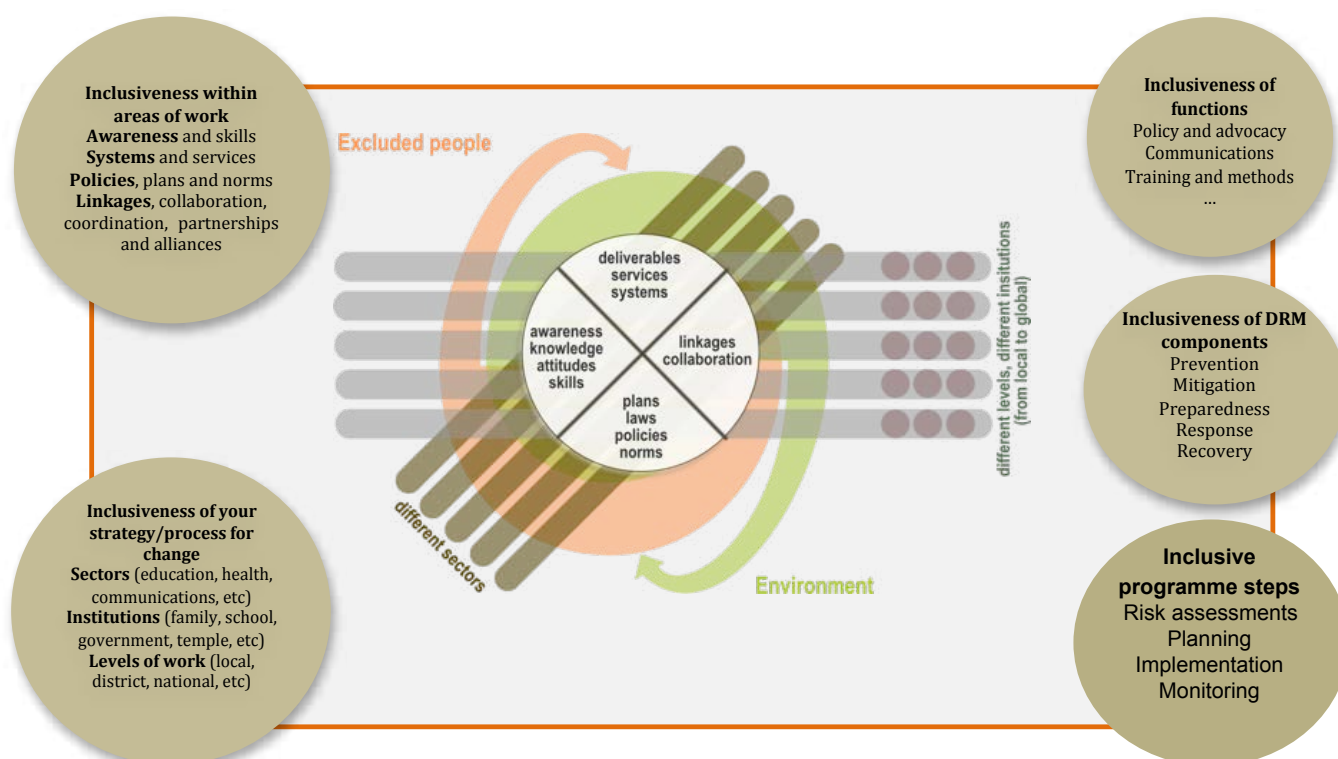This section outlines the different ways in which the framework can be used and how. It shows how the framework can be used to shape different DRM activities. It also highlights the different ways in which an activity can also become an opportunity to share the framework and lead people to more information, so that the inclusive DRM community of practice is broaden.

WHAT CAN WE USE THE FRAMEWORK FOR?

WE CAN APPLY THE FRAMEWORK FOR DIFFERENT PURPOSES, INCLUDING:

• Improve the **formulation/design** of DRM work, to ensure that everyone is truly involved.
• Check if DRM work leads to increased **inclusiveness of DRM**.
• Perform a **"health check" of methods, processes, strategies, guidelines, policies** to see if they are themselves inclusive.
• **Sensitise DRM actors** on what inclusion is about.
• **Learn and share** what works to ensure inclusiveness, what doesn´t, and why.
• Gather evidence for **advocacy on inclusion**.

