



3.2.4 In-depth maturity model descriptions

At its simplest, each level can be defined as:

Level 1: Avoid	Individuals and communities have not identified issues; there is no sense of action or there is a lack of willingness to take action.
Level 2: Aware	Individuals and communities have identified issues and have a desire to change but have not yet been able to take action.
Level 3: Active	Individuals and communities are taking small actions with some signs of change on the issues they have identified.
Level 4: Achieving	Issues are being worked on individually and collectively, and more results or changes are being seen.
Level 5: Advancing	Everyone is committed to resolving identified issues and many impacts are seen.



Level 1: Avoid



Level 2: Aware



Level 3: Active



Level 4: Achieving



Level 5: Advancing



Living faith

Our faith in God and the way our daily lives are shaped by it

Level 1 – Avoid

Importance of faith:	Faith does not have a place in the daily life of individuals in the community.
Personal practice:	Individuals do not invest time in activities related to faith.
Reliance on faith:	For most people, faith is not seen as being a meaningful support in difficult times or providing direction for one's life.
Acts of service:	People do not engage in work to serve the wider community, either themselves or with other people from their faith group.
Role of faith institutions:	The community does not look to faith institutions as a source of support.
Relationships between faith groups:	There is a lot of conflict between faith groups and/or religious denominations and little collaboration as a result.

Level 2 – Aware

Importance of faith:	Individuals can see the value in faith, but do not yet place importance on it themselves.
Personal practice:	Some individuals see the value in investing time in activities that strengthen their faith, but do not practise these regularly.
Reliance on faith:	People are aware that their faith can bring a sense of support in difficult times and a sense of direction, but they usually look to other sources of support.
Acts of service:	Some people have a desire to commit time to participate in acts of service with their faith group, but this has not yet translated into action.
Role of faith institutions:	The community is aware that faith institutions provide some support, but this support is inconsistently provided.
Relationships between faith groups:	There are conflicts between faith groups and/or religious denominations, but these do not dominate community life.



Level 3 – Active

Importance of faith:	Some individuals see their faith as important in their life.
Personal practice:	Individuals are making time for activities that strengthen and deepen their faith.
Reliance on faith:	People feel their faith provides some support to them in times of difficulty and some sense of direction for their life.
Acts of service:	People sometimes work with their faith group to participate in acts of service for the wider community.
Role of faith institutions:	The community sees local faith institutions as relevant and positive.
Relationships between faith groups:	Conflicts are not prominent between faith groups and/or religious denominations. Different faith groups sometimes work together to support the community.

Level 4 – Achieving

Importance of faith:	Most individuals see their faith as important to their lives.
Personal practice:	Individuals make time most days for activities that demonstrate or strengthen and deepen their faith.
Reliance on faith:	People find comfort from their faith in times of difficulty, and guidance in decision-making.
Acts of service:	It is common for people to engage with their faith groups to work together to achieve positive change in their communities.
Role of faith institutions:	The community perceive faith institutions to be actively responding to community needs.
Relationships between faith groups:	Different faith groups and/or religious denominations actively collaborate to support their community.

Level 5 – Advancing

Importance of faith:	Faith is viewed as something that should underpin every aspect of life, and many individuals demonstrate a commitment to doing this in practice.
Personal practice:	Individuals demonstrate commitment every day to activities that demonstrate or strengthen their faith.
Reliance on faith:	People rely on their faith for comfort in times of difficulty and for direction in decision-making.



Acts of service:	It is very common for people to participate in acts of community service with their faith group.
Role of faith institutions:	The community sees local faith institutions as key contributors to positive change in the community.
Relationships between faith groups:	Different faith groups and/or religious denominations work together to achieve positive change, both in their own communities and more widely.



Social connections

The extent to which we connect with and support each other as a community

Level 1 – Avoid

Group membership:	People tend to focus on their individual needs and have few links with others outside their immediate circle.
Exclusion/inclusion:	Prejudice and exclusion are common, based on factors such as socio-economic status, ethnicity, age, ability or gender.
Collaboration:	Individuals tend to distrust people who are different from them. There is little positive engagement between different groups of people.
Support network:	Most individuals do not feel they have a social support network that could help them in times of difficulty.
Safety/protection:	Community members feel unsafe and do not trust those who are responsible for protecting them (eg the police).

