

Deliverable Number 11:

Findings from Set 1 Sustainable Development Indicators
Research



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1. Overview of findings from first round of fieldwork on the first set of indicators of Sustainable Development developed in the ESDinds project.

Background

During the first year of the project, the consortium partners conducted case study research with specific sustainable development projects and socially responsible businesses that they had identified. This process highlighted five ethical values – **Trust, Integrity, Justice, Empowerment, and Unity in Diversity** - as being the most important for the progress and success of the projects or organizations. A sixth value, **Care and Respect for the Community of Life**, was added later. Draft indicators were identified through literature and fieldwork and reviewed by the CSO partners, who selected the most meaningful and relevant ones for each value, and also reworded any that were difficult to understand or to measure. The revised set of indicators was taken forward to the field visits stage.

Objectives of Field Visits

Field visits to projects nominated by the CSO partners were implemented from January to March 2010. They comprised a youth theatre project in Germany, a values-driven commercial business in Italy, a university environmental action group and an arts-based environmental education project in Mexico, and an agricultural project for youth in Sierra Leone. The aim of these field visits was not only to validate the indicators themselves, with a view to confirming whether they are useful and relevant to diverse organizations, but also to develop and test a wide range of assessment tools that can be used to measure the indicators.

Processes Utilized

There was considerable variation between field visits in the processes of selecting relevant values and indicators, identifying appropriate assessment tools to measure them, and customizing the tools to local contexts. In all cases, however, there was extensive consultation between the university-based researchers and the local staff of the organisation being visited. Researchers took time to understand the organisations, their activities and perceptions, and their cultures, and to develop and modify assessment tools accordingly.

Assessment Tools

Standard research methods such as non-participative observation, interviews, questionnaires and focus groups formed the basis of the values assessments in both of the European projects. In Mexico and Sierra Leone, while some of the above tools were employed, the teams also created innovative new assessment tools inspired by the existing methodologies and strategies of the CSOs – spatial and corporal surveys, theatre-based

focus groups and comprehension tests, and word elicitation inspired by a hand painting exercise.

Lessons Learned

In most of the field visits, the values assessment proved to be a relatively straightforward process. Only in Sierra Leone were significant challenges encountered, and all of these provided opportunities for learning, with respect to gender and language issues, the physical environment and the importance of appropriate preparation. All of the participating organizations validated a number of indicators as important and relevant to their work, and confirmed that the overall concept of measuring values is both valid and worthwhile.

2. Field visit summaries

2.1 Field Visit Summary: People's Theater, Germany

Background

People's Theater (PT) is a non-profit program based in Offenbach, Germany (staffed mainly by youth volunteers aged 18-25) that uses drama workshops to help school children to explore social responsibility and non-violent conflict resolution. Its philosophy is based on a positive image of humanity, and the view that individuals have a duty to build their own character, develop positive social values in themselves and serve the wider community. PT is a CSO partner in the ESDInds Project Consortium and has been actively involved in the project from the start.



Aims of the Field Visit

This field visit aimed to test a total of 11 indicators (seven head indicators and four sub-indicators) from four value clusters that had been selected by PT staff as relevant to the organization's work, namely Unity in Diversity, Empowerment, Justice and Trust, and to determine which assessment tools were appropriate to measure them.

Main Findings

All of the 11 tested indicators were accepted as relevant and important in the context of PT's program. In addition, project staff described all of the indicators as valid, i.e. useful for measuring the respective values, and measurable (without any modification) through the assessment tools that were used. These 11 indicators were also rated as independently applicable by CSOs.

The exercise of values assessment was found to be valuable by both project staff and youth participants within PT. Staff members reported that the questionnaire had helped them to identify processes within PT that could be changed to make them more effective or transparent in the future, while the youth felt that participating in the evaluation had increased their own self-awareness.

Processes Utilized

Suitable assessment tools for this specific project context (small groups of literate participants working on drama-based activities) were identified through consultation between ESDInds researchers and PT staff. The criteria for structured observation (identifying specific examples of behaviour that related to each indicator) and the questions for the questionnaire were also developed through a similar consultative process.

A cycle of consultation-action-reflection was effectively employed to refine the assessment tools used. For example, the number of participants was reduced from four to three in the second round of structured observation, making it easier for observers to complete the assessment sheets.

A four-point scale (Not at all – Occasionally – Often – Very much) was tested with the second group in order to capture nuances of behaviour, but then rejected as the observers found it more difficult to use than the three-point scale. Certain criteria on the assessment sheets and questions on the questionnaire, which staff or participants found unclear or irrelevant, were reworded or reformulated during the course of the visit.

Assessment Tools

Assessment Tool Used	Indicators Tested
Structured Non-Participative Observation	Unity in Diversity: U_H2 EE_H4, I_H1
Self Assessment with Follow-Up Dialogue	U_H2, E_H4, I_H1
Questionnaire	J_H1, J_SH1a, J_SH1b, T_H3, E_H3, E_SH3a, E_SH3b, E_H4

(a) Structured non-participative observation: Three non-participating observers watched a small group of participants during a rehearsal. Each observer completed a structured assessment sheet for every participant, and another for the whole group, by marking statements on a three-point scale (Not at all – Sometimes - Very much). Video recordings of the rehearsal were also made and reviewed, to capture nuances missed during the direct observation. Consensus of two observers was taken as valid.

(b) Self-assessment with a follow-up dialogue: After the non-participative observation exercise, each participant was given a blank copy of the same assessment sheet (in terms of applied items) and asked to complete it themselves by reflecting on their own behaviour. Any differences between the observers’ assessment and the participant’s own self-assessment were discussed with participants in a short face-to-face dialogue.

(c) Questionnaire: Participants completed an anonymous questionnaire with closed-ended questions, and the responses to each question were counted.

Other Lessons Learned

Combining tools can generate important new information: In this case study, different assessment tools were used effectively together to give a nuanced picture of the overall situation. The participants found it interesting and useful to follow up structured observation with self-assessment and dialogue, highlighting the differences between their own understanding of their behaviour and other people’s perceptions.

Overlap of indicators: The field team noticed that there is considerable overlap between the indicators, and that two different indicators can sometimes be measured at the same time. For example, observing participants to determine whether “everyone has his/her place in the team” (U_H2) could also be relevant to a justice indicator. More research is needed into the overlap between indicators, but it may be useful in making the values assessment less time-consuming for organizations to complete.

2.2 Field Visit Summary: Lush, Italy



Background

Lush is a multinational company producing cosmetics and toiletries. The company has a strong ethical policy that precludes the purchase of any ingredient from any supplier that tests any of its materials on animals, as well as specific environmental education projects and as numerous policies relating to waste, energy, aviation and the environmental impact of ingredient sourcing.

It also has a grant-making program to support charitable projects that meet its criteria of non-violence, environmental responsibility and human rights. The central office of Lush Italy is based in Milan and has a small number of employees (less than 20 in total) working in management, communication, marketing, accounting and retail. There are also employees preparing certain cosmetic products and distributing imported products. Four shops are located in Milan area.

Aims of the Field Visit

The principal aim of this visit was to test a total of 16 indicators across all six value clusters, comprising six head indicators, seven sub-indicators and three of the unclassified draft indicators for Care and Respect for the Community of Life. In addition, it aimed to examine whether the concept of values assessment is appropriate and worthwhile in a corporate setting, as opposed to humanitarian projects, and to identify suitable tools for measuring the indicators in a business context.