The framework applies to the inclusive DRM process as a whole (see "the inclusive DRM process, booklet-5"), and also to each single component shown below:

Inclusiveness within areas of work
Awareness and skills
Systems and services
Policies, plans and norms
Linkages, collaboration, coordination, partnerships and alliances

Inclusiveness of your strategy/process for change
Sectors (education, health, communications, etc)
Institutions (family, school, government, temple, etc)
Levels of work (local, district, national, etc)

Excluded people

deliverables services systems

awareness knowledge attitudes skills

linkages collaboration

plans laws policies norms

different levels, different insitutions (from local to global)

different sectors

Environment

Inclusiveness of functions
Policy and advocacy
Communications
Training and methods
...

Inclusiveness of DRM components
Prevention
Mitigation
Preparedness
Response
Recovery

Inclusive programme steps
Risk assessments
Planning
Implementation
Monitoring

The inclusive DRM framework applies to diverse actors

• **Ourselves, the practitioners:** we can apply if to all areas of our own DRM work (across the DRM cycle, at all levels, from an activity to an international policy).
• **Other stakeholders:** We can apply it to the processes lead by others (peers, government sectors, community-based organisations, etc), to check if they are truly inclusive. This can inform our advocacy work with them, as well as the support we offer to them.

The inclusive DRM framework can apply to specific practices
We can use the inclusive DRM framework to check core aspects of a practice design and results:
• **How does the practice contribute to inclusive DRM?** This means to check how does the practice - and its outcomes -support or contribute to inclusive DRM, in its given context.
• **Is the practice itself designed to be inclusive?** This means checking if it has been designed - itself – to be inclusive. For example, whether the design of an evaluation was inclusive, allowing input from local stakeholders, with consideration of which ones, how, and to what extent.

In this section we provide concrete ideas of how we can use the framework as a lens to look at 10 specific practices. We also added tips to use the practices to promote the framework amongst different stakeholders to raise awareness on the importance of inclusion in DRM. *You will find ideas for:*

- Assessments
- Evaluations
- District level / national plans
- Supporting the proposal of a partner

- Checking the inclusiveness of a policy
- Setting up an early warning system
- Elaborating an advocacy strategy

- Forming groups/committees/task forces
- Checking a methodology
- Sharing practices and learning

These are just notes and examples on how to use the framework on a process. It is hoped that you will use the 4 dimension to further challenge and enrich the quality of your practices beyond what is suggested here!

ASSESSMENTS	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
	• Does it show to what extent are excluded people participating now in decision-making? • Does it say how? • Through what processes? • With what accountability? With what representation?	• Are excluded people involved designing the assessment? • Are the results of the assessment shared transparently, to allow all stakeholders - and in particular excluded people - to participate in decision-making?	• We can include the framework in the terms of reference so that practitioners become familiar with it • We can bring in the 4D dimensions in participatory discussions as a means to talk to communities about it and have their say on their own level of participation in decision making, what barriers they face, how approaches could be tailored to suit their circumstances. • We can share the assessment with peers, authorities, donors and with the communities, and emphasize what methodology and "inclusion lenses" where used. • We can share the result of the assessment through INCRISD website and through community information boards, linking the results to the different dimensions of inclusion.
	• Does it show what barriers need to be overcome for inclusion and safety? • Does it identify what mechanisms can remove barriers, which ones might aggravate it? • Does it explore what is needed to sustain the gains?	• Are barriers that might prevent people from participating in the assessment addressed? For example, timing is carefully defined and activities are chosen so that also women who might be prevented from participating can have a say.	
	• Does it explore who is exposed, to what risk, to what extent? • What power do different people have? How can they use it to prioritise and address threats? • Does it recognise what barriers to inclusion and safety do different people face? • Does it show and justify who needs to be involved in DRM work?	• Does the assessment employ diverse tools and methods – of a participative nature - to involve diverse people, and to recognize the existing diversity threats, attitudes, power - within the community and outside? • Are assessment teams diverse?	
	• Does it explore how existing (indigenous or not) approaches to risk management are being tailored for different people, at different levels to respond to disaster? How do they respond to the risk faced by different groups? • Does it show how do they respond to the challenges and barriers encountered by the people at risk, in particular the most excluded? Which ones could be improved? • Does it identify who could be put at risk by an intervention and how harm can be avoided? (do no harm). • Does it show if such approaches are flexible and if other option that could serve best the diverse groups and the diverse threats?	• Are methodologies tailored to ensure participation by all (for example, special assessment activities suitable for children are designed...)?	

