

ANNEX



GLOSSARY

ANNEX 3: GLOSSARY

USAID WASHINGTON: Refers to USAID's Washington office.

USAID MISSION: Refers to a USAID field mission or "USAID body of persons sent to perform a service in a cooperating country."¹⁷

SCHOOL COMMUNITY: The territorial grouping of villages and neighborhoods, and the people, organizations, and institutions therein, that constitute the catchment area for a primary or secondary school.

RISK: The possibility that something harmful or undesirable may happen.¹⁸ Risk can also be understood as probability (likelihood) × impact (severity).¹⁹ For the purposes of the RERA Toolkit, risk means a risk of harm to people, infrastructure, systems, institutions, the natural environment, and livelihoods due to conflict, disaster, gangs, health emergencies, etc.

CONTEXTUAL RISK: Contextual risk encompasses conflict, natural hazards, state fragility, political instability, gang violence, health emergencies, and food insecurity.²⁰

PROGRAMMATIC RISK: The risk that an intervention does not achieve stated objectives or causes inadvertent harm. Programmatic risks relate to weaknesses in program design and implementation, failures in donor coordination, and dysfunctional relationships between development agencies and their Implementing Partners.²¹

INSTITUTIONAL RISK: Refers to possible consequences for the agency or Implementing Partner and its staff. These include management failures and fiduciary losses, exposure of staff to security risks, and reputational and political damage to the donor agency.²²

FIDUCIARY RISK: The danger that funds allocated from the agency's budget (1) may not be controlled properly, (2) may be used for purposes other than those intended, and/or (3) may produce inefficient or uneconomic programmatic results.²³

RESILIENCE: The ability of people, households, communities, countries, and systems to mitigate, adapt to, and recover from shocks and stresses in a manner that reduces chronic vulnerability and facilitates inclusive growth.²⁴

17 USAID Automated Directives System (ADS), Chapter 310.

18 USAID/John Snow. 2010. *Developing a Risk Management Plan*. Boston, MA: John Snow. p. 1. <https://www.usaid.gov/sites/default/files/documents/1864/Developing-a-Risk-Management-Plan.pdf>.

19 This definition is widely used particularly to guide the grading or ranking of risk in a risk matrix. For one example, see: USAID. 2014. *Public Financial Management Risk Assessment Framework*. Washington, DC: USAID. p. 18. <https://www.usaid.gov/sites/default/files/documents/1868/220mae.pdf>.

20 Adapted from OECD. 2014. *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*. Paris: OECD. p. 20. <https://www.oecd.org/dac/governance-peace/publications/2014-10-30%20Approaches%20to%20Risk%20FINAL.pdf>. For more information on risk terminology, see: Risk Management: Internal USAID Literature Review, December 2011, available at http://pdf.usaid.gov/pdf_docs/pnadm058.pdf.

21 Adapted from OECD. 2014. *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*. Paris: OECD. p. 20.

22 OECD. 2014. *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*. Paris: OECD. p. 20.

23 USAID. 2014. *Public Financial Management Risk Assessment Framework*. Washington, DC: USAID. p. 3. <https://www.usaid.gov/sites/default/files/documents/1868/220mae.pdf>.

24 *Building Resilience to Recurrent Crisis*, USAID Policy and Program Guidance, 2012, p. 5. https://www.usaid.gov/sites/default/files/documents/1866/Policy%20%26%20Program%20Guidance%20-%20Building%20Resilience%20to%20Recurrent%20Crisis_Dec%202012.pdf.

ASSET: Anything that improves the quality of life, including physical structures, human capacities, social organizations and relationships, public institutions and services, private companies, economic resources, natural resources, etc.²⁵

EXPOSURE: The location of people, infrastructure, housing, buildings, and other tangible human assets that can be impacted by a hazard, violence, or conflict.²⁶ (There is no risk if there is no physical exposure.)

NATURAL HAZARD: A process or phenomenon that may cause loss of life, injury or other health impacts, property damage, social and economic disruption, or environmental degradation. Natural hazards include biological, environmental, geological, hydrometeorological, and technological processes and phenomena. Hazards can include latent conditions that may represent future threats and can have different origins.²⁷

DISASTER: A serious disruption of the functioning of a community or a society involving widespread human, material, economic, or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.²⁸

DISASTER RISK REDUCTION: Disaster risk reduction (DRR) is the prevention or reduction of damage, harm, and loss caused by natural hazards,²⁹ It targets the national, subnational, and—in particular—the community level, where people often face the impacts of hazards and know best how to prevent or reduce those impacts. DRR actions are carried out by both humanitarian and development programming.