Level 2 – Aware

Group membership:	People see the value of some community groups (eg women's group, youth group, sports group), but rarely reach out to join them.
Exclusion/inclusion:	Instances of prejudice, discrimination and exclusion are recognised by some community members, but not widely.
Collaboration:	Some people recognise that in order to create positive change, they need to work with people who are different from them.
Support network:	Individuals have at least one person they could turn to in times of difficulty.
Safety/protection:	Community members feel unsafe within their community, but they are thinking of ways that this could be improved.

Level 3 – Active

Group membership:	Many people are members of community groups and participate in them regularly.
Exclusion/inclusion:	Instances of prejudice and exclusion are sometimes addressed in the community.
Collaboration:	Many people recognise the importance of working together and networks are being formed to work together for change.



Support network:	Most individuals have some people they could turn to in times of difficulty. Some use formal social protection mechanisms, such as savings groups.
Safety/protection:	Community members feel somewhat safe in their community and generally trust those responsible for protecting them.

Level 4 – Achieving

Group membership:	Most people in the community participate actively in different types of groups and are actively recruiting others.
Exclusion/inclusion:	Prejudice and discrimination are addressed when they occur, and community members are actively working to increase inclusion.
Collaboration:	Many individuals work together to address issues of mutual concern.
Support network:	Most individuals have a social support network that they lean on in times of difficulty, and many people are engaged in formal social protection (eg insurance, savings).
Safety/protection:	Most of the time, community members feel safe and trust those responsible for protecting them.

Level 5 – Advancing

Group membership:	Group membership is common, and the most marginalised and vulnerable people are included. Groups support each other and work together to make sure everyone succeeds.
Exclusion/inclusion:	Differences are valued by community members, and all people in society are included in community activities.
Collaboration:	Cross-community action is the norm, with individuals from different elements of society working together for communal benefit.
Support network:	All types of people have access to diverse social networks to support them in times of difficulty. These networks may be informal or formal, but everyone is included.
Safety/protection:	Community members report feeling safe and protected in their community.



Personal relationships

The love, security and respect we find in marriages, family and close friendships

Level 1 – Avoid

Satisfaction with close relationships:	People feel deeply dissatisfied with the quality and number of close relationships they have.
Feel respected:	Individuals do not see the value of respect in relationships and do not feel respected by the people closest to them.
Participation in decision-making:	Decisions that affect the household are made by a select few on behalf of everyone, and household members do not get a say in decisions that impact their lives.
Handling disagreement:	Disagreements are not handled well and lead to escalating conflicts.
Trust:	Individuals do not trust each other, and painful or difficult issues are usually avoided and not discussed openly.

Level 2 – Aware

Satisfaction with close relationships:	People feel dissatisfied with their close relationships but want to improve them.
Feel respected:	Individuals see the value of respect in relationships and want to work towards that, but do not yet feel respected in their close relationships.
Participation in decision-making:	The needs of everyone affected by a decision are noticed, but decisions are made by a select few in the household.
Handling disagreement:	People are not satisfied with how disagreements are handled, but they do not escalate into larger conflicts.
Trust:	There is a desire for more open communication and some individuals in the community recognise that difficult topics need to be discussed and resolved in order to build trust.

Level 3 – Active

Satisfaction with close relationships:	People are somewhat satisfied with the number and quality of their personal relationships, but feel there is still room to improve them.
Feel respected:	Individuals see the value of respect in relationships and have some people in their life whom they feel respected by.
Participation in	Some decisions in the household are made collectively, with different views



decision-making:	being considered, but decision-making power for critical or essential issues still sits with a few people.
Handling disagreement:	People resolve disagreements with some level of satisfaction.
Trust:	Individuals share their feelings and concerns with others and have people that they feel they can trust. Some difficult subjects are openly discussed: others remain taboo or undiscussed.

Level 4 – Achieving

Satisfaction with close relationships:	People feel satisfied with the number and quality of their personal relationships, and people are committed to investing time and effort to maintain healthy relationships in their life.
Feel respected:	Relationships are based on respect, with each individual feeling valued.
Participation in decision-making:	People in the household make decisions together and communication between different members is more equitable.
Handling disagreement:	Disagreements are resolved in a way that allows both parties to be satisfied.
Trust:	Individuals have people they feel they can trust and difficult issues are being discussed openly and honestly.

