

# Key Climate Change Concepts for Education in Emergencies: A Terminology Framework

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for every child



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# ABBREVIATIONS

CEDEFOP-European Union	European Centre for the Development of Vocational Training
COP	Conference of the Parties
CPMS	Child Protection Minimum Standards
CSSF	Comprehensive School Safety Framework
EAPRO	East Asia and Pacific Regional Office (UNICEF)
FAO	Food and Agriculture Organization of the United Nations
GADRRRES	Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector
GEC	Global Education Cluster
IDRP	Internal Displacement Research Programme
IFRC	International Federation of Red Cross and Red Crescent Societies
ILO	International Labour Organization
INEE	Inter-Agency Network for Education in Emergencies Minimum Standards
IOM	International Organization for Migration
IPCC	Intergovernmental Panel on Climate Change
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
SSD	Safe School Declaration
UN	United Nations
UNDP	United Nations Development Programme
UNDRR	United Nations Office for Disaster Risk Reduction
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IIEP	UNESCO International Institute for Educational Planning
UNFCCC	United Nations Framework Convention on Climate Change
UNIDO	United Nations Industrial Development Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF's SCAP	The UNICEF Sustainability and Climate Change Action Plan
UNISDR	United Nations International Strategy for Disaster Reduction (now replaced by UNDRR)
WMO	World Meteorological Organization

Cover Page Source: © UNICEF/UN012272/Sokhin

The photo is picture perfect in a very odd way with bright blue skies and very sunny, however, Mother Nature is a force not to be reckoned with it only took Cyclone Winston literally minutes to rip off the roof of this classroom.

# Navigation

## About the guide:

UNICEF's Key Climate Change Concepts for Education in Emergencies: A Terminology Framework (hereafter "Document") is a reference tool consolidating climate change-related terminology used in the education in emergencies (EiE) and climate sectors. Developed by UNICEF's EiE HQ team, it serves as a reference to promote clarity and consistency in the use of key terms across programming, policy development, and advocacy efforts within UNICEF Regional and Country EiE teams and its partners. This document is to be considered as a foundational resource that will continue to evolve.

**Conceptual framework:** This document includes both well-established definitions widely used in climate and EiE programming, as well as terms that appear in reports, briefs, frameworks, the INEE Minimum Standards 2024 Edition, and research papers but do not yet have universally accepted definitions. While some concepts have established international definitions, others vary in interpretation across organizations and sectors. Each term is cited with the organization name where its sourced from in order to provide additional information. The endeavor is to share and document terms that may be used with slight variations by different organizations, both within and outside the EiE sector.

**Thematic integration:** To ensure coherence, key terms are categorized under five themes. Please note that many terms overlap across multiple thematic areas. To keep the document concise, we have included each term under the most relevant theme.

1. **Climate change fundamentals:** covers core concepts like climate, global warming, greenhouse gas emissions and sustainability and climate action.
2. **Climate change and education:** covers the role of education in addressing climate change, including climate literacy, green skills, and sustainability in curricula.
3. **Risk, resilience and school safety:** covers disaster risk reduction, school safety, and climate resilience in fragile education systems.
4. **Response and recovery:** covers strategies for disaster risk management, climate adaptation, and integrating risk reduction into education policies.
5. **Policy and advocacy:** covers climate justice, finance, loss and damage, and equitable transitions for a climate-resilient future.

**Navigation:** For the best experience, the document is best viewed in **interactive PDF mode**, allowing for easy navigation:

- **Search by theme:** Click on the side tabs on each page or the page numbers in the Table of Contents to navigate directly to a relevant theme/sub theme.
- **Search by word:** Click on a specific term in the Table of Contents or select any term from the Index to quickly access its definition.
- **Return to the Table of contents:** Selecting the Home tab or any page will take you back to the main Table of Contents.

**Application and Use:** This document enhances:

- **Consistency:** Standardized terminology across programs, policies, and advocacy efforts.
- **Collaboration:** A shared reference for EiE, climate, and humanitarian actors.
- **Efficiency:** A single, reliable glossary for reports and briefs.

By integrating climate terminology, this document strengthens alignment across policies, programs, and advocacy, ensuring climate education initiatives remain evidence-based and globally harmonized for a resilient and sustainable education sector in emergencies.

# Climate change fundamentals

## Core concepts

- **Climate:** is the average weather conditions for a particular location over a long period of time, ranging from months to thousands or millions of years. WMO uses a 30-year period to determine the average climate. [WMO, IPCC, 2018 Annex 1 Glossary]
- **Global warming:** is an increase in the Earth's average surface temperature that occurs when the concentration of greenhouse gases in the atmosphere increases. These gases absorb more solar radiation and trap more heat, thus causing the planet to get hotter. Burning fossil fuels, cutting down forests, and farming livestock are some human activities that release greenhouse gases and contribute to global warming. [UNDP]
- **Climate change:** means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. [UNFCCC Article 1]
  - » The IPCC defines climate change as: a change in the state of the climate that can be identified, (e.g. by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forcings, or to persistent anthropogenic changes in the composition of the atmosphere or in land use. For disaster risk reduction purposes, either of these definitions may be suitable, depending on the particular context. [INEE]
  - » **Adverse effects of climate change** means changes in the physical environment or biota resulting from climate change which have significant deleterious effects on the composition, resilience or productivity of natural and managed ecosystems or on the operation of socio-economic systems or on human health and welfare. [UNFCCC Article 1]
- **Greenhouse emissions:** are gases that trap heat from the sun in our planet's atmosphere, keeping it warm. Since the industrial era began, human activities have led to the release of dangerous levels of greenhouse gases, causing global warming and climate change. [UNDP]
- **Sustainability and climate action:** UNICEF's SCAP defines it as encompasses all efforts to minimize environmental impacts, mitigate and promote adaptation to climate change, and enhance resilience to environmental and disaster risks, within the overarching goal of safeguarding the well-being and rights of all children and young people.