CONFLICT SENSITIVITY: The capacity of organizations and individuals to understand their operating context (particularly conflict and intergroup relations); recognize the two-way interaction between their interventions, behaviors, and the context (particularly conflict dynamics and inter-group relations); and act upon this understanding to avoid negative impacts (“do no harm”) and maximize positive impacts on conflict dynamics.³⁰

SOCIAL COHESION: The state of a society or community to collaborate toward common goals, including to promote the well-being of all members, reduce exclusion and marginalization, create a sense of belonging, promote trust and positive social bonds, and foster opportunity and social mobility.³¹

25 Adapted from UCLA Center for Health Policy Research. *Section 1: Asset Mapping*. http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba20.pdf.

26 Adapted from UN International Strategy for Disaster Reduction, <https://www.unisdr.org/we/inform/terminology>.

27 Adapted from UN International Strategy for Disaster Reduction (<https://www.unisdr.org/we/inform/terminology>) and as set out in the Sendai Framework (http://www.preventionweb.net/files/43291_sendaiframeworkfordrren.pdf).

28 UNISDR. UNISDR Terminology on disaster risk reduction Geneva, Switzerland: United Nations; 2009 [Available from <http://www.unisdr.org/we/inform/terminology>.]

29 Adapted from USAID Disaster Risk Reduction: Building Resilience and Investing for a Safer Tomorrow, USAID. https://scms.usaid.gov/sites/default/files/documents/1866/01.12.15_DRRBrochure_Printable.pdf and UN International Strategy for Disaster Reduction, <http://www.unisdr.org/who-we-are/what-is-dr>.

30 *Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment*, Conflict Sensitivity Consortium (www.ConflictSensitivity.org).

31 Adapted from OECD (2011), *Perspectives on Global Development 2012: Social Cohesion in a Shifting World*, OECD Publishing, http://dx.doi.org/10.1787/persp_glob_dev-2012-en

PEACEBUILDING: The process of sustainably reducing the causes of conflict, including developing capacities at all levels in conflict mitigation and management and social cohesion.³² Peacebuilding is multidimensional (including political, security, social, and economic dimensions); occurs at all levels in a society (e.g., national, community, and interpersonal levels); and involves governments, civil society, and international partners.³³ Whereas conflict sensitivity can be viewed as the “minimum standard” for development and humanitarian interventions, peacebuilding represents a more explicit effort to address the root causes of conflict and violence.

RAPID EDUCATION NEEDS ASSESSMENT: A rapid education needs assessment offers a snapshot of priority education-related needs (relating to the impact of crisis and conflict) in an emergency or crisis situation. It provides a preliminary understanding of the situation, and can identify issues and information needs that can be addressed by a more comprehensive education analysis.³⁴ Rapid assessments can often be conducted through a data and information mapping and analysis process at the national level, taking from four days to six weeks.³⁵

CONFLICT ANALYSIS: A situation analysis methodology that examines the causes, stakeholders, dynamics (what divides and brings together people, or sources of grievance³⁶ and resilience), and trends of a conflict, and identifies capacities for social cohesion and peacebuilding. It is the essential basis for conflict sensitivity of all humanitarian, development, and peacebuilding programming.³⁷

DISASTER RISK ANALYSIS: A situation analysis methodology that analyzes natural hazards, underlying vulnerabilities, exposure, and risk reduction capacities, and determines levels of risk.³⁸ It informs preparedness and disaster risk reduction programs.

RESILIENCE ANALYSIS: A situation analysis methodology that investigates the resilience of individuals, communities, and institutions, and examines both risks and assets.

32 Adapted from John Paul Lederach. 1997. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, D.C.: U.S. Institute of Peace Press.

33 Adapted from: UNICEF (2012). *Technical Note on Conflict Sensitivity and Peacebuilding*, UNICEF. <http://www.unicef-emergencies.com/downloads/eresource/docs/KRR/UNICEF%20Technical%20Note%20on%20Conflict%20Sensitivity%20and%20Peacebuilding.pdf>

34 Adapted from Global Education Cluster. (2010). *The Short Guide to Rapid Joint Education Needs Assessments*. Geneva: Education Cluster Unit/Save the Children.

35 Bamberger, M., Rugh, J., & Mabry, L. (2012). *RealWorld Evaluation: Working under Budget, Time, Data, and Political Constraints*. Thousand Oaks, CA: Sage Publications.

36 USAID has identified at least five patterns that give rise to grievances: elitism, exclusion, chronic capacity deficits, transitional moments, and—as an “exacerbating factor”—corruption. For more explanation, see USAID. (2012). *Conflict Assessment Framework 2.0*. Washington, DC: USAID, p. 26.

37 For more information, see Conflict Sensitivity Consortium's *How to Guide to Conflict Sensitivity: Conflict Analysis*, https://www.safer-world.org.uk/downloads/pubdocs/CSC_HowToGuide_CS_WEB.pdf and UNICEF Technical Note on Conflict Sensitivity and Peacebuilding, and USAID's Conflict Assessment Framework 2.0.

38 There are also vulnerability and risk assessments, and vulnerability and capacity assessments.