**ADRA’s Log Alto 2021-2022 Sectors**

**Strategic Pillars:**

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| * Education
* Health
* Livelihoods
* Emergency Management
* Other
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**Definitions**

* Sector – Anything needed to collocate at a network level should be listed at a sector level and defined. You can have more than one per project, we strongly encourage one though. Sectors are typically the same as the donor contract and how we see the project. What is in the contract is normally a discussion between donor and our supporting office... so influenced by our sectors.
* Tags are used more for the internal user and there is no limit to how many tags are listed.
* DAC Codes – Select the DAC code and add the percentage.

**Cross-Cutting Themes \***Listed in all sectors

1. Advocacy
2. Pandemic/Epidemic - I.E Virus Pandemic, COVID-19
3. Gender Equality & Social Inclusion
4. Governance
5. Infrastructure/Construction
6. Capacity Building
7. Environmental Protection
8. CASH Transfer

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| **Strategic Pillar**:**Education** | **DAC Code****11** | **DAC 5 Codes**:111 – Education, Level Unspecified 112 – Basic Ed. 113 – Secondary Ed. 114 – Post Secondary Ed.  | **Sectors**:1. Early Childhood Development
	1. Early childhood development is the processes through which young children, aged 0-8 years, develop their optimal physical health, mental alertness, emotional confidence, social competence, and readiness to learn. These processes are supported by social and financial policies and comprehensive programming that integrate health, nutrition, water, sanitation, hygiene, education, and child protection services. All children and families benefit from high-quality programs, but disadvantaged groups benefit the most. Alternative definition: Children’s cognitive, physical, language, motor, and social and emotional development, between conception and age 8. (INEE)
2. Education in Emergencies
	1. Education in emergencies refers to 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. (INEE)
3. Formal/Basic Education
	1. Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.
	2. Basic education refers to formal, non-formal, and informal public and private activities intended to meet the basic learning needs of people of all ages. It includes instruction at the first or foundation level, on which subsequent learning can be based, encompassing early childhood and primary (or elementary) education for children, as well as education in literacy, general knowledge, and life skills for youth and adults. Basic Education may extend into secondary education in some countries. (INEE)
4. Special Needs Education
	1. Special needs education is designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support, and/or adaptive pedagogical methods in order to participate and meet learning objectives in an educational program. Students in special needs education may follow the same or an adapted curriculum, and their individual needs are supported through targeted teaching strategies, and/or specific resources, e.g. specially trained personnel, equipment, or space. These programs can be offered for individual students within already existing educational programs, or be offered as a separate class in the same or separate educational institutions. (INEE)
5. Technical & Vocational Training
	1. Technical and vocational education training (TVET) is designed mainly to provide learners with the practical skills, know-how, and understanding necessary for direct entry into a particular occupation or trade (or class of occupations or trades). Successful completion of such programs normally leads to a labor market-relevant vocational qualification recognized by the national competent authorities, e.g. Ministry of Education, employers' associations, etc. (INEE)
6. Accelerated Learning Programs
	1. Accelerated learning is an approach to teaching and learning, informed by research in the cognitive and neuro-sciences, that provide more engaged, proficient and faster development of learned knowledge and basic skills. (INEE)
7. Non-formal Education
	1. Non-formal education is an addition, alternative and/or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Nonformal education can cover programmes contributing to adult and youth literacy and education for out-of school children, as well as programmes on life skills, work skills, and social or cultural development. (INEE)
8. Innovation in Education
	1. Innovation is the multi-stage process whereby ideas are transformed into new or improved products, service, or processes. Technological innovation comprises new products and processes and significant technological changes of products and processes. (INEE)
9. Remote Learning
10. Lifelong Learning
	1. Depending on the specific context, continuity of education refers to the continued (and, where possible, improved) provision of education, through temporary learning spaces or other mechanisms. It also includes advocacy to donors and agencies, emphasizing the necessity of funding education alongside other sectors from the onset of an emergency into the long term. Finally, it includes working with ministries to identify potential opportunities to improve or reform the education system. (INEE for Continuity of Education)
11. Indigenous Education
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| **Strategic Pillar:****Health** | **DAC 5 Code****12** | **DAC 5 Codes**:121 – Health, General122 – Basic Health123 – non-communicable diseases130 – Population policies/programmes & Reproductive Health140 – Water Supply & Sanitation | **Sectors**:1. Family Planning & Reproductive Health
	1. Family Planning & Reproductive Health (FPRH) focuses on the health of the reproductive system, while also empowering women and couples for pregnancy planning and spacing, preventing unintended pregnancies, attaining the desired number of children.
2. Health Systems Strengthening
	1. Health systems strengthening (HSS) refers to the improvement of the health care system in a given country, particularly focusing on the six core building blocks of the health system: 1) service delivery, 2) health workforce, 3) health information systems, 4) access to essential medicines, 5) financing, and 6) governance.
3. HIV/AIDS
	1. The human immunodeficiency virus (HIV) is a virus that attacks the body’s immune system, which can lead to acquired immunodeficiency syndrome (AIDS) if left untreated. HIV/AIDS is a major global health issue, complicating and exacerbating many other health issues.
4. One Health
	1. One Health refers to the interconnections between human, animal, and environmental wellbeing, recognizing it as one package (“one health”) rather than three separate fields of health.
5. Pandemic/epidemic disease health-related prevention/response
	1. Referring to any targeted activity in response to disease outbreaks, including those that are locally confined to a specific geographical area as well as those that are spread across borders over multiple regions.
6. Maternal & Child Health
	1. Maternal and Child Health (MCH) focuses on health issues concerning women of childbearing age, infants, and children.
7. Newborn Health
	1. Newborn Health (NH) refers to the health of a child under 28 days of age.