Main Findings

All tested indicators were validated as relevant and important to Lush. Validity in the sense of reliability (being a useful measure of the value in question) was only partially confirmed for some indicators, as the team felt that it would have been useful to have a broader expert group incorporating members of the observed organization to confirm the results. With regard to measurability, it was noticed that some indicators, such as J_SH2b ('Decision making is democratic and transparent') had been phrased as multiple questions, requiring two or more unrelated types of information to be collected at the same time. Thus in order to be measurable, they needed to be split into their component parts. Two new sub-indicators were created in the Unity in Diversity value cluster.

During this visit it became evident that in a corporate context, where there is a management hierarchy, independent applicability of the indicators (without any external input) is unlikely. It is often difficult to convince staff that it is safe and acceptable for them to respond honestly, especially if their answers could imply criticism of the management, and the only way to address this is for assessment tools to be applied by an unbiased external observer.

This field visit also confirmed that in the case of a company such as Lush that prides itself on its specific ethical and environmental policies, which are used as part of its marketing strategy, the indicators can help managers to highlight and address any gaps that exist between policy and practice as well as identifying priorities for future action.

Processes Utilized

Before the week-long field visit, the researchers combined feedback from Lush management on the list of Respect and Care indicators with knowledge about the firm that had been gained through document analysis and Skype interviews. Based on this, a proposed list of indicators was sent to the company, and all of these were confirmed by the firm’s Communication Manager as relevant for Lush.

After a discussion between management and researchers about the advantages and disadvantages of both structured interviews and questionnaires, a pilot questionnaire with closed-ended questions was used to accompany the interview. The questions were tested for relevance and applicability to other corporate settings, in which the number of respondents would typically be higher.

Assessment Tools

Assessment Tool Used	Indicators Tested
Unstructured non-participative observation	T_H3, T_H4, I_SH1d, I_SH1l, I_SH1m, U_SH2f
Structured interview and questionnaire with closed-ended questions	J_H1, J_SH1a, J_SH1b, T_H3, T_H4, E_H3, E_SH3a, E_H4, U_H1, U_SH2f, I_SH1d, I_SH1l, R_3001, R_3002, R_3013
Questionnaire with open-ended questions	General exploration of the value of Unity

(a) Unstructured non-participative observation: External researchers observed the everyday life of the company from the value-based indicators perspective and recorded their observations relating to transparency, integrity and gender balance.

(b) Structured interview: External researchers conducted private, one-to-one interviews with shop assistants, shop managers, and marketing, retail and accounting managers.

(c) Questionnaire with closed-ended questions: Participants in the structured interviews were also asked to complete a standard questionnaire, and the findings from both of these assessment tools were compared in order to gain a deeper understanding of the situation.

(d) Questionnaire with open-ended questions: A questionnaire adapted from the workbook prepared by Centrum was used by Lush to assess participants’ understanding of unity. This included a word elicitation task, prompted by a list of words/phrases that was supplied.

Other Lessons Learned

Including some inapplicable indicators can be helpful: Not all indicators are universally applicable. In a company for example, decision making can never be democratic. However, when inapplicable indicators are included, they can provide useful feedback on the participants’ level of understanding and awareness. The above question showed that understanding was much higher among managers than shop assistants.

External observer: Unstructured observation by an external observer can be a useful tool to highlight aspects of practice that are overlooked by managers, or difficult for staff to discuss freely. However, the observer needs to be familiar with values-based indicators if this is to be a valid approach, as without a structured assessment sheet, it may be difficult to know what to look out for.

2.3 Field Visit Summary: Echeri Consultores, Mexico

Background

Echeri Consultores, a project highlighted by the Earth Charter Initiative (ECI) for the ESDInds field visits, is a non-profit CSO based in Michoacan, Mexico promoting environmental conservation through values education and the arts. Two Echeri programmes were selected for testing the indicators:

- (a) A programme working with 9-13 year olds in 15 schools in the Purepecha indigenous communities. It includes arts workshops on environmental conservation and values; guided reflection on local ecosystems; and tree planting workshops, enabling the children to establish tree nurseries in the school grounds and conduct reforestation activities in the wider community.
- (b) A multi-cultural group of around 19 youth aged 12-21, called Juatarhu ("Forest" in Purepecha), meeting every week. The activities of Jutarhu are similar to those of the schools programme, but with greater scope and depth, incorporating large reforestation campaigns and municipal arts festivals.

Aims of the Field Visit

The main aim of the visit was to test all 12 of the draft indicators for the value of Unity in Diversity, as well as 10 of the 79 draft indicators relating to Care and Respect for the Community of Life. In the context of this particular field visit, the name 'Collaboration in Diversity' was used instead of 'Unity in Diversity', in order to be consistent with the CSO's existing activities.

Another important objective was to create and test innovative assessment tools that were appropriate to the project context (children and youth, with varying levels of literacy, working through activities based on the arts and physical movement). Researchers worked closely with the project coordinator to design tools that were easy to use and appropriate for the target population.

Main Findings

This process validated all 12 draft indicators for the value of 'Unity in Diversity' as directly and significantly relevant to the work of the Juatarhu youth group. In addition, the team validated 10 of the 79 draft indicators for the value of 'Care and Respect for the Community of Life' as relevant for both Juatarhu and the schools programme. The wording of several indicators was modified, but the final versions of all of the tested indicators met the criteria of measurability, reliability and usability.

The youth participants from Juatarhu strongly confirmed the main hypothesis of the ESDInds project, namely that it is feasible and worthwhile to measure values. Referring to the visit in a presentation to an international gathering in April 2010, a member of Juatarhu explained that by making values 'visible', the research had made the group more united and strengthened, and had increased members' self-realization and self-esteem. Feedback from the project coordinator was also extremely positive.

Processes Utilized

The development of tailor-made tools was preceded by a long period of participant observation, in which the researchers gained an enhanced understanding of the CSO's

current programs and the local culture. A consultative process with project staff was then used to design appropriate tools, according to three criteria: (a) Methodological rigour, richness and reliability of results; (b) Adaptability to the target group (children and youth) and to the existing modes of activity of the CSO, based on arts and physical movement; (c) Ease of use and low resource demands, so that they can be replicated without external input.

Assessment Tools

Assessment Tool Used	Indicators Tested
Spatial/corporal survey	All Unity in Diversity indicators (Juarahu) CR_3072 (schools)
Focus group	All Unity in Diversity indicators (Juarahu)
Word elicitation – hand painting	CR_3072 (Juarahu)
Theatrical comprehension test	CR_3056 (Juarahu)
Key informant interview	U_H2 (Juarahu); CR_3048, 3058, 3059, 3060, 3063 (schools)
Indirect measures	CR_3039, 3056 (schools)

(a) Spatial survey: Each of the Unity in Diversity indicators was converted into a question with a three-point scale of responses (A lot – More or less – A little), represented by three different colours. A large spiral was formed with cloths of the three colours and after each question, the Juarahu youth were asked to stand on the colour best reflecting their response. In the schools programme, the playground was divided into three areas representing the scale points and the children were asked to move into one of them, according to their response.

(b) Focus group: Used as follow-up to spatial survey to explore differences and gain deeper insights.

(c) Word elicitation – hand painting circle: Each participant was asked to do a painting on their neighbour’s hand to represent their feelings at the end of a reforestation campaign, and then to describe their painting, while the researcher and coordinator recorded the emotional vocabulary used. Individual word lists were aggregated for a group perspective.



(d) Theatrical comprehension test: Theatre was used as a vehicle for a traditional comprehension test, role-playing either multiple choice answers, and letting the youth choose the one they felt was accurate, or role-playing a process with errors and asking them to spot them and explain why they were erroneous.