EVALUATIONS	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
Participation in decision-making	• Does it show to what extent the practice involved people – in particular the most excluded ones at risk- in decision making? • Does it enquire how excluded people were brought on board? What decisions were they able to influence? How? With what representation, accountability? • Does it discuss with what effect? How did this transform their power?	• Did excluded people participate in the design of the evaluation? • Were results of the evaluation transparently shared, allowing excluded people to participate in decision making on actions following the findings and recommendations?	• We can include the framework in the terms of reference of the evaluation so that practitioners become familiar with it • We can share the learning with peers, authorities, donors and with the communities, and emphasize what methodology and "inclusion lenses" where used. • We can share the result of the evaluation through INCRISD website and through community information boards, linking the results to the different dimensions of inclusion.
Removal of barriers	• Does it show to what extent are barriers to inclusion removed or at least tackled? With what effect? If this transformed people´s power? Reduced risk and exclusion? • Does it ask what measures were taken to sustain the gains? • Does it identify remaining barriers? New ones that emerged? For whom?	• Were barriers that might prevent people from participating in the evaluation addressed? For example, seasonal activities were considered, to ensure that evaluation happen at a time when excluded people most exposed to risk can actively participate?	
Recognition of diversity	• Does it show what capacity had the programme to recognize diversity of characteristics / hazards/power/ threats? • Does it enquire what diverse groups, institutions, sectors, levels were addressed by the intervention? • Does it explore if there was diversity of risks? And which other characteristic /threats had emerged as relevant for DRM in the course of the programme/project? • Does it ask if diversity of barriers to inclusion and safety was acknowledged?	• Did the evaluation employ diverse tools and methods – of a participative nature - to involve diverse people: they can better express what changes they experienced – re: the risk they face, and on their power to reduce it? • Were evaluation teams/contributions diverse in nature? • Were diversity of people, power, risks, barriers, information types and sources, levels, sectors and institutions reflected when defining the evaluation criteria and expected outcomes? • Did the evaluation stay open to unexpected findings, as an opportunity to recognize diversity that might not have been addressed by the interventions?	
Tailored approaches	• Does it ask how practices and approaches were adapted to respond to specific hazards, challenges and barriers encountered by different people? • If they were flexible? What other options could have been employed? • Does it explore how did the programme addressed local sensitivities and avoided to "do harm?"	• Were methodologies tailored to ensure that diverse people could have a say in the evaluation (for example, ad hoc participatory activities are designed to better invite honest feedback from different groups…)? • Were local sensitivities addressed when defining evaluation activities, avoiding that some participants might be put at risk for expressing their opinion (or feel afraid of doing so)?	