## Causes and environmental changes

- **Carbon Footprint:** is a measure of the greenhouse gas emissions released into the atmosphere by a particular person, organization, product, or activity. A bigger carbon footprint means more emissions of carbon dioxide and methane, and therefore a bigger contribution to the climate crisis. [UNDP]
- **Deforestation:** Conversion of forest to non-forest. [IPCC, 2018 Annex 1 Glossary]
- **Extreme weather event:** is rare at a particular place and time of year, with unusual characteristics in terms of magnitude, location, timing, or extent. The characteristics of what is called extreme weather may vary from place to place in an absolute sense. [WMO]
- **Hazard:** refers to a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation. [UNDRR; UNICEF's SCAP]
  - » A potentially damaging physical event, phenomenon, or human activity that may cause loss of life or injury, property damage, social and economic disruption, or environmental degradation. Hazards can have natural or human-made origins or a combination of these. The risk posed by a hazard depends on how likely it is, and where, how often, and with what intensity it takes place. For example, a small earthquake in a desert region that occurs once in 100 years poses a very low risk for people. An urban flood that occurs to a height of 3 meters within 48 hours once every 5-10 years has a relatively high

# Climate change fundamentals cont'd..

probability and requires mitigation measures. [INEE]

- » **Natural hazard:** A natural process or phenomenon 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. [INEE, UNISDR]
- **Disaster:** refers to a serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts. [UNDRR]
  - » **Note:** Disasters can be linked to the risk and impact of sudden or slow onset hazardous events and processes of environmental degradation. Climate change, in combination with other factors, is driving disaster risk in multiple and complex ways. This includes its effects as a “risk multiplier” through increasing the frequency, intensity, and predictability of weather-related hazards, such as floods following heavy rainfall, agricultural drought, extreme tropical storms, and heat waves; through impacts on gradual environmental processes, including sea level rise, desertification, and salinization; and on a wide range of ecosystem services on which people depend for survival, including food, water, and productive and habitable land; and, in some situations, by exacerbating social tensions and existing conflict. The term “natural disaster” should be avoided. Disasters are not natural. Correct language in relation to the impact of a natural hazard event includes variants of “natural hazard-induced disasters” or “disasters related to natural hazards.” [INEE, UNHCR]

## Responses and strategies

- **Adaptation:** The adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities, is known as adaptation. The broader concept of adaptation also applies to non-climatic factors such as soil erosion or surface subsidence. Adaptation can occur in an autonomous fashion, for example, through market changes or as a result of intentional adaptation policies and plans. Many disaster risk reduction measures can directly contribute to better adaptation. [INEE; UNISDR]
- **Climate change adaptation:** refers to actions that help reduce vulnerability to the current or expected impacts of climate change like weather extremes and hazards, sea-level rise, biodiversity loss, or food and water insecurity. [UNDP]
  - » A process by which individuals, communities, and countries identify appropriate adaptation strategies, policies, and measures to cope with the consequences of climate change in order to protect and, when possible, enhance human well-being. [INEE; Lim et al. (2004), UNDP]
- **Climate change mitigation:** refers to any action taken by governments, businesses, or people to reduce or prevent greenhouse gas emissions, or to enhance carbon sinks that remove these gases from the atmosphere. [UNDP]
  - » **Climate mitigation:** Efforts to reduce or prevent emission of greenhouse gases. Mitigation can mean using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behavior. It can be as complex as a plan for a new city or as simple as improvements to a cook stove design. Efforts underway around the world range from high-tech subway systems to bicycling paths and walkways. [INEE, UNEP]
- **Climate change preparedness:** does not have a universal definition. However, it is often understood as the process of preparing for and adapting to the effects of climate change, such as extreme weather events, rising sea levels, and other associated risks.
  - » The [Under Pressure - The impact of Climate Change on Education Report](#) defines - the process of enhancing the capacity of individuals, communities, institutions and governments to anticipate, cope with and recover from the impacts of climate change. This preparedness process aims to minimize the adverse effects of climate change & leverage opportunities for sustainable development.
  - » The [International Federation of Red Cross and Red Crescent Societies](#) emphasizes integrating risk

# Climate change fundamentals cont'd..

reduction strategies into humanitarian and development efforts as part of climate preparedness.

- **Nature-based solutions:** are actions to protect, conserve, restore, and sustainably use and manage ecosystems to support climate change adaptation and mitigation efforts, preserve biodiversity, and enable sustainable livelihoods. They are actions that prioritize the importance of ecosystems and biodiversity and are designed and implemented with the full engagement and consent of local communities and Indigenous Peoples, who hold generational knowledge on protecting nature. [UNDP]

## Climate-related risks and resilience

- **Climate crises:** refers to the serious problems that are being caused, or are likely to be caused, by changes in the planet's climate, including weather extremes and natural disasters, ocean acidification and sea-level rise, loss of biodiversity, food and water insecurity, health risks, economic disruption, displacement, and even violent conflict. [UNDP]
- **Climate risk:** in this context can be measured by a combination of elements: hazard, probability, and vulnerability. Climate-related hazards can be slow in their onset, such as sea level rise and changes in temperature and precipitation, while others happen more suddenly, such as storms and flooding. [INEE, UNESCO]
- **Vulnerability:** The propensity or predisposition to be adversely affected. Vulnerability encompasses a variety of concepts and elements including sensitivity or susceptibility to harm and lack of capacity to cope and adapt. [IPCC, 2018 Annex 1 Glossary]
  - » The extent to which some people may be disproportionately affected by the disruption of their physical environment and social support mechanisms following disaster or conflict. Vulnerability is specific to each person and each situation. [INEE]

## Other important terms

- **Crises:** A serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses and impacts that exceed the ability of the affected community or society to cope using its own resources and, therefore, requires urgent action. terms can refer to slow- and rapid-onset situations, rural and urban environments, and complex political emergencies in all countries. [INEE, Sphere]
  - » **Protracted crises:** Situations characterized by recurrent natural disasters and/or conflict, longevity of food crises, breakdown of livelihoods & insufficient institutional capacity to react to the crises. [INEE, FAO]
- **Risk:** the product of external threats such as natural hazards, HIV prevalence, gender-based violence, armed attack and abduction, combined with individual vulnerabilities such as poverty, physical or mental disability, or membership in a vulnerable group. [INEE]
- **Greenwashing:** misleading or deceptive marketing tactics employed by entities to portray their products or policies as eco-friendly, despite potential inconsistencies with environmental standards. This practice capitalizes on the increasing consumer interest in environmentally-friendly products and initiatives. [UNESCO]
- **Equity:** Equity is rooted in the recognition that people are innately different and that each individual requires different resources and/or opportunities in keeping with their personal circumstances. Fairness and justice are achieved by systematically assessing disparities in opportunities, outcomes, and representation, and redressing those disparities through targeted actions. [INEE, Stanford Social Review, Stanford University]
- **Sustainable development:** Development which meets the needs of the present without compromising the ability of future generations to meet their own needs. This definition coined by the 1987 Brundtland Commission is very succinct but it leaves unanswered many questions regarding the meaning of the word development and the social, economic, and environmental processes involved. [INEE, UNISDR]