(e) Key informant interview: In-depth interviews with project coordinators were used to supplement the information obtained through other methods.

(f) Indirect measures: The team collected information on the state of the tree nurseries in participating schools, and numerical data on the survival of seedlings and trees.

Other Lessons Learned

Creativity and responsiveness to local culture: Locally meaningful symbols such as spirals and the use of coloured cloth, already incorporated into Echeri's regular arts programs, were used to make the spatial survey more relevant to the young participants. Word elicitation, a research method often used in psychology, was enhanced by combining it with a hand-painting exercise.

2.4 Field Visit Summary: Guanajuato University, Mexico

Background

The Environmental Institutional Programme of Guanajuato University (PIMAUG) is a cross-faculty initiative structured around 6 strategic areas: (a) assisting students to develop a holistic vision of the environment; (b) promoting sustainable resource use and waste management; (c) diffusion of a culture of environmental awareness, through a variety of media; (d) interdisciplinary research; (e) training in environmental issues through diplomas and Masters programmes; and (f) social participation and inter-institutional partnership. The work of PIMAUG is heavily informed by the Earth Charter Initiative, who recommended this project for a field visit. In particular, PIMAUG has a peer education programme in which Guanajuato University students train to impart workshops inspired by the Earth Charter.

Aims of the Field Visit

The field visit to Guanajuato concentrated on discussions to validate the relevance and importance of all the draft indicators. Only one indicator from the Care and Respect for the Community of Life value cluster and nine Empowerment indicators (three head indicators and six sub-indicators) were taken forward to the assessment stage. No new assessment tools were developed during this visit, but the focus was on confirming the applicability of existing tools to different indicators.

Main Findings

All 14 draft indicators for Empowerment and all 11 for Trust were validated as relevant by the PIMAUG group. Also validated as relevant were 6 of the 19 draft indicators for Integrity, 6 of the 8 draft indicators for Justice, 9 of the 12 draft indicators for Unity in Diversity, and 10 of the 79 draft indicators for the value of Care and Respect for the Community of Life.

The PIMAUG team members found that the very act of reflecting on the indicators - even before associating them to specific assessment tools - allowed them to envisage new connections between their current activities, potential new areas of work that could be developed, and strategic decisions that they would like to take. The results of the assessment were also useful to PIMAUG in helping them to understand the efficacy of their workshops, identifying the factors involved in genuine empowerment, and providing insights into how motivation can be translated into effective action.

Processes Utilized

PIMAUG expressed a wish to evaluate all the value clusters developed by the ESDInds team. Two and a half days were spent in discussion of every indicator that the team had brought, to identify those relevant to PIMAUG's work. Four members of the PIMAUG team participated in this process, which generated valuable insights and new directions.

The peer educators and project coordinator (supported by a researcher) took the lead in testing the relevant Empowerment indicators in the context of an Earth Charter promotion workshop. It was also decided that PIMAUG itself would continue to pilot different ways of assessing the indicators in the context of its ongoing activities.

Assessment Tools

Assessment Tool Used	Indicators Tested
Spatial and corporal surveys	E_SH1c, E_SH4b
Semi-structured non-participative observation	E_H1, E_SH1b, ESH1c; E_H3; E_H4, E_SH4a & b
Focus group discussion	E_SH1c
Personal action plans	E_SH1c, E_H3, E_SH4a
Word elicitation – What/Why grid	E_SH1b, CR_3072
Key informant interviews	E_SH1a, E_SH1c; E_SH2a; E_SH4b

(a) Spatial and corporal surveys: The spatial survey method was applied by asking participants to stand in a line and after each question, step to the left to answer ‘A little’, stay in their place to answer ‘Sometimes’, or step to the right to answer ‘A lot’. A variant of this tool, the corporal survey, was applied by using body postures (cross arms, hands on hips, flex biceps; sit on the floor, stand still, raise arms) to represent the three points on the scale.

(b) Semi-structured non-participative observation: The researchers observed a workshop in progress without participating in it, guided by broad themes (the selected indicators) rather than a structured assessment sheet, and then compared observations.

(c) Focus group: This was used to complement the spatial survey, focusing on the reasons for participants’ responses and exploring the reasons for different levels of empowerment.

(d) Personal action plans: Workshop participants were asked to write down four goals. Analysis of the responses provided a qualitative assessment of the motivation and commitment generated by the training, and helped to identify personal priorities and values.

(e) Word elicitation – What/Why grid: Participants were asked to write down one or more emotions that the workshop had stirred in them, together with a sentence of explanation.

(f) Key informant interviews: In-depth interviews with the project coordinator and a youth promoter were used to supplement the information obtained through other methods.

Other Lessons Learned

Systematic and institutional application of values assessment: The PIMAUG team demonstrated great enthusiasm for the values and indicators, and the project coordinator would like to incorporate them into the work of PIMAUG at an institutional level. It is anticipated that the team members will continue a similar assessment themselves within the CSO’s ongoing activities.

Working within time limitations: The duration of this visit was only five days, which in retrospect was too short a time to reap the full benefit. It was suggested that a minimum of ten days would normally be required for a field visit. However, the focus on methodological development in the 3-week field visit to Echeri Consultores was enormously helpful, as it enabled assessment tools relevant to the PIMAUG context to be quickly identified. The incorporation of certain tools into a four-hour workshop confirmed that measuring values does not have to be time-consuming and that rapid assessment can often be helpful, depending on the objectives.

Level of detail to be observed: The semi-structured observation focused only on the presence or absence of specific behaviours, and did not include any evaluation of the extent to which they are present. This could be built into the observation process. The richer the qualitative data included in observation, the harder it is to measure, although the more nuanced the resulting picture may be.

2.5 Field Visit Summary: Sierra Leone Red Cross

Background



The International Federation of Red Cross and Red Crescent Societies (IFRC) runs a worldwide programme called Youth as Agents of Behavioural Change, involving 37 countries, that aims to mobilise community respect for diversity and action against racism and other forms of exclusion. As part of this programme, the Sierra Leone Red Cross (SLRC) has established an agricultural project for vulnerable youth, organized into four intentionally diverse groups of 30. Youth live and work together on

agricultural sites and participate in workshops relating to diversity, intercultural dialogue, gender, and building a culture of peace.

Aims of the Field Visit

The main aim of the field visit to SLRC was to test a total of 16 indicators selected with reference to the IFRC list of Fundamental Principles, relating to the values of Empowerment, Integrity, Unity in Diversity, Trust and Justice. These included four head indicators and 12 sub-indicators. A further objective was to identify assessment tools that could be usefully applied to measure these indicators in a context where many participants are non-literate.

Main Findings

All of the draft indicators that were tested during this field visit were accepted as relevant and important to the SLRC team. Some of them were phrased as double or multiple questions and had to be split into two or more parts, while others needed minor rewording, but the team was satisfied that in their revised forms the indicators were measurable. The 16 indicators were also rated highly with regard to usability, and described as valid for measuring the respective values.

This field visit highlights the fact that more work is needed to create and refine suitable assessment tools for non-literate contexts, and to provide CSOs with guidelines on implementing them, especially with regard to language and gender issues and the physical environment.

The values assessment relating to the young people's experiences of discrimination provided important information to the SLRC project staff about the positive impact of their program, as well as highlighting areas where more work is needed.