DISTRICT LEVEL/ NATIONAL PLANS	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
	• Does the district/national level plan establish processes and actions for DRM where everyone can participate actively, and have a say? • Is it translated and communicated in formats that are easy to understand by all groups?	• Is the planning process open so that formerly excluded people are able to participate in the design of the plan (directly, or with proper representation)? • Is the plan transparently shared with citizens, in particular with all of the ones at risk? • Are there mechanisms for accountability? Do citizens know how the plan will be implemented, by whom and with what resources, and how to provide feedback on it?	• When we directly participate in the formulation of plans, we can introduce the framework to key partners and representatives of community based organisations. • We can check existing plans to provide suggestions to improve their quality, and explain what framework we are using to peers, authorities, donors and with the communities, • We can carry out training workshops on specific aspects of the plans (e.g. accountability mechanisms) and explain how they lead to increase inclusiveness. • We can capture our learning on planning through INCRISD website and through community information boards, linking the results to the different dimensions of inclusion. • We can refer to the inclusive DRM framework in advocacy efforts to influence the formulation of plans.
	• Does the district/national level plan acknowledge and explicitly consider the barriers to people´s safety and inclusion in the analysis and actions proposed? (Whether for immediate action or as part of longer term strategy). • Does it put services and systems in place, that can remove overcome barriers to inclusion and safety?	• Are barriers that might prevent people from participating in the planning process tackled? For example, are language barriers tackled either through translation and dissemination of the plan or by having someone to explain the plan to different groups, piggybacking on other communal activities?	
	• Does the district/national level plan have norms and criteria recognizing diversity? • Does it recognise diversity of locations and groups, institutions and sectors within them? • Diversity of threats, vulnerabilities and capacities available, at different levels? • Diversity of information sources about threats and priorities?	• Is the process is geared to ensure adequate representation of diverse groups, identified in consultation with communities? • Does the planning process ensure that different institutions (of different sectors, at different levels, formal and informal) are identified and consulted?	
	• Are the approaches and activities of the district/national level plan tailored to the local contexts (for example, for different districts, if it's a national plan). Are they responsive to the different needs and capacities at different levels? • Does the district/national level plan articulate alternatives for action and response that respond to the diverse needs and capacities of different groups (but also ensure that alternatives can be linked and have a broader remit of action)? • Is the plan flexible and adaptable to respond to changes in the context? • Are there mechanisms to ensure that conflict and disputes around DRM practices can be timely identified and dealt with in accordance with local institutions?	• Does the planning process involve citizens at all stages by making use of participatory practices and methods, tailored to them? • Are alternatives for action in the plan sought and discussed across different contexts and levels? • Are the modalities for defining and monitoring the plan in line with local practices (for example, considering local governance systems)? • Does the planning process include risk management actions to timely identify and address any tensions that might result of the process of defining the plan´s priorities, resource allocation, etc?	

SUPPORTING THE PROJECT PROPOSAL OF A PARTNER	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
	• Does the proposal define activities promoting participation in decision-making on DRM by excluded people? • Does it include project management mechanisms that can ensure that participation extends from the assessment throughout the lifetime of the project?	• Is the proposal is supported in true partnership, i.e. allowing space for decision making to the partners, whilst ensuring that the result of community consultations are taken on board? • Is the partner supported to allow all – but in particular the excluded people –to inform the design of the project it with their analysis? • Is the partner supported to share the proposal with all stakeholders and to establish accountability mechanisms so that people know how the project would be implemented, by whom and with what resources, and they will have how to feedback on it? (e.g. with a public hearing, inviting community representatives..).	• Throughout the process we should spend some time to introduce the framework to key partners and representatives of community based organisations. • We can revise the process with partners and community representatives, as a way to also make them aware and equip them with "inclusion lenses". This can happen, for example, with a practical workshop illustrating how the framework works, and applying it on the proposal.
	• Are barriers to people´s safety and inclusion acknowledged and explicitly considered (whether for immediate action or as part of longer term strategy) in the analysis and actions proposed? • Will services and systems envisioned consider access by all people who need them? • Will there be actions in other areas (e.g. provision of knowledge, mobilization, advocacy) sensitive to the existence of barriers and apt to remove them when possible? • Are there measures in place to ensure that removal of barriers is sustained?	• Does the supporting organization provide sufficient support to partners so that they can remove barriers?	
	• Does the proposal recognize diversity of locations and groups within them, diversity of threats and sources of information on threats, diversity of vulnerabilities and capacities available, at different levels? • Does the proposal recognise diversity of people, power, risks, priorities, institutions, sectors, levels and barriers?	• Is the partner supported to step up its capacity for analysis and recognition of diversity: it will recognize diversity of people and groups, of threats, and of barriers for people´s safety and inclusion? • Are representatives of different groups invited to take part in consultations? • Is the process left open to acknowledge unexpected diversities (e.g. characteristics putting people at risk of threat / of exclusion, diversity of risk), and to address them? • Is the partner supported in	

