and delivery of EiE programme interventions and activities. They are often based at the global, regional, and national levels.

**EiE interventions** are a combination of thematic EiE activities with a common aim. For example, gender-responsive pedagogy training for education personnel as an **intervention** will consist of **multiple detailed activities** such as:

- identifying and potentially designing or adapting training modules and curriculum;
- orienting a core cadre of government and development partners to deliver and/or support the training for other education personnel;
- training education personnel;
- integrating gender-responsive pedagogy competencies into existing education personnel supervision protocol;
- monitoring education personnel over time on their use of gender-responsive pedagogy as part of existing supervision protocol.

More than one intervention may be needed to implement a programme.

**EiE activities** are the detailed activities, such as those outlined in the above example, that make up a thematic EiE intervention.

**Education personnel** are defined as formal and non-formal service providers such as:

- sub-national (e.g., district) education administrators;
- teachers;
- volunteer teachers;
- temporary learning space providers;
- alternative education service providers such as radio hosts;
- other non-formal education service providers from school to community level.

Education personnel may work within specific education sites, or across all education levels, from pre-primary to tertiary education as well as within alternative education or accelerated education programmes.

**EiE programme managers** are personnel responsible for the strategic direction, design, planning, coordination, delivery, and monitoring of EiE programmes at the national and sub-national levels. This includes government ministry personnel or development partner personnel responsible for EiE at the national and field levels or across institutions (for example, all members of the country cluster or Local Education Working Group).

**Formal education** is “Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programs are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in co-operation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system”.<sup>3</sup>

**Gender roles and stereotypes** are the expected roles – including behaviours, activities, and responsibilities – associated with each sex group. These are often an exaggeration of gender norms.

**Gender socialization** is the process by which individuals (especially children and adolescents) internalize gender norms and develop beliefs, attitudes, and practices on that basis. In essence, it is how girls and boys ‘learn’ what it means to be a girl or boy in a given society and culture and at a certain point in time.<sup>4</sup>

**Non-formal education (NFE)** is the overarching term for planned, structured, and organized education programming that is outside the formal education system. Some types of NFE lead to equivalent, certified competencies,<sup>5</sup> while others do not. NFE programmes are characterized by their variety, flexibility, and ability to respond quickly to the new educational needs of learners in a given context, as well as their holistic, learner-centered pedagogy. Informal learning (knowledge and skills naturally obtained through day-to-day interactions and activities) is not considered NFE.<sup>6</sup>

**Other NFE** is education programming for out-of-school children, adolescents, and youth that does not lead to equivalent, certified competencies. These programmes may be temporary, ad hoc, or provide reduced or partial curricula.<sup>7</sup>

3 [ISCED 2011](#)

4 UNICEF Literature Review on Gender Socialization, Prepared by LadySmith Consultancies in 2018 for UNICEF HQ.

5 Equivalent, certified competencies refer to equivalence to the knowledge, skills, and attitudes gained in the formal schools.

6 Inter-agency Network for Education in Emergencies (INEE). 2020. Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY

7 Inter-agency Network for Education in Emergencies (INEE). 2020. Background Paper and Proposed Taxonomy of Non-formal Education for Adolescents and Youth in Crisis and Conflict Contexts. New York, NY

**Participation:** Gender equitable participation in EiE refers to the involvement of girls, boys, women, and men in the planning and delivery of programmes. Participation can be passive, involving the contribution of resources or acceptance of decisions made after consultation. It can also be proactive, with the direct involvement of people in activities, decision making, and implementation of programmes. Participation should be inclusive of all groups. This may require extra resources to include those who face additional barriers to taking part in consultations, delivery, and monitoring of programmes, such as people with disabilities or speakers of minority languages.<sup>8</sup>

**School-related gender-based violence (SRGBV)** refers to acts or threats of sexual, physical, or psychological violence occurring in and around schools. It relates to violence perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics that violate children's fundamental human rights. SRGBV is a form of gender-based discrimination. SRGBV is perpetuated by women and men teachers, and by students. It includes bullying, corporal punishment, verbal or sexual harassment, non-consensual touching, sexual coercion, assault, and rape. In emergencies, the following factors may lead to higher levels of SRGBV: stigma and silence around GBV in the community; lack of training and skills among teachers and learners on how to recognize and respond to SRGBV; lack of knowledge on the use of positive discipline and professional codes of ethics due to rushed recruitment and training processes in emergencies; unmotivated, underpaid, and unpaid teachers; male-dominated environments, such as the military.<sup>9</sup>

**Support services** include programmes offered to students in addition to their formal or non-formal education studies. These may be in the form of stand-alone classes or after-school programmes, or integrated into the curriculum. They exclude programmes that are not added on to existing formal, alternative, or other NFE programmes, such as water, sanitation, and hygiene (WASH), health, and disaster risk reduction (DRR) programmes that are not directly supplementary to an existing education programme.

**Transitional programmes** are short-term educational programmes that help learners transition into formal or alternative education. They alone do not lead to certification or equivalent competencies, and they are often implemented by NGOs.

**Harmful traditional practices (HTPs)** are grounded in "discrimination based on gender and age, among other things, and have often been justified by invoking sociocultural and religious customs and values, in addition to misconceptions relating to some disadvantaged groups of women and children". HTPs are often associated with serious forms of violence or are themselves a form of violence against women and children. The nature and prevalence of HTPs varies between and even within countries. The most prevalent forms of HTPs are female genital mutilation/cutting, child and/or forced marriage and early unions, polygamy, crimes committed in the name of so-called honour, and dowry-related violence. In some countries where HTPs had disappeared, they may re-emerge as a result of conflict or emergencies.<sup>10</sup>

8 INEE and UNGEI (2019) [Guidance Note on Gender](#), p.29.

9 INEE and UNGEI (2019) [Guidance Note on Gender](#), p.56

10 CEDAW/C/GC/31-CRC/C/GC/18, "Joint General Recommendation No. 31 of the CEDAW Committee/General Comment No.18 of the CRC Committee on Harmful Practices", November 2014, paras 7 & 8.