# Climate change, EiE and education

## Learning

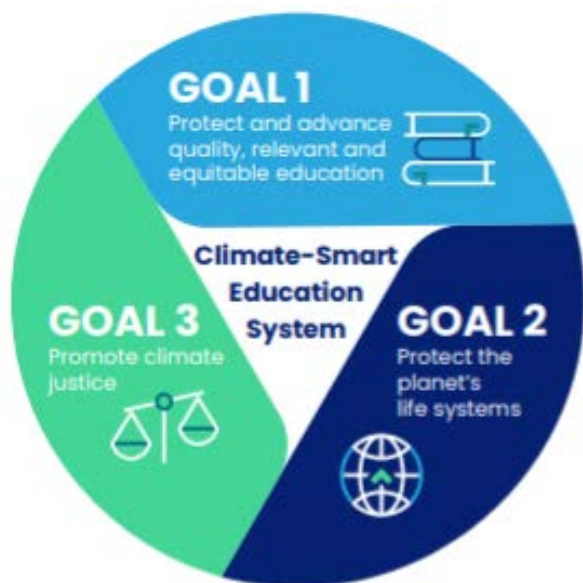
- **Education in emergencies:** The quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher, and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, protracted crises, situations of violence, forced displacement, disasters, and public health emergencies. Education in emergencies is a wider concept than 'emergency education response,' which is an essential part of it. [INEE]
- **Climate change education:** Education is an important element of the global response to climate change. Climate change education addresses the challenges of climate change and sustainable development facing both developed and developing countries. It helps people understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values, and attitudes needed to act as agents of change. It also enhances the education system's preparedness for and responses to climate change, both in terms of mitigation and adaptation. [INEE, UNESCO]
- **Climate literacy:** encompasses being aware of climate change, its anthropogenic causes, and implications. [IPCC, 2018 Annex 1 Glossary]
- **Transformative education:** involves teaching and learning geared to motivate and empower happy and healthy learners to take informed decisions and actions at the individual, community and global levels. [UNESCO]
- **Climate transformative education:** Under Pressure- The impact of Climate Change on Education Report defines it as education that drives a paradigm shift in social services to deliver sustainable and resilient outcomes at scale. It improves institutional capacity through government ownership and accountability, generates new evidence to guide and modify the delivery and capacity of education systems, and accelerates societal changes. The approach encompasses curriculum reforms to empower children as agents of change within the green economy. This integrative and collaborative approach boosts efficiency and resilience across other social services, ensuring comprehensive access to services for true resilience. Climate transformative education equips communities with knowledge of climate risks and sustainable practices.
- **Global citizenship education:** the educational objective of global citizenship education is to empower students with the knowledge, skills, values, and attitudes needed to be an active, positive, responsible participant at local, national, and global levels. These include creativity, innovation, and commitment to peace, human rights and sustainable development. It is rooted in the Universal Declaration of Human Rights, the Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (Goal 4 for Education). Education for global citizenship is based on strong social and emotional skills, and is used as an umbrella term covering themes such as life skills education, peace education, and human rights education. [INEE; Education Above All]
- **Greening education:** UNESCO's Greening Education the process of pursuing knowledge, skills, values and attitudes to engage in transformative action on mitigation, adaptation and resilience to climate change, aimed at shaping green, low emission climate-resilient societies. [UNESCO]
- **Green Curriculum:** integrates climate mitigation and adaptation in teaching and learning from pre-primary, primary, secondary and tertiary school levels as well as in teacher training. It emphasizes the interconnections between the environment, economy, and society, engaging students across cognitive, socio-emotional, and behavioral domains to inspire action for sustainability. [UNESCO]

# Climate change, EiE and education cont'd..

## Resilient education systems

- **Climate-smart education system:** There is no universal definition of climate-smart education. The [Global Partnership for Education \(GPE\)](#) defines a climate-smart education system through a framework that “achieves three interrelated goals: protecting and advancing quality, relevant and equitable education, protecting the planet’s life systems, and promoting climate justice.” A climate-smart education system is built on seven interconnected dimensions that collectively enhance resilience, sustainability, and effectiveness. (See Figure 1 & 2 below)
  - » **Data and evidence** play a crucial role in shaping informed policies by systematically analyzing climate risks and their impact on education.
  - » **Policy and planning** ensure that climate considerations are embedded in education strategies while aligning with broader national and global climate frameworks.
  - » **Coordination** fosters cross-sector collaboration, enabling ministries of education to engage in climate governance and emergency preparedness.
  - » **Finance** secures both domestic and international funding to support climate-responsive education and equitable resource allocation.
  - » **Infrastructure** focuses on climate-resilient school facilities that provide safe, sustainable learning environments.
  - » **Teaching and learning** integrate climate education into curricula, equipping students and teachers with the skills and knowledge needed for climate action.
  - » **Schools and communities** act as centers for climate resilience, promoting sustainable practices and local participation in environmental initiatives. Together, these dimensions create a comprehensive framework that strengthens education’s role in climate adaptation, mitigation, and sustainability.

Figure 1



Goals of climate-smart education systems

Figure 2



Climate-smart education systems seven dimensions

Source: Global Partnership for Education

# Climate change, EiE and education cont'd..

- **Climate-resilient education system:** does not have a universal definition. According to UNICEF's "Towards Climate Resilient Education Systems", it takes a system-wide approach to climate change mitigation and adaptation by embedding resilience across key components, including policies, finance, curriculum, teacher capacity, partnerships, student participation, and monitoring. This involves aligning education policies with national climate goals, securing sustainable funding for climate action, integrating climate education into curricula, and providing continuous teacher training. It also emphasizes multi-sectoral collaboration, empowering students to engage in climate action, and systematically collecting and analyzing climate impact data to inform decision-making. A climate-resilient education system ensures safe and sustainable learning environments while equipping children and youth with the knowledge, skills, and agency to contribute to climate adaptation and mitigation efforts. It is proactive, inclusive, and adaptable, recognizing education as a key sector in building broader societal resilience to climate change.
- **Resilience education:** focuses on those measures aimed at creating content, processes and learning opportunities for children, staff and school communities (including parents) to develop individual and community level resilience in relation to the risks they face. [INEE, UNICEF (2017, 2019)]
- **Green infrastructure:** the interconnected set of natural and constructed ecological systems, green spaces and other landscape features. It includes planted and indigenous trees, wetlands, parks, green open spaces and original grassland and woodlands, as well as possible building and street-level design interventions that incorporate vegetation. Green infrastructure provides services and functions in the same way as conventional infrastructure. [IPCC, 2018 Annex 1 Glossary]
- **Green School:** There are no universally accepted, standardized definitions. UNESCO defines Green School as a learning institution that takes a whole-of-institution approach to Education for Sustainable Development (ESD), emphasizing climate change as a primary focus. It aims to create safe, resilient learning environments and innovative educational platforms. Green Schools equip learners and communities with the knowledge, skills, values and attitudes needed to address climate change through sustainable practices. The term 'school' encompasses diverse learning environments and educational contexts, including formal and non-formal settings, early childhood to higher education, as well as Technical and Vocational Education and Training (TVET) programmes. [UNESCO]

