



This section elaborates further into the meaning of each dimension. It introduces the levels of achievement possible within each dimension of inclusion in any DRM practice. That is, the different extents to which each dimension can feature in any initiative or activity, at any level, in any area of work along the DRM cycle). It does so through examples of scenes that represent each level, and through a description of the key features of each level represented. The scenes are illustrated in cartoons.

# LEVELS OF ACHIEVEMENT WITHIN EACH DIMENSION OF INCLUSION

The 4 dimensions work like entry points to reflect on our practice and experience in DRM. To what degree are we realizing them? In reality, there are many different levels of participation in decision-making of excluded people and groups. There are different degrees to which barriers for them are removed /both to their inclusion, and their safety from disasters). Recognition of diversity, and what types of diversities (of people, sectors, institutions, levels, barriers, risks, etc) we are able to see, also varies largely across our work. Finally, the extent to which we are tailoring our approaches will also vary across practices.

This is natural, as DRM work is complex and influenced by the people we work with, the risks they face, our understanding of DRM, our organisations priorities, its capacities and history, the context, the politics and the opportunities we feel we are in place to take on (amongst many other factors!). It also shows that inclusive DRM is still a goal that we are working towards, so some actors will be closer to working inclusively and others only starting the journey.

It is important to reflect on what is our "level of achievement". What matters is not to so much to achieve the "highest level", but rather to check that the level of achievement matches realistically our aspiration and capacities, and it is good enough within the context where we operate. The following details what the levels of achievement are, as well as questions guiding their assessment.

## LEVELS, SCENES AND CARTOONS

Levels of achievement within each dimension can go from "low" to "very high". We illustrated them with cartoons that illustrate scenes inspired by real challenges and practices. Remember that these are just examples, and the same level of achievement might be reached with very different processes and activities!

Each cartoon is accompanied by a basic description of the features of the level.



### Participation in decision making

**Can (and do) all people participate in decision making?**

- Are they actively involved?
- Do they have a voice?
- Can they hold institutions accountable?

<p>LOW</p>		<p>People are informed about decisions or offered opportunities to access decision-making spaces (e.g. through transparency boards, invitations to meetings). Their participation is expressed by their physical "presence", or by their provision of information through extractive exercises to inform decisions. Decisions are ultimately taken by traditional power-holders. At this level excluded people will often still lack willingness, capacities or confidence to have a voice in decision-making. Attitudes of decision makers might alienate them and the environment might not encourage their participation in decision-making.</p>
<p>MEDIUM</p>		<p>People are informed about decisions or offered opportunities to access decision-making spaces (e.g. through transparency boards, invitations to meetings). Their participation is expressed by their physical "presence", or by their provision of information through extractive exercises to inform decisions. Decisions are ultimately taken by traditional power-holders. At this level excluded people will often still lack willingness, capacities or confidence to have a voice in decision-making. Attitudes of decision makers might alienate them and the environment might not encourage their participation in decision-making.</p>
<p>HIGH</p>		<p>Excluded people are part of decision-making processes within set boundaries. They can influence the agenda, across different levels, ensuring that their priorities are addressed. They are aware of their rights and increasingly confident and capable to make their voice heard. Institutions create spaces for this to happen, encouraging the participation of excluded groups and being accountable and agendas and structures become negotiable.</p>

VERY HIGH



(Formerly) excluded people are now into DRM circles. They can lead change and influence priorities and action at different levels.

They use different means to challenge hidden and invisible forms of power, influencing the status quo beyond the local level (from participation in traditional decision-making to lobbying, advocacy, campaigning).

They are connected and integrated within existing decision making spaces and can claim and use new ones.



### Recognition of diversity

*Do they recognize that there is...*

- ... diversity of people, with different power?
- ... diversity of risks and disasters?
- ... diversity of barriers?
- ... diversity of sectors, institutions and levels?

LOW



Recognition that people have different characteristics is predominantly based on pre-identified categories / checklists.

MEDIUM



Adaptation of pre-identified categories and checklists to better reflect local context. Recognition that individual characteristics translate into forms exclusion of groups and individuals that are not captured in "off the shelf" list. Exclusion is attributed to belonging to a category.

HIGH



Recognition that diverse characteristics translate into different power relations and that these are the ones that underpin exclusion dynamics.

Recognition of of how "diversities" (e.g. of characteristics, threats, capacities, vulnerabilities, approaches, barriers, knowledge, priorities, sectors, institutions) interplay within a context, to determine who is excluded, from what.