Level 5 – Advancing

Satisfaction with close relationships:	Most people in the community feel they have a good number of close relationships that feel deeply meaningful to them.
Feel respected:	Individuals demonstrate a commitment to building and sustaining loving, equitable and affirming relationships.
Participation in decision-making:	Decisions in the household are made collectively and each member has decision-making power over issues that affect them. The views of those with less power (eg children, the elderly) are considered and included.
Handling disagreement:	Disagreements and conflicts are managed constructively to uphold and promote the common good.
Trust:	Individuals feel they can trust most people in their community, and are able to discuss difficult topics to work towards a better understanding and outcome for everyone.



Participation and influence

Using our voice to influence decision-makers and make our communities a better place

Level 1 – Avoid

Having a voice:	Individuals do not express opinions, or have their views taken seriously, in community spaces.
Collective agency:	Community members feel they have little say or influence over the decisions that affect them, with decision-making power held by a select few.
Participation in influencing change:	Community members do not know how to raise concerns with local government and have never done so.
Achieving change:	People do not think about whether their needs are understood by those who represent them in government or other decision-making spaces.

Level 2 – Aware

Having a voice:	Individuals and groups feel their views are legitimate but do not have the confidence to share them in community spaces. This is especially true for marginalised groups.
Collective agency:	Community members feel there are areas where they could have influence and have a desire to engage more in these areas, but decisions are made by a select few.
Participation in influencing change:	Some community members have an understanding of how to raise concerns with decision-makers, but are not yet confident to raise a concern or request.
Achieving change:	People do not feel their needs are understood by those who represent them in government or other decision-making spaces, and they want this to change.

Level 3 – Active

Having a voice:	Many community members feel confident about sharing their opinions in community spaces, but this is less true for those from marginalised groups.
Collective agency:	Community members believe that together they could create the change they want. Some decisions are made collectively, but decision-making for critical issues still sits with those who are most dominant in the community.
Participation in influencing change:	Individuals or groups understand how to raise a concern or request with decision-makers and have started to practise this.
Achieving change:	There are some community members who feel their concerns are being



addressed by decision-makers, but the needs of the most marginalised are sometimes overlooked.

Level 4 – Achieving

Having a voice:	Individuals and groups are confident in expressing their views in community spaces, and actions are taken to help marginalised groups to share their views.
Collective agency:	Community members believe that together they can create the changes they want to see. Different types of people are involved in making decisions.
Participation in influencing change:	Community members are involved in identifying priorities and influencing decisions and the way decisions are implemented.
Achieving change:	Decision-makers are taking into account the needs of most community members in response to concerns and requests raised, but the needs of some marginalised people are still overlooked.

Level 5 – Advancing

Having a voice:	Community members are confident in expressing their views in community spaces and are actively encouraging inclusion of marginalised groups.
Collective agency:	People are confident that they can create the change they want to see if they continue to raise their voices and make decisions together.
Participation in influencing change:	Decision-makers actively seek out opinions and perspectives from community members, creating space for their voices and needs to be heard.
Achieving change:	Decision-makers respond to requests and concerns raised by the community and seek to meet the needs of all community members, including those who are most marginalised.



Emotional and mental wellbeing

How we feel about ourselves and the opportunities we see in our future

Level 1 – Avoid

Sense of personal wellbeing:	People feel low in their mind and mood, and their daily life is not filled with things that interest them.
Emotional support:	Painful issues are hidden and not discussed. Many people feel isolated and alone, without support.
Coping with stress:	People feel overwhelmed with their responsibilities and what is expected of them.
Hope for the future:	People tend to think the future will be much the same or worse.
Sense of self-worth:	People do not feel they have value and feel that they have nothing meaningful to contribute to their household or community.

Level 2 – Aware

Sense of personal wellbeing:	People are aware that they are feeling low in their mind and mood, and have a desire to change this. They recognise the importance of doing activities that interest them.
Emotional support:	People have a desire to share their fears and concerns with others. They are aware of people whom they could turn to for support but are still afraid to speak openly.
Coping with stress:	People are to some extent aware of the stress of their responsibilities and want to find better ways to cope.
Hope for the future:	Some people believe that the future could be more positive, but this is not how most people feel.
Sense of self-worth:	Some people believe that they have value as a human being and make a meaningful contribution to those around them, but this is not how most people feel.