8. Non-Communicable Diseases
	1. Non-communicable diseases, otherwise known as NCDs, are chronic diseases that cannot be transmitted from person to person. Common NCDs include heart disease, cancer, and diabetes.
9. Psychosocial Support
	1. Mental Health & Psychosocial support (MHPSS)
		1. MPHSS includes any support that people receive to protect, promote, and/or treat their mental health and psychosocial wellbeing.
10. Primary health care
	1. Primary health care (PHC) is the most basic package of essential health services and products needed to promote health, prevent disease, and manage illness.
11. Clinical health care
	1. Referring to personal healthcare provided through a clinical provider (doctor, nurse, dentist, etc.).
12. Community health workers
	1. Community health workers (CHWs) are lay members of the community who serve as a bridge between communities and healthcare systems, filling a range of roles such as promoting positive behaviors and providing community-based health/nutrition services.
13. Health in emergencies
	1. Refers to health services and other related activities during conflicts, natural disasters, and other emergencies.
14. Nutrition
	1. IYCF-E/MIYCN-E
		1. Infant and Young Child Feeding in Emergencies (IYCF-E) is the protection, support, and practice of safe and appropriate feeding of newborns and children under two years of age within emergency settings. Maternal Infant and Young Child Nutrition in Emergencies (MIYCN-E) is similar yet includes greater emphasis on the inclusion of maternal nutrition.
	2. CMAM
		1. Community Management of Acute Malnutrition (CMAM) is an approach used to manage acute malnutrition in children under five years of age (CU5) as well as pregnant and lactating women (PLW), and includes four components: 1) community outreach, 2) outpatient care, 3) inpatient care, and 4) supplementary feeding.
	3. MAMI
		1. Management of small & nutritionally At-risk Infants under six months & their mothers (MAMI) is a holistic case management approach to screen, assess, and manage the health and nutritional wellbeing of the infant-mother pair.
	4. Multiple Micronutrient Supplementation (MMS)
		1. Refers to the provision of multiple micronutrients – typically to pregnant and lactating women ­– in the form of capsules, tablets, powders, drops, or syrups.
	5. Food systems
		1. Refers to the complex and interconnected web of activities involving the production, processing, transport, and consumption of food.
15. WASH
	1. Health facility WASH Refers to the availability of safe water, sanitation, and good hygiene practices at health facilities.
	2. Water supplies the provision of adequate quantities of safe water.
	3. Sanitation to provision of appropriate toilet facilities which may include provision for menstrual hygiene management.
16. Adolescent Health
	1. Adolescent health focuses on the health of young people between the ages of 10-19.
17. Vector-borne disease
	1. Refers to diseases caused by parasites, viruses, and bacteria that are transmitted by vectors such as blood-feeding insects. Well-known vector-borne diseases include dengue, yellow fever, and malaria.
18. Social behavior change
	1. Hygiene promotion is the influence on the knowledge, understanding, and practice of healthy and hygienic behavior. Hygiene promotion focuses on the reduction of high-risk hygiene practices.
19. Other
	1. Construction refers to the construction of one or several health-related facilities and may include health care facilities, toilets, showers, ablution blocks, hand washing stations, water supply systems, reticulation, water storage facilities, septic tanks and drainage facilities.
	2. Health facility refers to a facility whereby community members access health services.
	3. other
20. Rehabilitation
	1. Health facility refers to the partial or complete rehabilitation or repair of an existing health facility.
	2. Other
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| **Strategic Pillar:****Livelihoods** | **DAC 5 Code****31** | **DAC 5 Codes**:311 – Agriculture 312 – Forestry 313 – Fishing321 – Industry | **Sectors:**1. Financial Inclusion
	1. Financial inclusion refers to the availability and equality of opportunities to access appropriate, affordable financial services by individuals and businesses in a timely manner
2. Agribusiness and its market systems
	1. Agribusiness relates to industries that are engaged in farming or that produce farm inputs
3. Non-agribusiness and its market systems
	1. Non-Agribusiness relates to industries that are engaged in other income and market engagement activities that are not focused on farm produce or agriculture
4. Agriculture production
	1. Agricultural production is the use of cultivated plants or animals (including fisheries) to produce products for sustaining or enhancing human life
5. Natural Resource Management
	1. Natural resource management is the management of natural resources such as land, water, soil, plants and animals, with a particular focus on how management affects the quality of life for both present and future generations
6. Sustainable food systems / food security
	1. A food system is the interrelationship of agricultural systems, their economic, social, cultural, and technological support systems, and systems of food distribution and consumption. A sustainable food system uses practices that are environmentally sound, humane, economically viable, and socially just Source: https://cuesa.org/learn/sustainability/sustainable-food)
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| **Strategic Pillar**:**Emergency Management** | **DAC 5 Code****72** | **DAC 5 Codes**:720 – Emergency Response740 – Disaster Prevention & Preparedness  | **Sectors:** 1. Disaster Risk Reduction/Preparedness
	1. Disaster preparedness refers to measures taken to prepare for and reduce the effects of disasters, both slow and rapid onset. These include, to predict and where possible prevent them, mitigate their impact on vulnerable populations, and respond to and effectively cope with their consequences. Disaster risk reduction is a systematic approach that includes understanding local hazards and identifying ways to minimize vulnerabilities and reduce the risks of disaster, as well as establishing early warning systems.
2. Initial Emergency Response
	1. The aim of initial response emergency response is to provide immediate assistance to maintain life, improve health and support the affected population with aid; typically drinking water, food, temporary shelter, and communication. Initial response activities also include warning/evacuation, search and rescue, preventing further disasters, and assessing damage.
3. Early Recovery
	1. Early recovery is a vital element of an effective humanitarian response. It is an integrated, inclusive and coordinated approach that starts with initial response and transitions the affected population through sustainable crisis recovery, resilience building and access to development opportunities.
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| **Strategic Pillar:****Other** |  | **DAC 5 Codes:** | **Sectors:**1. Conflict Resolution & Peacebuilding
2. Civil Society Engagement
3. Development Education
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**Codes not used:**