## Green skills and green jobs

- **Green skills:** "are "knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society". [UNIDO] Green skills include:
  - » **Certain occupational and technical skills**, including engineering, science operation management and monitoring, used more intensively in green occupations<sup>1</sup>. While these skills may not be that different to those required in other industries, they "require adaptation to environmental phenomena and technologies"<sup>2</sup>.
  - » **Transferable skills** used in many occupations. These include: "decision-making, teamwork"<sup>3</sup>; "leadership, risk management, design, communication, commercial" [UNESCO]; and creativity and problem solving<sup>4</sup>.
  - » **Transformative capacities** or "skills for green transformation" needed to drive the systems change demanded by the 1.5°C target; they include disruptive thinking, political agency and coalition building<sup>5</sup>." [UNICEF]
  - » **Green skills:** the skills individuals need to transition to a low-carbon, climate-resilient economy, participate in traditional green sector jobs, adopt more sustainable behaviors, adapt to the impacts of climate change and take action on climate justice. [INEE, Malala Fund]
- **Green School-to-work transitions:** There are no universally accepted, standardized definitions. As per UNICEF the school-to-work-transition is 'the process of moving from education or training to employment' [CEDEFOP-European Union]. It has three stages - **First stage**, in childhood and adolescence, offers

# Climate change, EiE and education cont'd..

students the foundational and transferable skills they need to reach their potential and to give them a sound basis for the more advanced skills they may need to learn later. Second focuses on teaching specific skills for work that are in demand in the labour market. **Third** stage supports young people through the actual transition to work, making it possible for them to use skills they have developed to earn a living. A 'green' school-to-work transition as illustrated in Figure 3 below, builds on the general three-stage model for understanding school-to-work transitions and adapting it for the demands of the green economy into 7 elements. These are

- » **Stage 1: Lay strong 'green' skills foundations - Element 1:** Invest in young people's development of basic skills and adaptable skills. **Element 2:** Improve climate change education and young peoples' environmental knowledge.
  - » **Stage 2: Prepare young people for transition to green work - Element 3:** Give young people information, advice and guidance on green jobs and green careers. **Element 4:** Offer young people work-relevant education and training.
  - » **Stage 3: Support young people to find green work opportunities - Element 5:** Confront the barriers that stand between young people and green jobs.
  - » **Stage 4: Create more 'green livelihood' opportunities for young people - Element 6:** Support sectors, industries and initiatives that will want young people's green skills. **Element 7:** Support green youth entrepreneurship.
- **Green jobs:** "These definitions are pragmatic working definitions. There are no universally accepted, standardized definitions. Green jobs are decent jobs that contribute to preserving or restoring the environment. (ILO) This includes jobs that produce green products and services (including work related to climate change mitigation and adaptation) and jobs that help to reduce the environmental impact of businesses. The ILO argues that a green job must also meet the definition of decent work including fair wages, health and safety protection, recognition of workers' rights, social dialogue and social protection. It is understood that green jobs come in varying shades of green depending on their greater or lesser environmental impact." [UNICEF]

**Figure 3: Seven Elements of School-To-Work Transition**

SCHOOL-TO-WORK TRANSITION STAGES			ECONOMIC DEVELOPMENT (ADDITIONAL 'GREEN ECONOMY' STAGE)
<b>T1</b> Lay strong 'green' foundations - give young people the knowledge and skills a green economy needs	<b>T2</b> Prepare young people for transition to green work	<b>T3</b> Support young people to find green work opportunities	<b>T4</b> Create more 'green livelihood' opportunities for young people
T = TRANSITION STAGE			
INTERVENTIONS TO BOOST THE SUPPLY OF SKILLS		INTERVENTION TO BOOST YOUNG WORKERS' USE OF THEIR SKILLS	INTERVENTIONS TO BOOST LABOUR MARKET DEMAND FOR GREEN SKILLS
<b>E1</b> Invest in young people's development of basic skills and adaptable skills	<b>E3</b> Give young people information, advice and guidance on green jobs and green careers	<b>E5</b> Confront the barriers that separate young people from green jobs – lack of information, gender etc.	<b>E6</b> Support sectors, industries and initiatives that will want young people's 'green' skills.
<b>E2</b> Improve climate change education and young peoples' environmental knowledge	<b>E4</b> Offer young people work-relevant education and training		<b>E7</b> Support green youth entrepreneurship
E = THE ELEMENTS KEY TO SUCCESSFUL PROGRESSION BETWEEN TRANSITION STAGES			

Source: UNICEF

# Risk, resilience and school safety

## Risk assessment

- **Risk:** the product of external threats such as natural hazards, HIV prevalence, gender-based violence, armed attack and abduction, combined with individual vulnerabilities such as poverty, physical or mental disability, or membership in a vulnerable group. [INEE]
- **Exposure:** The people, property, systems, or other elements present in hazard zones that are thereby subject to potential losses. Measures of exposure can include the number of people or types of assets in an area. These can be combined with the specific vulnerability of the exposed elements to any particular hazard to estimate the quantitative risks associated with that hazard in the area of interest. [INEE, UNISDR]
- **Extensive risk:** The widespread risk associated with the exposure of dispersed populations to repeated or persistent hazard conditions of low or moderate intensity, often of a highly localized nature, which can lead to debilitating cumulative disaster impacts. Extensive risk is mainly a characteristic of rural areas and urban margins where communities are exposed to, and vulnerable to, recurring localized floods, landslides, storms or drought. Extensive risk is often associated with poverty, urbanization, and environmental degradation. [INEE, UNISDR]
- **Education response:** The provision of education services to meet people's needs and rights to education during an emergency through to recovery is known as an education response. [INEE]
- **Conflict risk reduction:** The practice of reducing the risk of conflict through systematic analysis and management of the causal factors of conflict. In the education sector planning process, this involves conducting conflict analyses to identify the drivers of conflict (whether economic, social, political, or environmental) and how these impact on or are impacted by education. [INEE; UNESCO]
- **Disaster impact:** is the total effect, including negative effects (e.g., economic losses) and positive effects (e.g., economic gains), of a hazardous event or a disaster. The term includes economic, human and environmental impacts, and may include death, injuries, disease and other negative effects on human physical, mental and social well-being. [UNDRR]