Processes Utilized

The process of selecting indicators and assessment tools consisted of two steps. In the first step, before the field visit, RC representatives selected their preferred values and indicators from the list. In Sierra Leone, researchers from the two participating universities worked together with the SLRC National Youth Programme Coordinator and a consultant from the IFRC Principles and Values Department, to identify suitable assessment tools for the preferred indicators and determine what should be measured, according to the context.

Assessment Tools

Assessment Tool Used	Indicators Tested
Spatial and corporal surveys	E_SH1b, J_H1, J_SH1c
Secret vote survey	E_H5, I_SH1l, U_H2, U_SH2c, U_SH2d, U_SH2f, T_H4, J_H1, J_SH1c
Focus groups (discussion and theatre)	All of the above, plus T_SH2b
Group goal setting	E_SH4a, I_SH1m, J_SH2a
Structured non-participative observation	E_SH4a, E_H5, I_SH1l, U_H2(1), U_SH2c, U_SH2d, T_H4, T_SH2a, J_H1, J_SH1c, J_SH2a, J_SH2b
Unstructured participative observation	E_SH4a, U_H2(2), U_SH2c & d, T_SH2b, J_SH1c, J_SH2a

(a) Spatial and corporal surveys: The spatial survey method was applied by asking participants to step to the left to answer 'Never', stay in their place to answer 'Sometimes', or step to the right to answer 'All the time'. In the corporal survey, participants stood still for 'Yes' or crouched for 'No'.

(b) Secret vote survey: For sensitive questions, such as those relating to discrimination in the team, the spatial/corporal survey method was recognized as unsuitable. Participants were given three ballots with spots of different colours, each representing a different answer, and were asked to put their vote into a plastic bag and throw out the unused ballots.

(c) Focus groups: These were used to complement the spatial/corporal survey. In the theatre group, participants were asked to role-play examples of discriminatory and non-discriminatory situations, and how the former can be changed. The other group conducted a conventional discussion.

(d) Goal setting: Participants, in their usual teams, were offered the opportunity to choose two goals that they would like to achieve in the coming month, with the facilitator providing examples. The CSO plans to use follow-up analysis of goal achievement to assess specific indicators relating to practical aspects of empowerment, integrity and justice.

(e) Structured non-participative observation: Observers used a structured assessment sheet to monitor the number of active vs. passive group members, and the role of group leaders, in discussions during RC exercises and in team decision-making processes during the goal setting exercise.

(f) General unstructured participative observation: An expert group consisting of researchers and RC representatives observed the workshop in which they were participating, and youth work in the groups, from the value-based indicators perspective. Findings were summarised in a debriefing.

Other Lessons Learned

Abstract questions: One exercise was unsuccessful because the question was phrased in an abstract way and was not fully understood. This could be overcome by keeping questions specific, and field-testing them with a small number of participants before surveying the whole group.

Group conformity: Spatial/corporal surveys are highly vulnerable to group conformity bias, as participants are often reluctant to stand out visibly from the crowd and face its attention. This could be addressed by using the secret vote method instead.

Physical comfort: The spatial survey was performed outdoors in the hot sun. The team noted that participants felt uncomfortable, and quickly became bored. The positive aspect of applied methods was the ability to identify weak points by observation, and thus assess the quality of gained data.

Gender: Women participated more fully in focus groups when separated from men, but the women's group was less effective, due to inadequate translation by the female interpreter and unavailability of a female video camera operator. For gender-sensitive questions, it is essential to identify a skilled team of female researchers in advance, or ideally to translate assessment tools and conduct discussions in a local language understood by the whole group.

3. ARC: Values indicators in the faith context

Muslim 7 Year Action Plan, M7YAP, - as a case study in the use of value based indicators for sustainable development.

The intention of this piece of work :- To introduce the work of the ESDInds Consortium, ESDInds, to the faith communities and secular organisations who work with ARC on projects and programmes which can be characterised as caring for creation. The ESDInds initiative seeks to create methods by which organisations, groups or communities can develop value based indicators in order to support their actions towards what they regard as sustainable development. It is understood in this introduction that the language used is not necessarily the choice of any participating body. For example terms such as indicators might be described by some as signposts or markers. Indicator tools can assist faith communities evaluate their own actions with direct influence on the methodology and outcomes of those actions as well as making these actions more meaningful and understandable to wider civic society bodies. The importance of gaining this wider understanding is illustrated through the partnerships which have developed and the resources given to them in this quest for is understood as care of creation or sustainable development whichever term preferred.

It is not the intention to use indicators to test any faith community's actions against a specific model of sustainable development. Rather this exercise attempts to assist finding a common 'language' by which these actions and the motivation that initiated them can be better understood. To this it can be regarded as contributing to the mosaic of actions which may be considered as supporting of the continuance of human development in a world of both limited resources and with regard for the integrity of other life forms.

In achieving the objectives outlined above complimentary and supporting activity can be initiated between faith based and other civic society organisations resulting in respect, understanding and engagement. Through this cooperation the broadest understanding of the concepts of sustainable development in all its forms can be shared and respected.

The Muslim 7 Year Action Plan, M7YAP, seeks to promote and address an Islamic response to the issues of climate change and environmental protection. For many people among faith based and other civic organisations these inter-related issues lie at the heart of what is termed here as sustainable development. The plan was developed in answer to the joint call of the Alliance of Religions and Conservation, ARC and the United Nations Development Programme, UNDP, to the world's faiths for long term plans to protect the living planet. It is used in this work as a case study example of the application of ESDInds draft value based indicators

PART 1

An introduction to the idea of sustainable development

Sustainable development is a relatively new term especially favoured by governments, environmental and developmental non governmental organisations, NGO's. It might usefully be considered as a modern expression of the age old concern of understanding and ensuring the purpose and continuation of the lives of communities. The focus of this modern reflection is resource led. It comes out of an evidence based viewpoint indicating a large part of humanity's current development activities and aspirations are placing an unsustainable demand on the earth's resources. It is widely suggested that change in the direction of how we sustain ourselves materially is needed. It is further argued that changing our outlook away from the progressive acquisition and use of ever more material goods will better utilise the earth's natural systems leading to greater equity and meaning of purpose for humanity.

While the ideas of sustainable development, however termed, are not universally shared they are never the less considered as having such magnitude that they occupy the attention of national and international governmental bodies, major civil society agencies such as academic institutions and faith communities. Whether for these reasons or because of them there is now a considerable volume of data testifying to the depletion of the earth's resources. At the heart of this attention however are value based assumptions of humanity's relationship with the earth and thus statements on the future aspirations as much as humanity's present state. There has been a good deal of highly prescriptive and quantitative base writing on the actions required to attain a sustainable development. The idea remains however value based and might be regarded as being a moving feast requiring a flexible and fluid approach to actions based upon a diversity of values given rise to and coming from an equally diverse set of understandings.

Faiths and sustainability

The world's major faiths have existed as self identifying continuums longer than most other types of human organisation. Held together through revelation, beliefs and values, they have over time gained considerable societal influence and material attributes. Faiths have always influenced the direction of development of many human activities. Through their history faiths have adapted themselves to address the issues of the day in any given environment through the utilisation of core beliefs, teachings and texts lending meaning and guidance to their actions. These patterns of change and constant have shown a high degree of sustainability well placing faiths to respond to today's broadly based call for sustainable development.

As faith continues to play a major role in human development it is self evident that faith communities have a direct impact on the global environment. This does not mean to imply that all faiths separate human activity from the environment but rather as many faiths believe humans have a unique ability to reflect and express themselves on these issues. That they do so in diverse ways brings differing sets of values to the practices of sustaining life.