Level 3 – Active

Sense of personal wellbeing:	Some people take action to improve how they feel in their mind and mood, and their daily lives include some activities that interest them.
Emotional support:	Most people have at least one person they can share their fears and concerns with. When difficulties arise, people have support available to help them cope.



Coping with stress:	People cope with their responsibilities and access help when they need it.
Hope for the future:	Among most people there is a sense of optimism about the future.
Sense of self-worth:	Most people understand their own value as a person and can articulate some of the ways they contribute to the lives of people around them.

Level 4 – Achieving

Sense of personal wellbeing:	Most people feel good in their mind and mood, and their daily life regularly includes things that interest them.
Emotional support:	People share concerns and difficulties with a supportive network of friends and family, without fear.
Coping with stress:	People’s responsibilities do not cause unmanageable stress. When shocks or challenging times arise, people feel they have a network of people they can lean on for support.
Hope for the future:	Most people feel positive about the future and have hope that it will be better than the past.
Sense of self-worth:	People feel valued as individuals and feel that they make a meaningful contribution to the lives of others.

Level 5 – Advancing

Sense of personal wellbeing:	People have a good sense of personal wellbeing and are able to support others to improve their sense of wellbeing too.
Emotional support:	People can share their concerns and difficulties openly and are not afraid to access support when they need it.
Coping with stress:	People have the emotional resilience to withstand and adapt to shocks, stresses and uncertainty.
Hope for the future:	People feel hopeful about their own future as well as the future of their community.
Sense of self-worth:	People have a strong sense of self-worth. They understand their value as a person and this is not changed when they face difficulty or make mistakes.



Physical health

Looking after our bodies and having access to good-quality health services



Level 1 – Avoid

Access to safe water:	Most people walk at least an hour (round trip) to access water that is mainly from unprotected sources.
Hygiene and sanitation:	There is no awareness of the importance of hygiene or handwashing. Very few households have sanitation facilities in their homes or nearby. Open defecation is common.
Health status:	Individuals are sick very often, especially with preventable diseases. It is not uncommon for people to die of these preventable illnesses.
Access to and quality of healthcare:	Most households do not access healthcare because of multiple barriers (cost, distance etc) and most people are dissatisfied with the quality of healthcare available, but they accept this as the norm.
Balanced diet:	Households consume any food that is available, predominantly one staple food with little variety in their diet.

Level 2 – Aware

Access to safe water:	The nearest water source may be far away, and unprotected from contamination, but there is awareness that this needs to be addressed. Some people treat their water (boil, filter etc) to make it safer to drink but this is not common.
Hygiene and sanitation:	There is a growing awareness of the importance of hygiene and handwashing. Most households use basic sanitation facilities (eg pit latrines) that they share with other households.
Health status:	Individuals often fall sick, but have some awareness of how preventable diseases can be avoided by improving living conditions, diet, water quality and proactive behaviours to reduce disease transmission.
Access to and quality of healthcare:	Some households are able to overcome the barriers to accessing healthcare, but this remains difficult for most. People are aware of improvements that could be made to the quality of healthcare, but don't know how to improve the situation.
Balanced diet:	Households are aware that a more varied diet would be better for their health, but they are unable either to afford more variety or to access different foods.



Level 3 – Active

Access to safe water:	The community is taking action to improve access to safe drinking water. Most people use treatment methods to keep drinking water safe.
Hygiene and sanitation:	Knowledge and practising of hygiene and handwashing are fairly widespread. Most households use safe sanitation facilities (eg ventilated pit latrine, composting toilet) that are shared with other households.
Health status:	Individuals sometimes fall ill but usually avoid sickness from preventable diseases. Many proactively try to prevent disease transmission by taking actions such as improving water quality, using mosquito nets or handwashing.
Access to and quality of healthcare:	The cost of healthcare is manageable for most households but some face barriers to access. People are sometimes satisfied with the quality of healthcare they receive.
Balanced diet:	Some households consume a more varied diet, with access to affordable food options in the different food groups (fruits, vegetables, grains, sources of protein, fats, and dairy or dairy alternatives).