For the purpose of the scope of the [Sendai Framework for Disaster Risk Reduction 2015-2030 \(para. 15\)](#), the following terms are also considered:

- » **Small-scale disaster:** a type of disaster only affecting local communities which require assistance beyond the affected community. [UNDRR]
- » **Large-scale disaster:** a type of disaster affecting a society which requires national or international assistance. [UNDRR]
- » **Frequent and infrequent disasters:** depend on the probability of occurrence and the return period of a given hazard and its impacts. The impact of frequent disasters could be cumulative, or become chronic for a community or a society. [UNDRR]
- » **Slow-onset disaster** is defined as one that emerges gradually over time. Slow-onset disasters could be associated with, e.g., drought, desertification, sea-level rise, epidemic disease. [UNDRR] As per [INEE](#) & [UNHCR](#) a slow-onset disaster that evolves gradually from incremental changes occurring over many years or from an increased frequency or intensity of recurring events. Slow-onset disasters relate to environmental degradation processes such as droughts and desertification, increased salinization, rising sea levels or thawing of permafrost.
- » **Sudden-onset disaster** is one triggered by a hazardous event that emerges quickly or unexpectedly. Sudden-onset disasters could be associated with, e.g., earthquake, volcanic eruption, flash flood, chemical explosion, critical infrastructure failure, transport accident [UNDRR]. Sudden-onset disasters may be climate-related (e.g., floods, cyclones, landslides, tornadoes, wildfires), geologic-related (earthquakes, tsunamis, or volcanic eruptions) or not (e.g., chemical explosion or critical infrastructure failure). Depending on their severity & the affected community's vulnerabilities and adaptive capacity, they may also result in temporary (or sometimes protracted) displacement. [INEE, UNHCR]

# Risk, resilience and school safety cont'd..

- **Disaster risk:** refers to the potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity. [UNDRR; UNICEF's SCAP]
  - » The potential disaster losses in lives, health status, livelihoods, assets, and services, which could occur to a particular community or a society over some specified future time period. [INEE, UNISDR]
- **Disaster risk management:** the systematic process of using administrative directives, organizations, and operational skills and capacities to implement strategies, policies, and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster. This term is an extension of the more general term risk management to address the specific issue of disaster risks. Disaster risk management aims to avoid, lessen, or transfer the adverse effects of hazards through activities and measures for prevention, mitigation, and preparedness. [INEE, UNISDR]
  - » **Prospective disaster risk management:** A set of activities that address and seek to avoid the development of new or increased disaster risks. This concept focuses on addressing risks that may develop in future if risk reduction policies are not put in place, rather than on the risks that are already present and which can be managed and reduced now. [INEE, UNISDR]
- **Disaster risk reduction:** is aimed at preventing new and reducing existing disaster risk and managing residual risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development. [UNDRR]
  - » The concept and practice of reducing risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, reduced vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events. [INEE]
- **Risk assessment:** a methodology which determines the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat or harm to people, property, livelihoods, and the environment on which they depend. [INEE]
- **Risk management:** the systematic approach and practice of managing uncertainty to minimize potential harm and loss. Risk management comprises risk assessment and analysis, and the implementation of strategies and specific actions to control, reduce and transfer risks. It is widely practiced by organizations to minimize risk in investment decisions and to address operational risks such as those of business disruption, production failure, environmental damage, social impacts and damage from fire and natural hazards. Risk management is a core issue for sectors such as water supply, energy, and agriculture whose production is directly affected by extremes of weather and climate. [INEE, UNISDR]
- **Risk-informed planning:** aims to strengthen resilience to shocks and stresses by identifying and addressing the root causes and drivers of risk, including vulnerabilities, lack of capacity, and exposure to various shocks and stresses. It necessitates a robust risk analysis of the multiple hazards faced by households and communities, and requires government and other partners to be involved in the design or adjustment of programmes to ensure that they make a proactive commitment to reducing risk. [INEE, UNICEF]

## Preparedness

- **Climate proofing:** Under UNESCO, climate proofing means developing or adjusting measures to protect against and adapt to the impacts of climate change, ensuring that systems, infrastructure and policies can face climate challenges.
  - » Under Asian Development Bank, climate proofing is a shorthand term for identifying risks to a development project, or any other specified natural or human asset, as a consequence of climate variability and change, and ensuring that those risks are reduced to acceptable levels through long-lasting and environmentally sound, economically viable, and socially acceptable changes implemented at one or more of the following stages in the project cycle: planning, design, construction,

# Risk, resilience and school safety cont'd..

operation, and decommissioning.