| **Code** | **Name** | **Description** |
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| 151 | Government & Civil Society-general | N.B. Use code 51010 for general budget support. |
| 152 | Conflict, Peace & Security | N.B. Further notes on ODA eligibility (and exclusions) of conflict, peace and security related activities are given in paragraphs 76-81 of the Directives. |
| 160 | Other Social Infrastructure & Services |   |
| 210 | Transport & Storage | Note: Manufacturing of transport equipment should be included under code 32172. |
| 220 | Communications |   |
| *230 (withdrawn)* | *ENERGY GENERATION AND SUPPLY* | *Energy sector policy, planning and programmes; aid to energy ministries; institution capacity building and advice; unspecified energy activities including energy conservation.* |
| 231 | Energy Policy |   |
| 232 | Energy generation, renewable sources |   |
| 233 | Energy generation, non-renewable sources |   |
| 234 | Hybrid energy plants |   |
| 235 | Nuclear energy plants |   |
| 236 | Energy distribution |   |
| 240 | Banking & Financial Services |   |
| 250 | Business & Other Services |   |
| 322 | Mineral Resources & Mining |   |
| 323 | Construction |   |
| 331 | Trade Policies & Regulations |   |
| 332 | Tourism |   |
| 410 | General Environment Protection | Covers activities concerned with conservation, protection or amelioration of the physical environment without sector allocation. |
| 430 | Other Multisector |   |
| 510 | General Budget Support | Budget support in the form of sector-wide approaches (SWAps) should be included in the respective sectors. |
| 520 | Development Food Assistance |   |
| 530 | Other Commodity Assistance | Non-food commodity assistance (when benefiting sector not specified). |
| 600 | Action Relating to Debt |   |
| 730 | Reconstruction Relief & Rehabilitation | This relates to activities during and in the aftermath of an emergency situation. Longer-term activities to improve the level of infrastructure or social services should be reported under the relevant economic and social sector codes. See also guideline on distinguishing humanitarian from sector-allocable aid. |
| 910 | Administrative Costs of Donors |   |
| *920 (withdrawn)* | *SUPPORT TO NON- GOVERNMENTAL ORGANISATIONS (NGOs)* | *In the donor country.* |
| 930 | Refugees in Donor Countries |   |
| 998 | Unallocated / Unspecified | Contributions to general development of the recipient should be included under programme assistance (51010). |