Level 4 – Achieving

Access to safe water:	The community has access to safe water that is close to where people live (eg 30 minutes or less). Some may still treat their water before drinking.
Hygiene and sanitation:	Hygiene practices and handwashing are common. Most households have a dedicated handwashing station and access to safe sanitation facilities (eg ventilated pit latrine, compost toilet) that are either shared or one per household.
Health status:	Individuals fall ill occasionally, but not regularly from preventable diseases. It is common for households to prevent disease transmission through proactive behaviours.
Access to and quality of healthcare:	Most households can afford healthcare and seek treatment when they need it. Few people face barriers to healthcare. Most people are satisfied with the quality of healthcare they receive.
Balanced diet:	Most households have access to affordable food options to have a varied diet.

Level 5 – Advancing

Access to safe water:	Safe water is accessible to everyone in the community within a 30-minute walk of their home, but many people have closer access than this, eg water piped into their homes.
Hygiene and sanitation:	Hygiene and handwashing behaviours are widely practised, and everyone understands the role this plays in reducing sickness. Everyone in the community



	has access to safe sanitation facilities (eg compost toilet, flush or pour toilet) and most households have their own facilities.
Health status:	Individuals rarely fall ill and very rarely from preventable diseases. Community members take actions to contribute to good health across the community.
Access to and quality of healthcare:	All households, including the most marginalised, can afford healthcare and people are satisfied with the quality of healthcare they receive.
Balanced diet:	All households, including the most vulnerable, have access to a varied diet.



Material assets and resources

Using our creativity to make the most of our resources, make new resources, and share our resources with others

Level 1 – Avoid

Land access and ownership:	Very few individuals have access to land, and those with access do not have a formal land title.
Food security:	Households cannot meet their daily food needs and have many hungry months in a year.
Income and savings:	Individuals are unable to save money and are dependent on insecure and inconsistent income sources. Households are unprepared to deal with unexpected costs.
Coping mechanisms:	When unexpected costs arise, households use negative coping strategies (eg reducing food consumption, selling off assets or taking loans with high interest rates).
Financial inclusion:	No one in the community has much awareness of, or access to, formal financial services (such as bank accounts, formal credit and insurance).
Attitudes towards resources:	People are unaware of the range of different resources that exist in the community. Where people do have resources, they are not willing or able to share them.

Level 2 – Aware

Land access and ownership:	Some individuals have access to land but only through informal land-ownership agreements. Some people can see the value of obtaining formal title deeds.
Food security:	Households have some hungry months each year so they reduce their daily intake when they have more, to cope with food insecurity when they have less.
Income and savings:	Individuals are unable to save money but it is a goal for the future. Most people's income sources are unreliable and insecure, which means households are unprepared to deal with unexpected costs.
Coping mechanisms:	Some people are aware of positive coping strategies such as insurance, government benefits or using savings to pay for unexpected costs, but most people do not have access to these and so use negative strategies (eg selling assets) instead.
Financial inclusion:	There are formal financial services available, which some community members are aware of. However usage and quality of services are low due to limited competition.



Attitudes towards resources:	Some people recognise different kinds of resources that exist within the community and are open to sharing what they have with others, but rarely do so.
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Level 3 – Active

Land access and ownership:	It is common for individuals to own land, and some have formal title deeds, while others have informal ownership agreements.
Food security:	Most households can meet their daily food needs, but some households have to reduce their consumption during some months because of food insecurity.
Income and savings:	Individuals are exploring ways to adapt their habits and behaviours to be able to save money and improve the stability and consistency of their income sources so they are more prepared for unexpected costs.
Coping mechanisms:	Some households use positive coping strategies when unexpected costs arise, although these are mainly informal (eg using savings, relying on their support network etc). But other people have to pay for unexpected costs using negative strategies.
Financial inclusion:	Some community members have access to formal financial services, though marginalised groups do not. The quality of financial services is quite good due to some competition in the market.
Attitudes towards resources:	People in the community are creatively using existing resources to improve livelihoods and address levels of poverty. It is common for people to share what they have with others when they can.