- **Resilience:** is the ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions. [UNDRR]
  - » is the ability of children, education communities and systems to prevent, prepare for, withstand and recover from shocks and stresses (for example, disasters, political crises, epidemics, pervasive violence, armed conflict) in ways that support economic and social development and do not deepen vulnerability. [GPE]
  - » is the capacity of a system, community or individual potentially exposed to hazards to adapt. This adaptation means resisting or changing in order to reach and maintain an acceptable level of functioning and structure. Resilience depends on coping mechanisms and life skills such as problem-solving, the ability to seek support, motivation, optimism, faith, perseverance and resourcefulness. Resilience occurs when protective factors that support well-being are stronger than risk factors that cause harm. [INEE]
- **Climate resilience:** is the capacity of a community or environment to anticipate and manage climate impacts, minimize their damage, and recover and transform as needed after the initial shock. [UNDP]
  - » The ability to absorb, adapt, and transform in the face of climate-related hazardous events, trends, or disturbances. [INEE, Malala Fund]
- **Climate-smart:** does not have a universal definition. [Under Pressure - The impact of Climate Change on Education Report](#) defines it as approaches that enhance the capacity of systems to adapt to climate change, that reduce greenhouse gas emissions, and that integrate climate change into planning and practices. The term encompasses climate change adaptation and resilience, mitigation and transformation.
- **(Disaster) Preparedness:** the knowledge and capacities developed by governments, response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or (current disasters [UNDRR]) (current hazard events or conditions) [INEE, UNISDR]
- **Early warning systems (EWS):** the set of technical, financial and institutional capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, reduce communities and organizations threatened by a hazard to prepare to act promptly and appropriately to the possibility of harm or loss. [IPCC, 2018 Annex 1 Glossary]
  - » An integrated system of hazard monitoring, forecasting, and prediction, disaster risk assessment, communication, and preparedness activities systems and processes that enables individuals, communities, governments, businesses, and others to take timely action to reduce disaster risks in advance of hazardous events. [INEE, UNDRR]
- **Shock:** Sudden and potentially damaging hazard or other phenomenon, or moment at which a slow-onset process (a stress) passes its 'tipping point' and becomes an extreme event. [INEE, UNICEF]
- **Risk transfer:** the process of formally or informally shifting the financial consequences of particular risks from one party to another whereby a household, community, enterprise, or state authority will obtain resources from the other party after a disaster occurs, in exchange for ongoing or compensatory social or financial benefits provided to that other party. Insurance is a well-known form of risk transfer, where coverage of a risk is obtained from an insurer in exchange for ongoing premiums paid to the insurer. Risk transfer can occur informally within family and community networks where there are reciprocal expectations of mutual aid by means of gifts or credit, as well as formally where governments, insurers, multilateral banks and other large risk-bearing entities establish mechanisms to help cope with losses in major events. Such mechanisms include insurance and re-insurance contracts, catastrophe bonds, contingent credit facilities and reserve funds, where the costs are covered by premiums, investor contributions, interest rates, and past savings, respectively. [INEE, UNISDR]

# Risk, resilience and school safety cont'd..

- **Anticipatory action:** refers to actions taken to reduce the impacts of a forecast hazard before it occurs, or before its most acute impacts are felt. The actions are carried out in anticipation of a hazard's predicted impacts and based on a forecast of when, where and how the event will unfold. [IFRC, UNICEF's SCAP]
- **Survivor skills:** Skills that are basic to survival, such as finding food or seeking protection from disaster or conflict. [INEE, UNICEF]

## School safety framework

- **All-hazards:** Any and all of those dangerous processes, phenomena, substances, human activities, or conditions in and around schools that may cause loss of life, injury, other health impacts or harm to people; damage to learning facilities and environments, loss of education sector investments; or disrupt educational continuity. These include rapid, slow-onset, intensive, and extensive hazards. [GADRRRES]
- **School safety:** protecting children and staff from harm in schools, ensuring no interruptions in learning, and supporting children with the knowledge and skills that can keep them safe. [GADRRRES] See image on page 13.
  - » **Comprehensive:** covers all types of hazards and risks, for example: conflicts, earthquakes, flooding, disease outbreaks, terrorism, nuclear hazards and sea level rise, as well as everyday risks. It also refers to stakeholders, ensuring a cross-government and cross-sectoral approach. [GADRRRES]
  - » **GADRRRES:** established in 2013 to support and advocate for a comprehensive approach to school safety. It is an alliance composed of UN agencies, international non-governmental agencies, humanitarian and development organisations and networks, youth organisations, donors/multilateral funds, and private sector organisations. GADRRRES have regional networks in Asia, the Pacific, the Americas and the Caribbean and West and Central Africa. GADRRRES developed the Comprehensive School Safety Framework which has been endorsed and used by more than 70 countries.
  - » **The Comprehensive School Safety Framework 2022-2030 (CSSF)** is an all-hazards, all-risks approach to protecting children and education, offering governments a practical framework to advance children's rights, disaster risk reduction, peace building, climate action and the sustainable development agenda. The CSSF sets out a tangible, practical and proven model to strengthen the resilience of education systems, support education continuity and provide children with the skills, knowledge and behaviours to prepare for and respond to all shocks and stresses. For more click [here](#). CSSF is composed by:
    - **Foundation: Enabling Systems and Policies** (e.g. including risk reduction in national education policies).
    - **Pillar 1: Safer Learning Facilities** (e.g. ensuring school buildings are resilient)
    - **Pillar 2: School Safety and Educational Continuity Management** (e.g. making plans for different hazards)
    - **Pillar 3: Risk Reduction and Resilience Education** (e.g. supporting children with knowledge and skills on different hazards)
  - » **Safe School Declaration:** is an inter-governmental political commitment to protect students, teachers, schools, and universities during armed conflict that was developed under the leadership of Norway and Argentina. The SSD outlines a set of commitments that endorsing States agree to take to strengthen the protection of education from attack, including implementing the [Guidelines for protecting schools and universities from military use during armed conflict](#). Restricting military use of education facilities has proven to be an effective way to ensure the continuity of safe education during armed conflict. The Declaration was opened for countries to endorse at the First International Conference on Safe Schools in Oslo, Norway, in May 2015. As of January 2025, 120 States have endorsed the SSD. To endorse the SSD, States must send an official letter to Norway Ministry of Foreign Affairs, who will publish the endorsement on its website. While the SSD can be formally endorsed by States only, it can inspire action among humanitarian assistance providers as well as non-State armed groups. [GADRRRES]

# Risk, resilience and school safety cont'd..

## Complementarity of CSSF, SSD & INEE

### The CSSF and the SSD:

The Comprehensive School Safety Framework (CSSF) and the Safe Schools Declaration (SSD) are unique yet complementary. The CSSF adopts an all-hazards, all-risks approach, providing a comprehensive framework to protect learners, educators, and education systems from all types of hazards, including conflict and violence. One significant risk linked to conflict and violence is the threat of attacks on educators and education systems, which is specifically addressed by the SSD.

The CSSF explicitly recognizes the SSD as a critical commitment to promoting peacebuilding and social cohesion in schools, particularly by integrating strategies that protect education in times of armed conflict. In practice, some of the SSD commitments are implemented within the CSSF as a foundational framework that also addresses the intersecting impacts of climate change, armed conflict, and other hazards. By endorsing the SSD, governments demonstrate their commitment to safeguarding education through the all-hazards approach outlined by the CSSF.

We recommend endorsing **both** the SSD and CSSF and utilising the guidance from both in order to ensure safety of schools. Further information on SSD and guidance is available [here](#).