In the context of the modern concept of sustainable development many faith communities are reconsidering and often reinstating long recognised, but sometimes previously neglected teachings and practices that create more complementary relationships between humans and the rest of nature.

Partnerships and complementary and contrary values

Any consideration on ideas of sustainable development weighs heavily towards the need for partnership responses. Many partnerships between agencies and bodies have arisen and are addressing different aspects of sustainable development. In this partnership building environment cooperation between faith and non faith based organisations has cherished and complimented the respected participating organisations particular values. For many faiths acts of benevolence and respect towards others whether human or other life forms is a core value of their teachings and an expression of their beliefs. In this respect most faiths may be considered as being in a partnership with life generally. One very useful tool in the recognition of how a faith community's actions might identify these wider benefits to a broader audience is through the use of indicators or as some may prefer to call them signposts or markers. These indicators while value led will help facilitate a high degree of understanding of the intention and purpose of specific actions between direct partnerships and among the wider community.

PART 2

The use of indicators - What are the purpose of indicators and who do they serve?

A draft set of indicators identified through a consultation process within the ESDInds consortium, are currently being tested among a variety of groups and organisations. The aim of this exercise is to help groups ensure that their values are maintained and impact accessed and understood with in the actions they proscribe with their communities and its partners. It is intended through this exercise to create a deeper understanding of the motivation and intentions among the group as well as help explain the actions and the underlying values to a wider audience. The test set of indicators used in this exercise by ESDInds are not presented as a universal set applicable to any situation but rather as a draft means to assess the viability of value based indicators as a tool for gaining greater understanding and engagement in the pursuit of sustainable development.

Among a number of related topics the ESDInds handbook discusses is the issue of an indicator's robustness. By this is meant the ability to say something meaningful and useful to the group using indicators as well as other interested parties. How indicators are used and what part they usefully play in the overall activity and achievement of a group is an important part of producing these meaningful results. For example, many faith groups want to convey a message about the care of creation to both their followers and to the wider world. Indicators may be used to assess how that is happening, who is engaged, where more

effort might be made, what changes are happening, as well as other related issues important to that faith.

PART 3

A Case Study - The Muslim 7 Year Action Plan, M7YAP on climate change and environmental conservation

The ARC/UNDP calls for Faith Commitments to Protect the Living Planet has led the faiths to develop inter generational plans. These plans can be considered a major contribution to both the broadening and complementing the understandings of sustainable development. They are a testament to the faiths understandings of present day environmental concerns and the actions incumbent upon them through their values, traditions and practices to address these concerns.

The M7YAP is an Islamic response to current concerns about climate change and nature conservation. These two interrelated issues are, for many, core concerns of any attempt in identifying sustainable development. M7YAP was drawn up with Islamic teachings and practices both its motivation and guide giving a particular perspective on tackling certain global issues. M7YAP has specific and prescribed actions it is calling upon the Islamic world to respond to. It is also a document that aims to inspire Muslim communities across the world. It seeks their contributions in addressing the issues of climate change and nature conservation with what ever capacity any community has available to it. It is recognised in M7YAP that partnerships will be important as well as any action a community may take itself. In this respect it is not a document only to be regarded for the specific action it is seeking but also to give rise to a deeper understanding of the Islamic values that determine those actions.

M7YAP was developed over a number of days at a workshop in Kuwait in 2008. The participants had a diversity of expertise and came from a number of different Muslim communities. The draft plan produced in Kuwait was subsequently adopted at a further conference the following year in Istanbul. The participants of this conference included governmental figures from Islamic states, major academic bodies and leading Islamic Scholars as well as members of civic society organisations. In November 2009 ARC and the UNDP joined with 31 faith traditions at an event in England, to launch and celebrate their [Long Term Commitments for a Living Planet](#). M7YAP was presented as the Islamic contribution. M7YAP may now be considered a widely accepted text in the Islamic community and its implementation of considerable importance.

M7YAP seeks to encourage and promote activities among Muslim communities globally its primary focus however has been with Islamic States. The reason for this is because these states are an embodiment of Islamic values and where the resources are more readily available for the adoption and delivery of the plan. This does not negate Muslim

communities in countries where there is dualism or where Muslims may be a minority community. Rather M7YAP offers scope for any community to work with the issues to their best efforts. By concentrating on the Islamic States however with the resources they have they will be able to work with the plan more comprehensively and offer both inspiration and practical experience in its delivery which will be an inspiration to all Muslims as well as the rest of the world.

The Mission of M7YAP states the need to:

“Mobilize all the resources of the Islamic Umma* to contribute to the on going global efforts dealing with Climate Change based on a 7 year Environmental Conservation Action Plan that reflects Islamic Principles and values”

**Umma The Muslim Community*

In acknowledging Islamic values are inherent to the plan, the process by which it was produced and adopted and in the implementation of its objectives M7YAP might be regarded itself as an indicator of Islamic values and purpose. The plan is ambitious intending to appeal to all Muslims and as such will never be considered as being managed by any one group. The Muslim Association of Climate Change Action, MACCA, however is a membership based organisation that is one of M7YAP objectives. MACCA will give a degree of unity while at the same time encourage and promote localised actions. The MACCA body, however it is constituted might be regarded as the starting point in any assessment of progress. The use of indicators in monitoring this progress might therefore be of great use to MACCA at a variety of different levels from local to international.

How might indicators assist MACCA? While membership and ensuing actions might well indicate spread and depth of involvement MACCA's bodies might consider a set of indicators that show the following:

1. How widely the ideas of the M7YAPap have reached in the Islamic world. The diversity of knowledge and engagement it has brought to bear on the issues it seeks to address.
2. How much greater understanding of both these issues and the Islamic teaching underpinning the actions M7YAP promotes has it generated.
3. What actions have or are intended to be taken. This might be specifically in relation to the actions listed under each of the 4 strategic goals of M7YAP.
4. What impact has engaging with M7YAP had on the respective body or community?

These questions might be answered in a quantitative way for example X numbers of people from Y number of communities have indicated knowledge of M7YAP. A more meaningful and deeper understanding could perhaps be gained from a qualitative approach to collecting this information. This could be achieved by using indicators that help generate more engaging discussions. People might be asked about their views on the plan, based upon their

own values, the issues it addresses, the actions it offers and other interests they have in relation to M7YAP. These discussions could bring a wider engagement and promotion of M7YAP as well as a deeper understanding of it.

Such an approach could use a number of the indicators in the draft ESDInds handbook. These indicators have been devised through a wide consultation process and are designed to guide users in the type and use of value based indicators. The indicators were drawn from broadly considered values many of which are shared and promoted throughout Islam. For example values based on trust, justice, empowerment and integrity, all values considered in Islamic texts are those from which the indicators were developed. In the longer term MACCA and others involved in implementing M7YAP may feel they require different or more specific indicators reflecting more precise Islamic values.

The MACCA group might consider how it is promoting the plan who are the priority participants and why. These are value defined judgements and easily monitored through the type of indicators set out in the ESDInds handbook. They can gauge not just any success at hitting targets but give a deeper understanding the process of development that is happening because of M7YAP.

Central to any consideration of the use of M7YAP in practice is how well do Muslims see the actions advocated in the plan as an expression of their faith and how important do they regard the issues raised as an indication of the practice of their faith? For does the plan's adoption by leading Islamic scholars ensure implementation across Islamic institutions and communities? . If there are barriers to its wide spread adoption indicators may assist in overcoming these.