Level 4 – Achieving

Land access and ownership:	Most individuals own land and many people have formal title deeds. People are promoting formal land ownership, especially for those who are marginalised (eg the elderly, widows, women).
Food security:	Most households can meet their daily food needs and only a few households have hungry months.
Income and savings:	Livelihoods are largely secure. Many individuals are able to save on a regular basis and some have diversified their income sources, so households are more prepared to deal with future shocks or unexpected costs.
Coping mechanisms:	Most individuals and households use positive coping strategies when unexpected costs occur without having to cut back.
Financial inclusion:	Most community members have access to formal financial services, and the quality of services is good.
Attitudes towards	People in the community are multiplying their resources and establishing



resources:	reserves to share what they have with others. This is reducing material poverty and vulnerability.
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Level 5 – Advancing

Land access and ownership:	Land ownership and formal title deeds are common, even for individuals from marginalised groups.
Food security:	All households can meet their daily food needs.
Income and savings:	People have diversified their income and have multiple sources to protect themselves against shocks or crises. Individuals are saving regularly.
Coping mechanisms:	All households use positive coping strategies when unexpected costs occur. This means that households are able to afford essential needs (food, shelter and healthcare) without compromising their assets or wellbeing.
Financial inclusion:	All community members regularly access formal financial services, have good financial literacy, and demand high quality from service providers.
Attitudes towards resources:	Everyone in the community has access to a variety of resources that they need to sustain their livelihoods and achieve their goals. It is common to share resources with others outside the community.



Capabilities

Developing and using our gifts and skills to make a living, serve others, and bring about positive change in our lives

Level 1 – Avoid

Ambition/ vision:	People do not have a clear vision for the future or set goals for what they want to achieve.
Individual agency:	Levels of dependency are high and people see change as being dependent on and driven by outside actors, such as the government or foreign agencies.
Skills development:	Levels of skills and knowledge within the community are either low or not recognised.
Knowledge transfer:	People do not share their knowledge or skills with each other. This is not important for most people.
Access to and quality of education:	Households experience numerous obstacles to sending their children to school and a large number of school-aged children are not in education. The education services available are low quality.

Level 2 – Aware

Ambition/ vision:	Some people in the community do have ambitions for the future but do not believe they can realise their goals.
Individual agency:	Some people in the community recognise their dependency on outside actors and want to become more independent.
Skills development:	Some community members recognise their own skills and have ideas about how they would like to develop new skills, but no action has been taken.
Knowledge transfer:	Some people see the value in creating opportunities to share knowledge and skills, but no action has been taken.
Access to and quality of education:	Many households experience obstacles to accessing education and have one or more school-aged children out of school. Yet, people value education and want to send their children to school. The education services available are of low quality, but people want things to change.

Level 3 – Active

Ambition/ vision:	People are developing their vision for the future and setting ambitions for what they want to achieve in their lives.
Individual agency:	Some people want to take responsibility for their own development and are taking actions or initiating small-scale projects to bring about change using their own



	resources.
Skills development:	Community members recognise and use their current skills and knowledge, and are seeking opportunities to develop new abilities.
Knowledge transfer:	People are finding some creative opportunities for learning and sharing their skills with each other.
Access to and quality of education:	Some households face obstacles to sending their children to school, but people feel education is important and most school-aged children are attending school. There are some education services available that are of satisfactory quality, but others remain low quality.

Level 4 – Achieving

Ambition/ vision:	Many people have a clear vision for the future and goals that they want to achieve, and are making progress towards them.
Individual agency:	People are working together to innovate and initiate projects to create the changes they want to see.
Skills development:	Community members are using their skills and knowledge, and acquiring new abilities to make change in their lives.
Knowledge transfer:	People are regularly finding creative opportunities for learning and sharing their skills with each other.
Access to and quality of education:	Most households are able to send their children to school and few school-aged children are not in school. Families who face barriers in sending their children to school can find support to overcome them. There are multiple education services available of satisfactory and good quality.

Level 5 – Advancing

Ambition/ vision:	People have a clear vision for their own future as well as a collective vision for their community. Clear progress is being made in achieving both individual and community goals.
Individual agency:	People plan creatively, learn and adapt in response to changing needs to achieve their individual and/or collective goals.
Skills development:	The level of skills and knowledge is so high that the community drives its own development.
Knowledge transfer:	Individuals recognise and realise their own potential and the potential of others. People actively share their own expertise and skills with each other and others outside their own community.
Access to and quality of	All school-aged children are able to attend school, even those from the most marginalised households. All the education services available to the community are



education:

of good or excellent quality.