### 14. How do the CSSF, SSD, and INEE frameworks complement each other?

We acknowledge that the efforts of GADRRRES, GCPEA, and INEE extend far beyond the scope described below. However, a broad outline of how the CSSF, SSD, and INEE frameworks complement each other is detailed below:

The [Comprehensive School Safety Framework \(CSSF\)](#), the [INEE Minimum Standards](#), and the [Safe Schools Declaration \(SSD\)](#) are highly complementary, offering a cohesive approach to enhancing school safety and resilience in various contexts. The CSSF provides a holistic framework for addressing school safety through its all-hazards and risks approach, bringing together multiple sectors to address risks ranging from natural disasters to conflict-related challenges. The INEE Minimum Standards serve as a practical resource within this framework, equipping education practitioners with tools and guidance to implement actions outlined under the CSSF, such as educational continuity planning, accelerated education programs, and curriculum adaptation while also explicitly referencing the SSD. Meanwhile, the SSD reinforces the principles of the CSSF and INEE by establishing commitments to protect schools from attack, reduce military use of educational facilities, seek to ensure the continuation of education during armed conflict, advocate for conflict-sensitive approaches to education and uphold the right to education in crises. Together, these tools and commitments form an integrated system that supports countries in ensuring the safety and continuity of education, while promoting resilience and safeguarding children's rights.

Source: GADRRRES

# Risk, resilience and school safety cont'd..

## Displacement and migration

- **Displacement:** is the movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters. [IOM] The forcible or voluntary uprooting of persons from their homes by violent conflicts, gross violations of human rights, natural hazards, and other traumatic events or threats thereof. [INEE, OCHA]
  - » **Forced displacement:** Occurs when individuals and communities have been forced or obliged to flee or to leave their homes or places of habitual residence as a result of or in order to avoid the effects of events or situations such as armed conflict, generalized violence, human rights abuses, natural or man-made disasters, and/or development projects. It includes situations where people have fled as well as situations where people have been forcibly removed from their homes, evicted, or relocated to another place not of their choosing, whether by state or non-state actors. The defining factor is the absence of will or consent. [INEE, Global Protection Cluster Working Group]
  - » **(Internal) Displacement:** refers to the forced movement of people within the country they live in. Internally displaced persons (IDPs) are 'Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.' (UN, 1998). [IPCC, 2018 Annex 1 Glossary]
  - » **Climate displacement:** Climate-displaced persons are those who move for reasons relating to climate change. This phenomenon is called climate displacement and covers all forms of human movement, whether internal or cross-border, and whether voluntary to some extent or forced. Movement may be temporary or permanent, and the climate change-related trigger may be a slow-onset or rapid-onset environmental hazard. [INEE, UNESCO]
- **Human mobility:** A generic term covering all the different forms of movements of persons. In the context of environmental drivers, human mobility is understood as encompassing the three forms of "climate change induced" movement from the Cancun Agreement, namely, displacement, migration, and planned relocation. [IOM]
- **Climate migration:** refers to "the movement of a person or groups of persons who, predominantly for reasons of sudden or progressive change in the environment due to climate change, are obliged to leave their habitual place of residence, or choose to do so, either temporarily or permanently, within a State or across an international border. [IOM]
  - » **Climate migration is a subcategory of environmental migration;** it defines a singular type of environmental migration, where the change in the environment is due to climate change. Migration in this context can be associated with greater vulnerability of affected people, particularly if it is forced. Yet, migration can also be a form of adaptation to environmental stressors, helping to build resilience of affected individuals and communities. [INEE, IOM]
  - » **Forced migration:** The movement of population in which an element of coercion predominates, and it can be conflict-induced, caused by persecution, torture, or other human rights violations, poverty, or natural hazards. Elements of choice and coercion can be overlapping, but in the case of refugees and other displaced persons, compelling factors are decisive. [INEE, THP Foundation, UNESCO]
- **Planned relocation:** in the context of disasters or environmental degradation, including when due to the effects of climate change, [refers to] a planned process in which persons or groups of persons move or are assisted to move away from their homes or place of temporary residence, are settled in a new location, and provided with the conditions for rebuilding their lives. The term is generally used to identify relocations that are carried out within national borders under the authority of the State and denotes a long process that lasts until "relocated persons are incorporated into all aspects of life in the new setting and no longer have needs or vulnerabilities stemming from the Planned Relocation. [IOM]

# Response and recovery

## Emergency response

- **Environmental emergency:** a sudden-onset disaster or accident resulting from natural, technological, or human-induced factors, or a combination of these, that cause or threaten to cause severe environmental damage as well as harm to human health and/or livelihoods. It includes emergencies caused by: water and wind (flood, tropical cyclone, windstorm, coastal erosion, tsunami, dam break, drought, water shortage, hailstorm, sandstorm, lightning); earth (earthquake, landslide, debris or mudflow, glacial lake outburst, volcanic eruption, avalanche; fire (wildfire, structural fire); or temperature (extreme cold, extreme heat). [INEE, OCHA]
- **Chronic emergency:** a long-term situation of risk and injury to a large proportion of the population that may exist even in the absence of shocks, for example, persistently high levels of acute malnutrition, persistent epidemics, or protracted armed conflict. [INEE, OCHA]
- **Complex emergency:** a multifaceted humanitarian crisis in a country, region, or society where there is a total or considerable breakdown of authority resulting from internal or external conflict which requires a multi-sectoral international response. [INEE, OCHA]
- **Technological emergency:** originates from technological or industrial conditions, dangerous procedures, infrastructure failures or specific human activities. Examples include industrial pollution, nuclear radiation, toxic wastes, dam failures, transport accidents (train, plane, boat, bus, car, bicycle, pedicab), factory explosions, fires and chemical spills. May arise directly as a result of the impacts of a natural hazard event. [INEE, UNISDR]
- **Emergency management:** the organization and management of resources and responsibilities for addressing all aspects of emergencies, in particular preparedness, response, and initial recovery steps. A crisis or emergency is a threatening condition that requires urgent action. Effective emergency action can avoid the escalation of an event into a disaster. Emergency management involves plans and institutional arrangements to engage and guide the efforts of government, non-government, voluntary, and private agencies in comprehensive and coordinated ways to respond to the entire spectrum of emergency needs. The expression disaster management is sometimes used instead of emergency management. [INEE, UNISDR]
- **Emergency preparedness:** all activities and measures taken before and between hazard events to warn against them, to prepare, and to ensure an effective response. Examples include: a functional early warning communication mechanism; evacuation drills; skills in fire suppression, first aid, and light search and rescue; stockpiling of food, water, and educational supplies ahead of the drought/hurricane season or worsening conflict; safe keeping of records, teachers' guides, and curriculum materials; a national emergency preparedness and response plan; a provincial contingency plan and a school safety/preparedness plan. [INEE, GEC]
- **Emergency relief:** immediate survival assistance to the victims of crisis, disaster, and violent conflict. Most relief operations are initiated on short notice and have a short implementation period (project objectives are generally completed within a year). The main purpose of emergency relief is to save lives. Related terms, including emergency assistance and emergency response, are also used. [INEE, UNHCR]
- **Emotional disturbance:** a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: 1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3) inappropriate types of behavior or feelings under normal circumstances; 4) a general pervasive mood of unhappiness or depression; 5) a tendency to develop physical symptoms or fears associated with personal or school problems. [INEE, U.S. Department of Education]