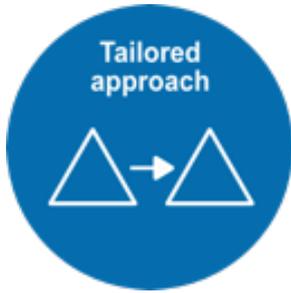
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**Tailored approaches**  
**Are DRM practices and strategies tailored to challenges**

- Are they suitable? Sensitive?
- And "do no harm"?
- Are they flexible to changing contexts?

LOW		<p>DRM interventions employ standardized approach that responds to pre-determined broad categories of beneficiaries.</p>
MEDIUM		<p>DRM interventions are "by the book" but broadly adapted to the local context. Care is taken to address local sensitivities, to avoid "doing harm".</p>
HIGH		<p>Approaches are fine tuned to specific needs, capacities and opportunities, on a "case by case" basis. Both context and individual and group preferences are addressed. Outputs (e.g. the project deliverables) and the DRM process itself (e.g. what methodologies to use) are tailored to overcome challenges. Excluded groups have a space to contribute to defining both outputs and process. Sensitiveness of the intervention is increased to appreciate invisible and hidden power dynamics.</p>
VERY HIGH		<p>Approaches and outputs can address preferences and capacities of individuals. They are built in the process with space for excluded people to be a position to contribute. Designs ensure flexibility and responsiveness, and devolve decision-making processes to the affected communities. This is to reduce lag time and to ensure accountability to excluded people. Approaches are continuously adjusted in response to ongoing checks on needs, priorities and opportunities. This is supported by strong local capacity for both context and power analysis, and by capacity to react to them.</p>



**Removal of barriers**

**Do DRM remove barriers to inclusion?**

- Do practices address causes of exclusion?
- Are they leading to power shifts?
- Will gains be sustained?

<p>LOW</p>		<p>Basic barriers are patched. But such patching is unlikely to be sustained due to strong dependency on ongoing external support that will not be available in the future.</p>
<p>MEDIUM</p>		<p>Basic barriers are removed for the long term. Deeply rooted and/or linked to hidden and invisible forms of power remain unidentified and unaddressed.</p>
<p>HIGH</p>		<p>Deeper barriers are identified and tackled. Excluded individuals acquire conscience of barriers linked to hidden and invisible power (e.g. social norms, self-exclusion) and are in a better position to address them. The potential impact of this often extends beyond the DRM intervention itself (ripple effect).</p>
<p>VERY HIGH</p>		<p>(Formerly) excluded people have removed barriers. Gains are sustained as they are anchored in more equal power relations between groups. There is also awareness that exclusion dynamics are never fully removed within society, and willingness to be vigilant to keep them at bay. Former excluded people and their communities acquired the capacity to identify and tackle deeper barriers to exclusion as part of an ongoing and never-ending process. Institutions are proactive both in identifying and removing barriers and in creating an enabling environment for this.</p>

## DIVING DEEPER INTO EACH DIMENSION: OTHER QUESTIONS TO CONSIDER

**Based on experience:** The scenes that are shown as cartoons to broadly show the different levels of achievement within each dimension were inspired by the work of DRM practitioners on the ground: by what they highlighted as their biggest challenges and successes in inclusive DRM, and by their experience on what inclusion means in practice.

**As scenarios, not steps:** Like the dimensions, these levels are not steps nor represent a process. Practitioners might, and do move from low levels to high without having gone through the scenes described in the levels in between. Likewise, we can easily drop down to a very basic level, even if we were higher before. For example, a practitioner can apply the same assessment technique that worked well before and end up with a very poor result, if the context analysis was not updated and incorporated in the design of the assessment.

**Cartoons as examples:** The cartoons, created especially for this framework, are meant to give a gist of the level, notwithstanding that the same level can be achieved in many different ways and not just the one depicted in the cartoon. This is why the description of the basic features of the levels were added next to each: this will allow you to think of your own examples and “scenes” to illustrate.

**Inspired by the power framework:** Both the scenes and the description of the basic features of each level were also inspired by the different levels of power people can have, according to the power framework “power cube” ([www.powercube.net](http://www.powercube.net)). It is important that we keep in mind that at higher the levels of achievement within each dimension, people are more included and powerful, and therefore more resilient. This is because resilience is a quality of the people, structures and systems to avert and withstand hazards, and bounce back from disasters, and this in itself is a form of power.

For more information and guidance on how to use the cartoons to discuss inclusion, you can check “Cartoons guidance” provided in your pen drive.