Care of the environment

Looking after and enjoying the natural world, easing the risks and protecting resources for future generations



Level 1 – Avoid

Awareness of environmental changes:	Individuals are not aware of changes in the environment or climate and see no connection between these and any challenges they face.
Disaster risk reduction:	Community members have no awareness of disaster risks in their area and have no formal risk-reduction plan. Such a plan is not seen to be important.
Adaptations:	Household and community practices exploit the environment and are not sustainable (eg waste management, cooking fuels).
Solid waste management:	Households do not know about safe rubbish disposal and there is no communal system to safely dispose of waste. Rivers and lakes are polluted with waste.
Tension over scarcity:	There is a high level of tension and conflict in the community over scarcity of natural resources, but no intention or plan to resolve this conflict.
Access to natural resources:	Individuals use the environment to meet their own short-term needs with little thought for preserving resources for future generations. People do not spend time outdoors for their wellbeing.

Level 2 – Aware

Awareness of environmental changes:	Some individuals have an understanding of changes in the environment and climate, but not many people can see how this impacts their community.
Disaster risk reduction:	Community members are aware of local disaster risks, but few actions are being taken to prepare for disasters.
Adaptations:	Some people are aware of actions they could take to protect the environment, but in reality few households change their practices to preserve natural resources.
Solid waste management:	There is some awareness of positive rubbish-management strategies to manage waste and reduce pollution, but no action has yet been taken.
Tension over scarcity:	There is tension and conflict over scarcity of natural resources, but there is a desire to resolve these tensions.
Access to natural resources:	Individuals make use of the environment to meet their own short-term needs but there is a growing understanding that these actions will affect future generations. People are aware of the benefits of spending time in nature for their wellbeing, but few actually do this.

Level 3 – Active

Awareness of environmental changes:	Many individuals are aware of climate change and environmental degradation, and have some understanding of how the health of the environment affects the community.
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Disaster risk reduction:	Community members are aware of the hazards that could affect them and are developing community disaster risk reduction plans.
Adaptations:	Some households are taking action to preserve and restore natural resources. Some people are working together to respond to challenges caused by environmental degradation and climate change.
Solid waste management:	Most households have designated disposal areas for burning or burying waste or take their waste to a designated location for disposal. There is public discussion on how waste could be better handled.
Tension over scarcity:	There is some tension and conflict over scarcity of natural resources but actions are being taken to resolve these peacefully.
Access to natural resources:	Efforts are being made to agree on a more sustainable and equitable use of resources. Individuals recognise that resources are finite and the needs of other people, now and in the future, are considered. Some people make time to access nature for leisure and wellbeing (eg enjoying recreational activities outside).

Level 4 – Achieving

Awareness of environmental changes:	Many individuals are aware of climate change and environmental degradation, and have a good understanding of how the health of the environment affects the community.
Disaster risk reduction:	Community members are aware of the disaster risks that could affect them and are taking action, both collectively and individually, to reduce these risks. Formal disaster risk reduction plans are in place where relevant.
Adaptations:	Most households have made some adaptations to preserve and restore natural resources and people are working together to address environmental degradation and climate change, with positive results.
Solid waste management:	Households safely bury, burn, store or dispose of waste. No solid waste accumulates around the neighbourhood and public waste sites safely handle waste.
Tension over scarcity:	Most issues arising from scarcity of natural resources are resolved peacefully by the community working together.
Access to natural resources:	Most people feel they have access to the natural resources they need and are taking action to preserve resources for future generations. Most people are able to spend time enjoying nature at least once a week.



Level 5 – Advancing

Awareness of environmental changes:	The majority of people have a clear understanding of climate change and environmental degradation and how the health of the environment directly impacts the life of the community.
Disaster risk reduction:	Community members have a clear understanding of local hazards, as well as formal disaster risk reduction plans. All members of the community are aware of those plans and taking action to implement them.
Adaptations:	Most households have integrated adaptations into their daily lives to preserve and restore natural resources. Communities regularly respond to challenges caused by climate change and environmental degradation, with positive impact.
Solid waste management:	There is a dependable (either formal or informal) waste-collection system. Valuable waste (eg plastic) is recycled. Organic waste is composted. The public environment is free of litter.
Tension over scarcity:	There is no tension or conflict over scarcity of natural resources.
Access to natural resources:	People ensure natural resources are used sustainably for the common good and preserved for future generations. Everyone has equal access to the natural resources they need and can spend time enjoying nature for their wellbeing.