		working with diverse institutions and with diverse sectors, based on a robust stakeholder analysis?	
Tailored approaches	• Does the resulting proposal feature activities tailored to local context and power dynamics, challenging them for the benefit of excluded groups at risk? • Does it includes provisions to keep it so that communities and individuals at risk can do further tailoring and adaptation? • Does it include measures to resolve potential conflict and do no harm?	• Does the planning process involve citizens at all stages by making use of participatory practices and methods, tailored to them? • Are alternatives for action in the proposal sought and discussed across different contexts and levels? • Are the modalities for defining, implementing and monitoring the project in line with local practices (for example, considering local governance systems)? • Does the proposal writing include measures to timely identify and address any tensions that might result of the process of defining the project's priorities, resource allocation, etc? • Is the supporting organization ready to be flexible, and adapt its own objectives and strategies to better support local partners?	

CHECKING THE INCLUSIVENESS OF A POLICY	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE??	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
Participation in decision-making	• Does the policy include mechanisms supporting decision-making on DRM by excluded people? How are they brought on board? With what power? What decisions can they influence and how, within the policy? With what effect? • Will the policy include strong accountability mechanisms, to ensure that citizens can have a say in it?	• Is the process of checking the policy open to the participation of people from excluded groups? • Does the process of checking the policy include public hearings or any exercises to allow excluded people to have a say?	• Both when doing the check and when sharing the results, we can ensure we spend some time to introduce the framework to key partners and representatives of community based organisations. • We can carry out training workshops and check how inclusive the policy is as a practical exercise to illustrate how the framework works. • We can share the result of the "health-check" of the policy through INCRISD website and through community information boards, linking the results to the different dimensions of inclusion. • We can refer to the inclusive DRM framework in advocacy efforts to influence the policy or call for its implementation.
Removal of barriers	• Does the policy explicitly seeks to remove barriers to inclusion and safety (short or longer term strategies), proposing lines of action capable of shifting power so that excluded people are safer?	• Are barriers to the involvement of people in the process removed? Are options for transport to ease attendance provided, or (even better) are decentralised consultations taking place so that all people have the chance to have a say? • Does the timing and seasonality of consultations on the policy consider the likelihood of excluded people to engage?	
Recognition of diversity	• Does the policy recognise diversity of people and groups, of threats, and of barriers for people´s safety and inclusion? • Does it echo different perspectives on risks, including that of excluded groups?	• Is the process informed by a strong stakeholder analysis, ensuring that the policy can be checked vis-à-vis the aspirations of different groups? • Are representatives of identified groups invited to consultations, whenever possible?	
Tailored approaches	• Does the policy makes provisions for at risk groups and excluded people, and has mechanisms allowing adaptations to their needs and capacities? • Does it enable tailored actions, responsive of local context and power relations, so that community resilience can be supported by directing efforts to where they are most needed? • Does it envision clear mechanisms for sanctioning violation of the policy? • Does it include provisions for working both on individuals at risk and on their environment as a part of an integral strategy?	• Is the policy translated and/or shared in easy to read forms, allowing also people lacking a legal background to have a say?	