Whether consciously or not we use indicators in assessing our actions. How they are devised and by who and what use and again by who is the information then used s are important considerations in the use and development of indicators. The reliability of information collected and the feed back that should come from the exercise especially when dealing with major issues such as nature conservation demands considerable thought. The practical issues of how much time and resources are allocated to the use of indicators will vary from group to group. With the use of indicators based upon values and valued based assessment and consideration at al scales could better utilised the efforts communities both serving there's and a wider community's interests while responding to environmental issues however they are considered or from which particular viewpoint they are identified.

4. EBBF: Values indicators in the business context

Designing and Communicating ESDInds Field Visits to Business

❖ What is ESDInds?

ESDInds is a EU-funded project led by University of Brighton and by Charles University of Prague, in cooperation with 5 like-minded NGOs, to develop proven, reliable and replicable indicators to measure the presence and the strength of values that affect the running of an organization.

During the field work deployed in the initial stages of the ESDInds project, the core team came to understand that the long-term success of organizations and projects is strongly linked to the values espoused by the people who lead them, and the degree to which these values permeate the organization and are shared by its stakeholders.

❖ Why ESDInds in business?

While initially concentrating on civil society organizations and their projects, some work was done by the project with medium size businesses, such as PFW Aerospace, as well as business-relevant networks such as AIESEC and EBBF. The research team felt encouraged by the feedback received and strong interest expressed by the business world to extend the program at this stage to more business organizations.

❖ How will businesses participate in ESDInds?

The ESDInds team expects that the work with these businesses will provide more definite insight into the practical ways in which values affect an organization's performance.

The research team will invite 3-5 businesses to become a participants of the last phase of the ESDInds project.

A member of the research team will visit each participating business and set up the following process:

- ❖ an initial meeting will be held with senior management to share all useful aspects of the project, understand the core values of the business, agree on the indicators that each business is interested in testing, compose the internal project team and define the process
- ❖ The business organization chooses what values affect the running of their business, and ESDInds will develop ways to measure them.

- ❖ After this, a designated ESDinds team member will work directly with the internal project champion whom we will expect to be available by priority for this project for its duration
- ❖ research methods will be tailored to the specific characteristics and requirements of each business, using as far as possible unobtrusive measures, and aiming to provide each business with tools that they can use after the research is finished.

- ❖ the duration of the project for each business will depend on the number and type of value-indicators they wish to test, and on the size of its organization, and it can be estimated at 1-2 weeks each.

After processing of the data collected, our research team will provide each business with a detailed report regarding the existence, strength and consistency in their organization of the value-indicators that they have chosen to measure. If they wish, the ESDinds research team will also provide recommendations based on the data for addressing certain shortfalls that may have been detected during our analysis.

Confidentiality of conversations and of data collected will be fully guaranteed and all disclosure of specific information will only be done with each business' prior consent.

❖ **How will this benefit each business?**

Experience shows that organizations that participated in this research in the past benefitted greatly from the deep reflection and open communication that took place regarding values, behaviors, beliefs and expectations of people, and from looking at the structures and processes in the light of those values.

Appendix 1 – Full summary table of indicators

white	indicators tested in field visits
red	not tested indicators
green	new indicators (identified during the field visits)
yellow	modified indicators

Empowerment

<i>Indicator labelling</i>	<i>Indicator</i>
E_H1	People/partners become aware of how their existing knowledge, skills, networks, resources, and traditions can contribute to the project/organisation/team. <u>Their contribution is encouraged, and people/partners feel that their talents, ideas and skills have contributed to the outcomes of the project/organization/team.</u>
E_SH1a	The organisation/team aims to provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.
E_SH1b	Individuals feel they are encouraged to reach their potential(*), and are provided with opportunities for personal growth
E_SH1b'	Individuals are encouraged to reach their potential(*), and are provided with opportunities for personal growth
E_SH1b''	Individuals feel they are encouraged to reach their potential
E_SH1b'''	Individuals feel they are provided with opportunities for personal growth
E_SH1c	Individuals/Partners develop programs and deliver solutions on their own, and have a sense of power that they can effect change.
E_H2	Members/participants contribute in a positive way to society.
E_SH2a	Work is viewed as a form of service to <u>the wellbeing and prosperity of all creation</u>
E_H3	People /teams/ organisations are given autonomy and trust to fulfil responsibilities, at the same time receiving encouragement and support (*)
E_SH3a	People are not afraid to make mistakes, knowing mistakes are understood as opportunities to learn and improve.
E_SH3b	Everyone knows what their responsibility is within the team/organisation, and feels responsibility for their part of the work.
E_H4	People/partners are encouraged to express their opinion.

E_SH4a	People/team/partners are given the opportunity to explore and reflect upon their own ideas and traditions, and then to develop their own vision and goals for the project.
E_SH4a'	People/team/partners are taking the opportunity to explore and reflect upon their own ideas and traditions, and then to develop their own vision and goals for the project.
E_SH4b	People/team/partners have identified their own responses to an issue, rather than just agreeing with the ideas of others.
E_H5	In order to inspire others, individuals, leaders and organisations act as living representatives of the principles they espouse.
E_H6	The original project has been replicated in other communities or organisations.

Integrity

<i>Indicator labelling</i>	<i>Indicator</i>
I_H1	<i>Ethical values and principles are used by individuals/team/organisation in guiding decision-making and activities</i>
I_SH1a	Individuals / organisation/partners conduct their activities according to principles of universal responsibility
I_SH1b	Individuals / organisation/partners conduct their activities according to principles of interdependence
I_SH1c	Individuals / organisation/partners conduct their activities according to principles of respect and care for the community of life
I_SH1d	Individuals / organisation/partners conduct their activities according to principles of ecological integrity
I_SH1e	Individuals / organisation/partners conduct their activities according to principles of social and economic justice

I_SH1f	Individuals / organisation/partners conduct their activities according to principles of democracy
I_SH1g	Individuals / organisation/partners conduct their activities according to principles of non-violence
I_SH1h	Individuals / organisation/partners conduct their activities according to principles of peace
I_SBH1i	Truth-seeking, non-judgmental, confidential channels, which are trusted, are in place for individuals/teams seeking guidance on the application of ethics, reporting violations and examining violations of ethics
I_SH1j	Individual/team/organisation can identify applicable ethical values in a given context
I_SH1k	Employment processes are conducted in a way that is fair to all applicants.
I_SH1l	Actions of individuals, members, partners, affiliates and the organisation are consistent and in harmony with the core principles promoted by the organisation
I_SH1m	Individual/team/organisation's behaviour is consistent with their words (*)
I_H2	<i>Individuals/team/ organisation/partners follow through on their commitments (*)</i>
I_SH2a	Financial integrity, resource use efficiency and performance goals are measured and reported publicly
I_SH2b	Goals are reviewed between committed parties to determine what has and has not been achieved
I_H3	<i>Individuals have an attitude of learning towards their development, reflect critically on what is necessary to learn, and strive to bring their lives into accordance with ethical values</i>
I_H3'	<i>Individuals have an attitude of learning towards their development</i>
I_H3''	<i>Individuals reflect critically on what is necessary to learn</i>
I_H3'''	<i>Individuals strive to bring their lives into accordance with ethical values</i>

I_SH3a

Individuals investigate what is right and good for themselves, rather than adopting other people's opinions