# Response and recovery cont'd...

- **Response:** the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called disaster relief. The division between this response stage and the subsequent recovery stage is not clear-cut. Some response actions, such as the supply of temporary housing and water supplies, may extend well into the recovery stage. [INEE, UNISDR]
- **Disaster response:** the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety, provide education, and meet the basic subsistence needs of the people affected. [INEE, UNISDR]
- **Humanitarian crises:** serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts that exceeds the ability of the affected community or society to cope using its own resources and therefore requires urgent action. [INEE, Minimum Standards for Child Protection in Humanitarian Action (CPMS)]
- **Humanitarian-development-peace-nexus:** also referred to as 'nexus', 'HDP Nexus', 'HDPN', and 'Triple Nexus.' Humanitarian-development-peace nexus is the term used to capture the interlinkages between the humanitarian, development and peace sectors. It specifically refers to attempts in these fields to work together to meet peoples' needs more effectively, mitigate risks and vulnerabilities, and move toward sustainable peace. This approach calls for a New Way of Working that transcend the humanitarian-development-peace divide, reinforces (not replaces) national and local systems, and anticipates crises by working toward (1) collective outcomes (2) over multi-year timeframes (3) based on leveraging comparative advantage. [INEE, Internal Displacement Research Programme (IDRP)]
- **Crisis-sensitive educational planning:** involves identifying and analyzing the risks to education posed by conflict and natural hazards. This means understanding (1) how these risks impact education systems and (2) how education systems can reduce their impact and occurrence. [INEE, UNESCO-IIEP]
- **Recovery:** the restoration and improvement of facilities, livelihoods, living conditions, or psychosocial well-being of affected communities, including efforts to reduce disaster risk factors. [INEE]
- **Residual risk:** the risk that remains in unmanaged form, even when effective disaster risk reduction measures are in place, and for which emergency response and recovery capacities must be maintained. The presence of residual risk implies a continuing need to develop and support effective capacities for emergency services, preparedness, response and recovery together with socio-economic policies such as safety nets and risk transfer mechanisms. [INEE, UNISDR]

# Policy, governance & advocacy

- **Climate justice:** means putting equity and human rights at the core of decision-making and action on climate change. [UNDP]
  - » The principle that the benefits reaped from activities that cause climate change and the burdens of climate change impacts should be distributed fairly. Climate justice means that countries that became wealthy through unrestricted carbon emissions have the greatest responsibility to not only stop warming the planet but also to help other countries adapt to climate change and develop economically with non-polluting technologies. Climate justice also calls for fairness in environmental decision-making. The principle supports centering populations that are least responsible for, and most vulnerable to, the climate crisis as decision-makers in global and regional plans to address the crisis. It also means acknowledging that climate change threatens basic human rights principles, which hold that all people are born with equal dignity and rights, including to food, water, and other resources needed to support health. Calling for climate justice, rather than climate action, has implications for policy making, diplomacy, academic study, and activism by bringing attention to how different responses to climate change distribute harms and benefits and who gets a role in forming those responses. [INEE, MIT Climate Portal]
- **Climate finance:** there is no agreed definition of climate finance. The term ‘climate finance’ is applied to the financial resources devoted to addressing climate change by all public and private actors from global to local scales, including international financial flows to developing countries to assist them in addressing climate change. Climate finance aims to reduce net greenhouse gas emissions and/or to enhance adaptation and increase resilience to the impacts of current and projected climate change. Finance can come from private and public sources, channelled by various intermediaries, and is delivered by a range of instruments, including grants, concessional and non-concessional debt, and internal budget reallocations. [IPCC, 2018 Annex 1 Glossary]
- **COP:** The annual United Nations conference dedicated to climate change, called “the Conference of the Parties” or “COP,” has been organized under the UN Framework Convention on Climate Change (UNFCCC) since 1995. At the 21st COP, or COP21, which took place in 2015, the Paris Agreement was signed. The conference now brings together all nations who are parties to the Paris Agreement to discuss their next steps to combat climate change and further establish legally binding agreements to support climate action. [UNDP]
- **Just transition:** means greening the economy in a way that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind. A Just Transition involves maximizing the social and economic opportunities of climate action, while minimizing and carefully managing any challenges – including through effective social dialogue among all groups impacted, and respect for fundamental labour principles and rights. [ILO]
- **Loss and damage:** means different things to different groups and there is no agreed upon definition of loss and damage within the UN Framework Convention on Climate Change (UNFCCC). However, loss and damage can generally be understood as the negative impacts of climate change that occur despite, or in the absence of, mitigation and adaptation. Loss and damage is often categorized as either economic or non-economic. Economic loss and damage are negative impacts that we can assign a monetary value to. Non-economic loss and damage are negative impacts where it is difficult or infeasible to assign a monetary value to. Loss and damage can occur due to both extreme events – such as heat waves and storms – and slow onset events. [UN]
- **National Adaptation Plans (NAPs):** helps countries plan and implement actions to reduce vulnerability to the impacts of climate change and strengthen adaptive capacity and resilience. NAPs link to Nationally Determined Contributions (NDCs) and other national and sectoral policies and programmes. [UNDP]
- **Nationally Determined Contributions (NDCs):** are climate pledges and action plans that each country is required to develop in line with the Paris Agreement goal of limiting global warming to 1.5° C. NDCs represent short to medium-term plans that are updated every five years with higher ambition on climate. [UNDP]

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