SETTING UP AN EARLY WARNING SYSTEM	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
Participation in decision-making	• Will the system include mechanisms supporting decision-making on the EWS excluded people? How are they brought on board? What decisions can they influence and how, within the policy? With what effect? • Will the system be monitored, and linked to strong accountability mechanisms, to ensure that citizens can have a say in it?	• Can all individuals and groups in the community participate in deciding what kind of system they want, who has to be reached by it, in what forms and when? How are excluded people brought on board? What decisions are they able to influence on the system? How can this transform their power? • Is the system monitored with the involvement of excluded groups? Can they contribute to its improvement over time?	• We can coach task forces and authorities in charge about how to set up inclusive systems. • Both when doing the check and when sharing the results, we can ensure we spend some time to introduce the framework to key partners and representatives of community based organisations. • We can carry out training workshops and check how inclusive the system is as a practical exercise to illustrate how the framework works. • We can share the result of the "healthcheck" of the system through INCRISD website and through community information boards, linking the results to the different dimensions of inclusion. • We can refer to the inclusive DRM framework in advocacy efforts to influence the system.
Removal of barriers	• Is the system based on a strong assessment of what barriers (physical, but also social and cultural) excluded people encounter to information and safety, and addresses them?	• Are barriers to people´s involvement in defining the structure, functioning, management overcome (e.g. timing of meetings…)?	
Recognition of diversity	• Does the system recognize that there are different people with different power facing different risks and challenges and that the system needs to work for all of them? • Does it recognise that there are different sectors and institution that can and should contribute or should benefit from it? At different levels?	• Are mechanisms for participation and consultation in place to ensure that the specific risks (different from mainstream perhaps) and challenges for excluded groups and individuals within the community are recognized and addressed by the system?	
Tailored approaches	• Is the system tailored to give early warning to different people on different risks in ways that are suitable for them, according to their circumstances? • Are alerts levels are defined considering different reaction times and informed by different types of knowledge? • Is the system also adapted to complement and support systems at other levels? • Is the system designed to recognize diversities, even at the individual level, and to respond to them? Working both with individuals and their environment as part of an integral strategy?	• Do people have options to adapt the system by engaging in its management, monitoring or evaluation?	

FORMING GROUPS, COMMITTEES, TASK FORCES	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
Participation in decision-making	• Will the group ensure adequate and meaningful participation of excluded people (i.e. participation that is not tokenistic)? • Will the group have clear mechanisms for decision making and accountability so that decisions by the groups are properly tracked, shared, monitored? • Will there be clarity about its responsibilities vi-a-vis the community? By them and the community? • If the group represents others, will it have mechanisms for transparently sharing decisions of the groups to the people they represent, and for addressing feedback on it? • Is the group able to overcome any barriers for people´s inclusion and safety? And sustain the wins?	• Can all individuals and groups in the community participate in deciding what groups, committees or task forces they want, who has to be / can involved by it, in what forms and when? • Are they discussing how to bring excluded people brought on board? • Is the process of forming groups is accompanied by activities that strengthen the capacity to participate of excluded people , to ensure that their participation is not tokenistic? • Is there awareness that the same dynamics that made people excluded can be at play in group formation for DRM and that this is to be prevented? • Will therefore evaluations of the group performance be openly shared so that any such dynamics that can prevent participation in decision making by excluded groups is spotted?	• Both when doing the check and when sharing the results, we can ensure we spend some time to introduce the framework to key partners and representatives of community based organisations. • We can carry out training workshops and check how inclusive the policy is as a practical exercise to illustrate how the framework works. • We can share the result of the "health-check" of the policy through INCRISD website and through community information boards, linking the results to the different dimensions of inclusion. • We can refer to the inclusive DRM framework in advocacy efforts to influence the formation of groups/task forces/committees.
Removal of barriers	• Is the group able to overcome any barriers for people´s inclusion and safety? And sustain the wins?	• When the group is formed, are they equipped with capacities/support to remove barriers? • Are there any efforts to work both with the individuals and their environment to address specific barriers that might prevent participation in the group?	
Recognition of diversity	• Does the group acknowledge the diversity of people in the community, with different power, needs, risks, etc? • Does it recognise diversity of barriers to inclusion and safety that can limit participation within it, and the achievement of the group goals? • Does it recognise that there are other groups and institutions that they could link with, perhaps also across sectors and levels?	• Does it have mechanisms for participation and consultation in place from the onset? Remembering that excluded people are often hidden / forgotten – consciously or even unconsciously by other community members? • Before the group is formed, are participatory such as stakeholder and power analysis and other tools used to identify the type of groups possible, and the different potential participants that should join?	
Tailored approaches	• Does the group formed respond to the diverse aspirations and needs of people (e.g. they can include people of different gender / age / profession)? • Does it link up with other groups and institutions avoiding duplication	• Does the process offer different models / options to form a group with space for people to define what structure, functioning, membership works best for the issue at hand and for the	

	and working in silos? • Is the group flexible enough to allow space to evolve, adapting their structure and purpose to changing context, needs, hazards? With adaptable coordination mechanisms to link up with others in their new formats? • Do they have clear mechanisms for conflict resolution and agreed mechanisms for sanctioning inappropriate behaviours / actions? • Is the group sensitive to the context and works in ways that do no harm?	needs of all people? • Is the process open to the interests of excluded people so that their risks and circumstances are also considered important, so that they are more eager to getting involved?	