Justice

<i>Indicator labelling</i>	<i>Indicator</i>
J_H1	People feel they are treated equitably and with fairness
J_H1'	People are treated equitably and with fairness
J_SH1a	Individuals in a team / organisation feel they have an equal opportunity to voice their opinions and their opinions are respected and listened to
J_SH1b	Opportunities exist for all to contribute their knowledge, talents and capacities and all contributions are valued
J_SH1c	Entities act in a manner that is impartial and non-discriminatory (not discriminating on the basis of race, colour, sex, sexual orientation, creed, religion, national or ethnic origin).
J_H2	Ethical values of justice guide decision-making
J_SH2a	People/organisations participate actively in making decisions about issues that affect their lives
J_SH2b	Decision-making processes are ethical and democratic, transparent and provide for equal representation
J_SH2c	Decisions take into account the social, economic and environmental needs of future generations

Trust

Indicator labelling	Indicator
T_H 1	<i>Individual/ organisation/partner is trusted to fulfil their commitments</i>
T_SH1a	Trusted partners are given flexibility to do things differently within prescribed structure.
T_SH1b	Partners are trusted to satisfactorily deliver their commitments without the need for formal agreements.
T_SH1c	Partners trust that each shares a commitment and willingness to collaborate for a similar vision
T_H2	<i>Individuals, colleagues, organisations, partners are perceived to be trustworthy, truthful, honest, transparent, respectful and practice integrity in their interactions with others</i>
T_SH2a	Open dialogue exists between project partners
T_SH2b	Differences are resolved through dialogue in a way that produces learning and growth
T_SH2b'	Differences are resolved through dialogue
T_SH2b''	Conflict solving produces learning and growth
T_SH2c	Partners feel that their worth and value has been acknowledged.
T_H3	<i>The organisation is transparent about the process and outcomes of decision-making, openly sharing information with employees</i>
T_H3'	<i>The organisation is transparent about the process and outcomes of decision-making, openly sharing information with people</i>
T_SH3a	Trust in peoples capacities leads to active participation

T_H4	<i>Individuals/partners/ organisation live the values they promote</i>

Unity in Diversity

<i>Indicator labelling</i>	<i>Indicator</i>
U_H1	<i>Partners, member organisations and individuals do not feel that they have compromised their beliefs by participating in the vision and activities of the organisation/project.</i>
U_SH1a	Different points of view are heard and incorporated (*)
U_SH1b	Degree to which members/partners feel that their individual identity and approach has been respected.
U_SH1c	People are encouraged to reach their potential (*)
U_H2	<i>Everyone has his/her place in the team.</i> <i>Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)</i>
U_H2'	<i>Everyone has his/her place in the team.</i>
U_H2''	<i>Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)</i>
U_SH2a	Learning processes accommodate different learning styles
U_SH2b	Individuals have a feeling of a unified work environment
U_SH2c	Individuals learn together, share skills, abilities and information freely with one another regardless of creed, colour, ethnicity, gender (*)

U_SH2d	Members are inclusive (talk to everyone and no one is left out) (*)
U_SH2e	Group norms exist. People follow the group norms.
U_SH2f	Women believe they are valued
U_SH2g	Individuals have a feeling of harmony and pleasant work environment.
U_SH2h	Everyone knows what the final goal of his/her work is, as well as the work of the whole organisation.
U_H3	<i>People feel they create something better/greater as a group than on their own.</i>

Respect and Care

<i>Indicator labelling</i>	<i>Indicator</i>
3001	People treat each other with kindness, respect, equity, fairness and courtesy.
3002	People feel that the opinion and contribution of every individual is encouraged and respected.
3003	People feel that their individual needs for development in the work place are met.
3004	People do not back-bite about people within the entity or outside the entity.
3005	Regular monitoring of how people are treated and corresponding action taken to improve how people are treated.
3006	Human resource management, remuneration/payment and hiring policies are fair and ensure the dignity and respect of all employees in the organisation, clients and partners.
3007	People are productive, loyal and creative.
3008	Number of sick days (over time).
3009	Number of undesired resignations.
3010	People feel that their individual needs for development in the work place are met.
3011	The work environment is supportive of people being able to act with care and fulfil their responsibilities in their families and

	personal relationships.
3012	Organisation uses principles of social justice to guide its activities in relation to stakeholder communities.
3013	People feel that their worth and contribution is acknowledged, appreciated and valued
3014	People feel that there is transparent communication and the right information flow.
3015	Entities are willing to work with each other because they respect each other.
3016	A code of ethics is developed with employees, as well as the procedures to deal with unethical conduct.
3017	There is a safe environment for people in the entity's activities.
3018	Entity respects and acknowledges the contributions of others to their work, and gives credit for the outcomes to those who contributed
3019	There is a culture of learning and encouragement
3020	People are not afraid to make mistakes.
3021	Individuals have self-respect
3022	Individuals strive to become conscious of their value system and put their values into practice
3023	People accept and appreciate the differences in other people and find a way to understand them
3024	Organisation/individuals show respect for and understanding of diverse points of view, beliefs, and traditions in their work and in decision-making
3025	Degree to which individuals/partners learn about and/or understand each other's traditions.
3026	Individuals/partners feel that they have been given the opportunity to explore the wisdoms, traditions and values that they already hold, rather than having something imposed upon them
3027	Staff within an organisation feels that different approaches and ideas are valued and respected.
3028	Degree to which individuals/partners feel that their individuality is respected, and difference is recognised.
3029	Degree to which individuals/partners are willing to listen to or appreciate different ideas or opinions
3030	Degree to which individuals/partners are able to suspend their own values or ideas and listen to those of others.
3031	Organisation allows local groups, who have an interest in their work, to contribute their ideas or become partners on a project.
3032	Decision-making and consultative processes in the organisation are carried out with respect, honesty and fairness.
3033	Decisions made in the organisation are supported.
3034	Ideas are introduced to each other with respect, modesty and patience.
3035	Entity/initiative strives to have a positive effect on the natural environment.
3036	Environmental sustainability is a principle applied during decision-making.
3037	Purchasing policy requires the exclusive use of recycled paper

3038	Proportion of paper used that is recycled
3039	Long term commitments to protect the environment are created and adhered to
3040	Celebrations within an organisation /community are conducted in an environmentally friendly manner
3041	Ecological footprint
3042	Ratio of the use of resources by the organisation over a fair allocation of resources
3043	Proportion of energy used that is renewable
3044	The organisation strives to sell products that have no or a positive environmental impact
3045	The organisation is open to dialogue about alternative means of production that have no or a positive impact on the environment
3046	Entity actively seeks or is willing to work with others who will increase their ability to improve the environment
3047	Organisation has objectives and implements strategies to reduce carbon emissions by 50% by 2050
3048	Education is undertaken to raise awareness and capabilities for the organisation to act according to principles of environmental sustainability
3049	Proportion of investment in initiatives that are environmentally sustainable as compared to those that are not
3050	Entity is aware of their environmental impact and contribution to environmental problems and takes responsibility for their actions acting to reduce or remedy it.
3051	Organisation/community/individual has successfully reduced environmental impact.
3052	Entity has zero or positive impact on the natural environment
3053	Entity feels compelled to protect environment and do not wait for governments or other to take action prior to acting themselves.
3054	Entity recognises their role as a protector of nature.
3055	Number of activities/projects towards goal of environmental sustainability
3056	Quality of process and results of activities or projects aiming to achieve or promote environmental sustainability
3057	The environment and community of life is celebrated
3058	Activities initiated and completed in the conscious aim of contributing to a greater respect for nature
3059	Activities initiated and completed in the conscious aim of contributing to a greater understanding and respect of how nature is organized (systems and cycles)
3060	Activities initiated and completed in the conscious aim of contributing to a greater valuing of the natural world as a source of personal fulfilment
3061	Activities initiated and completed in the conscious aim of making the earth healthy and beautiful for future children (e.g.