ELABORATING AN ADVOCACY STRATEGY	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
(Participation in decision-making)	• Are claims and asks supported by the strategy defined with the participation of excluded groups? Are they based on local reality? • Does the advocacy strategy promote accountability to rights and equity of excluded people at risk? Does it define clear roles and responsibilities? • Does it consider the use of local media or any other resources to ground the efforts, create awareness and increase legitimacy of the advocacy in the name of groups of people at risk? Offering opportunities for excluded people to speak up for themselves?	• Are there mechanisms in place to support the participation of different groups in defining priorities, outputs and outcomes, as well as how advocacy push will be articulated (activities, messages, channels, timing)? • Are there systems that allow excluded people work side by side with "advocacy experts"? • Are there systems to track emerging claims, asks modalities for action and to track progress? Are results made transparently shared with all groups at risk?	• Both when doing the check and when sharing the results, we can ensure we spend some time to introduce the framework to key partners and representatives of community based organisations. • We can carry out training workshops and check how inclusive is the advocacy strategy as a practical exercise to illustrate how the framework works. • We can share the result of the "health check" through INCRISD website, forums and through community information boards, linking the results to the different dimensions of inclusion.
(Removal of barriers)	• Does the advocacy strategy aim to remove barriers for inclusion and safety?	• Does the process of defining it include measures to allow excluded people to overcome barriers to getting involved (transport language, timing, other support)? • Are the inner barriers that can prevent people from asserting their demands (lack of confidence, lack of familiarity with decision making process, lack of access to decision makers…) addressed?	
(Recognition of diversity)	• Is the advocacy strategy founded on strong analysis on the different needs, power and priorities of different people? • Does it recognise different risks and stakeholders (across sectors, institutions, levels) who could address them? And that these diverse risks and their root causes are easily sidelined or concealed unless conscious efforts uncover them? • Does it recognise diverse power that the advocacy could help transforming?	• Does the process consider discussions and other participatory spaces that can allow identifying different needs, power and priorities? Include exercises to unveil hidden diversities?	
(Tailored approaches)	• Does the strategy respond to each context and specific challenges and is flexible to changes? Tailored to best address specific claims and asks? • Does it respond to power analysis allowing excluded people to convene issues and persuade duty bearers to address them. • Is it equipped to address potential conflict arising from claims and demands? (To protect people from retaliation by these in power?)	• During the elaboration of the strategy is there space for people experiencing different risk, with different power and characteristics, with different claims to engage? • Does the process include an open discussion on options for advocacy (e.g. lobbying, work with media, public meetings..)?	

CHECKING A METHODOLOGY	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
Participation in decision-making	• Does the methodology support the participation of excluded people in decision-making?	• Does the process of checking or validating a methodology allow people to discuss diverse ways of working and what are the advantages or disadvantages of each? • Can fieldworkers, volunteers people from affected communities have a say so that direct experiences of using it can lead to an output that resonates with local contexts and experience?	• Both when doing the check and when sharing the results, we can ensure we spend some time to introduce the framework to key partners and representatives of community based organisations. • We can carry out training workshops and check how inclusive is the methodology is as a practical exercise to illustrate how the framework works. • We can share and promote the revised methodologies as a resource through INCRISD website, forums and through community information boards.
Removal of barriers	• Does the methodology aim to support the removal of barriers to inclusion and safety? By highlighting means to remove barriers for excluded people at risk that can arise from the analysis?	• Is the process designed to avoid creating barriers for people? (E.g. excessive demands on people, complicated tools...) • Are there measures in place to respond to organisational barriers to develop or roll out new methodologies that can better support inclusion? • Are there specific actions taken that help overcoming inner barriers such as self-confidence or perception of lack of knowledge or right to have a say on the methodology that can affect the practitioners and communities themselves?	
Recognition of diversity	• Does the methodology include tools and processes that can lead to recognize diversity (participatory power analysis, stakeholder analysis, risk analysis, etc) • Does the methodology support in depth analysis to unpack power relations and exclusion dynamics as well as diversity of vulnerabilities and risks and barriers.	• Does the process of revising the methodology recognise diversity of stakeholders, institutions and perspectives within them, that the methodology should apply to, or that should use the methodology?	
Tailored approaches	• Does the methodology respond to to the needs? Does it add value to existing methodologies? • Is the methodology fine-tuned for the groups that should use it and speak to their experience and interests? • Does it offer potential to transform power relations to achieve inclusion in ways that are sensitive to local contexts and challenges? • Can it be adapted to best respond to specific challenges and opportunities that can arise? • Does it contribute to building trust and other conditions for long terms strategies?	• Is the process of checking the methodology reflective and critical, allowing people to learn from each other and past experience to strengthen the methodology? • Does the process of checking a methodology include testing in diverse contexts with different people facing different risks? • Does the process include mechanisms to track diverse perspectives and consensus reached and to share this with transparency?	

SHARING PRACTICES AND LEARNING	HOW DOES THE PRACTICE CONTRIBUTE TO INCLUSIVE DRM?	IS THE PRACTICE ITSELF DESIGNED TO BE INCLUSIVE?	HOW CAN THIS PRACTICE PROMOTE THE FRAMEWORK?
Participation in decision-making	• Does the sharing of practices and learning reflect on participation in decision making? Exploring who has a say, on what, through which means, with what effect, accountability, representation? • Does it contribute to understanding dynamics of power and exclusion and how these can be overcome in the context of DRM?	• Can all groups of people help deciding good ways to share practices and learning? • Is the process of capturing the practice open to different people and promote frank discussion? • Are there mechanisms to track diverse views and to monitor actions on any next steps/ changes agreed as a result of the reflection? • Are the results captured in accessible formats and shared proactively with others? Including communities at risk and particularly the excluded ones within them?	• Both when doing the check and when sharing the results, we can ensure we spend some time to introduce the framework to key partners and representatives of community based organisations. • We can carry out short training sessions on the framework when there are learning and sharing events/ workshops and check how inclusive the learning and sharing practices are, as a practical exercise to illustrate how the framework works. • We can create a small network of inclusion champions that can act as resource persons for others who might want to learn more about inclusion. • We can share and promote the ideas to improve our learning and sharing around inclusive DRM as a resource through INCRISD website, forums and through community information boards.
Removal of barriers	• Does the shared learning reflect on the barriers encountered and overcome or what issues prevented removal of barriers?	• Does the process of capturing practices offers options to support overcoming inner barriers to learning and sharing practices such as fear to recognise challenges and limited success, fear to look ineffective in front of donors, competition amongst peers, etc? Such as building trust and safe environments? Showing how such learning can help others?	
Recognition of diversity	• Does the sharing and learning consider lessons from diverse contexts, groups, affected by different risks, with diverse power? • Does it reflect on the work across diverse sectors, levels, institutions? • Does it consider learnings on diverse barriers?	• Does the process involve different people with different experiences including people from the excluded groups at risk and others who can enrich the process?	
Tailored approaches	• Does the learning reflect on the approaches put in place? How suitable they were, responsive to challenges and flexible to changes in context or new ideas? • Does the sharing of practices include experiences on how to manage potential conflict that can arise from pressures towards greater inclusion of marginalised groups at risk?	• Are the modalities and timing for the discussions shaped to generate a suitable environment for sharing, reflecting and learning from each other? Reflecting people´s preferences as well as experiences from other processes on what works? • For example through a mixture of options as part of a flexible approach (face to face or online/ email, peer exchanges, forums, trainings, workshops, list servs, coaching, etc)?	