	children think that the earth is healthier and more beautiful as a result of their activity)
3062	Activities initiated and completed to protect and restore the web of life
3063	Activities initiated and completed that share with others how to protect and restore the Earth's health
3064	Members of a faith are aware of the connectedness between their religion and the environment
3065	Amount of environmental education programs undertaken within local schools.
3066	Number of activities/projects for raising awareness of environmental sustainability.
3067	Quality of process and results of activities or projects aiming to achieve or promote social aspects of sustainability
3068	Entity contributes positively to society by working to address social problems and global issues
3069	Number of activities/projects towards goal of addressing the social aspects of sustainability
3070	Number of activities/projects for raising awareness of social aspects of sustainability
3071	Degree to which participants consciously espouse the values of care and respect
3072	The project's activities / events have an emotional effect on participants
3073	The project's messages / activities trigger in others new personal and organizational initiatives that improve the world/planet.
3074	Values and lifestyles change as a result of participation in the project's activities. The lifestyle is more sustainable, includes more conscious pro-environmental behaviours (environmentally significant in sustainable way).
3075	Level of personal investment (time, finances, social) by participants in activities that benefit the world/planet.
3076	Entities develop attitudes and capabilities for principled action
3077	Participants / people have respect for nature
3078	Environmental knowledge: Participants / people understand how complex nature systems are
3079	Participants / people value natural world as a source personal fulfilment
3080	Entity is aware of the interconnectedness between the environment and their sphere of activity

Appendix 2 – Assessment tools against indicators and geographical setting

Organisation/ Project name	Used assessment tool	Tested Indicator
PT / Youth participants survey	Structured Non Participative Observation	U_H2, E_H4, I_H1
	Self Assessment with a Follow Dialog	U_H2, E_H4, I_H1
	Questionnaire	J_H1, J_SH1a, J_SH1b, T_H3, E_H3, E_SH3a, E_SH3b, E_H4
EBBF/ Lush	Questionnaire followed by structured interview	J_H1, J_SH1a, J_SH1b, T_H3, E_H3, E_SH3a, E_SH3b, E_H4, U_SH2f
RC/Sierra Leone	Survey (secret vote) and Focus Group	E_H5, I_SH1l, U_H2, U_SH2c, U_SH2d, U_SH2f, T_H4, J_H1, J_SH1c
	Focus Group	T_SH2b
	Corporal/Spatial Survey and Focus Group	J_H1, J_SH1c
	Spatial Survey	E_SH1b
	Goal setting-short term group goals	E_SH4a, I_SH1m, J_SH2a
ECI/ Echeri Consultores with Cardielia Amezcua Luna	Spatial/Corporal Survey	U_H1, U_SH1a, U_SH1b, U_SH1c, U_H2, U_SH2a, U_SH2b, U_SH2c, U_SH2d, U_SH2e, U_SH2f, U_H3,
	Focus Group	U_H1, U-H2, U_SH2d, U_H3
	Key Informant Interview	3039, 3053, 3056, 3058, 3059, 3063, 3072 (Respect and Care Indicators)
	Case Study	3048, 3053, 3056, 3072
	Theatrical Comprehension Test	3056
	Indirect Measures	3056
	World Elicitation	3060
ECI/PIMAUG	Semi-Structured Non-Participant Observation	E_H1, E_SH4b, E_SH1b, E_SH1c, E_H3, E_H4, E_SH4a, E_SH4b
	Key Informant	E_SH1a, E_SH1c, E_SH2a, E_SH4b
	Spatial/Corporal Survey	E_SH1c, E_SH4b
	Personal Action Plans	E_SH1c, E_H3, E_SH4a
	World Elicitation	E_SH1b,
	Focus Group	E_SH1c, 3072

Appendix 3 – Full Field Visit reports

1. Test of selected value-based indicators – People's Theater

The researchers have developed - in cooperation with Peoples Theater - requested assessment tools for testing the indicators selected in the first project phase. These are ***Structured Non Participative Observation, Self Assessment with a Follow Dialog and Questionnaire***. As many values and indicators relate to each other, a single assessment tool generally refers to more than one value or indicator (See Appendix 3 – Value –indicator map). The practical use of the proposed tools was tested in People's Theater during February 2010. PT helped researchers develop, verify and adjust the proposed tools and assess selected indicators (depending on the assessment tools) against the set criteria.

1.1 Structured non participative observation

Application of structured non participative observation

(Observation of PT youth within performance training/rehearsal)

Based on previous visits and consultations, researchers have prepared, in cooperation with PT staff, a structured non participative observation of PT youth in their most typical (natural) activity – performance training/rehearsal. The rehearsal represents one of the crucial regular activities of PT youths and can be compared to a large extent with meetings (strategic dialogs, consultations) that occur in large scale of organisations. During the rehearsal (as during meeting) different values can be observed in each youth participant. In effect, there might be a need for problem-solving, dividing roles within the team, promoting organisation interests in contrast to personal ones, etc. which can bring conflict or discomfort for some individuals.

This is a unique situation in which different values appear and can be observed.

Participants are made aware of the observation process (through the presence of researchers), but are not told what elements of their behaviour are specifically a basis for the observation.

Structured observations are made when the data, that is being collected, can be organized into clear categories or groups so that the observer can record the data by simply marking off

or checking a category on an observation form (e.g. an assessment sheet – see Fig.1). In the case of the research with PT, categories are based on the indicators selected in the first project phase. Each category contains a list of observation items (statements) which are associated with an actual participant behaviour and related to the concrete indicator(s). The assessment of each item (statement) is quite simple; the observers use a three-point scale (not at all – sometimes – very much) to express the extent to which each item is expressed. If more details need to be captured and described, an extra column in the assessment sheet allows for more comprehensive observation notes.

Three people – observers – (one researcher and two members of PT staff in this particular case) observed each youth participant during an action and record notes about his/her behaviour in an assessment sheet, according to the defined items (see below). The three observers represent a small expert panel independently assessing the external expression of a participant's values (relative).

For each participant the observer has his/her special assessment sheet with the youth participant's name (the observation is not anonymous). **It requires (as well as other type of human observation) agreement from the people being observed.**

The three observations are made independently (the observers are not to communicate and discuss their findings during the observation); this means that there are three original assessment sheets for each participant. In other words, there are three independent descriptions of a participant's behaviour (visualisation or external expression of values). This process enables a comparison of the three different observation results for a single participant's behaviour; it is possible to validate the results when there is agreement between at least two observers for each single item in the assessment sheet.

There are several ways in which to observe the youth participants:

- all the observers watch the participants directly, it means they are in the same room at the time of the rehearsal
- one of the observers observes the participants directly and records the rehearsal by a camera, the other two then use the camera recording for participant observation only
- no one from the observers observe the participants directly, all use the camera recording only
- different combinations of the above-mentioned types of observation.

The observation types described above have some advantages and disadvantages. We used a combination of direct observation and camera records, which could be watched and analysed by observers for capturing nuances that couldn't be captured by direct observation. (Camera record was also important for the researcher that is not a German native speaker.)

Data analysis

The data analysis of structured observation using a scale is quite easy and not very time-consuming. Each observer completes his/her records and notes about each participant individually. Using the scale enables quick comparison of all three observations including the self assessment of youth participant (see an example below). If there is a compliance of minimum two observers in a concrete item (statement) the result is counted as valid. When there is no conformity between the observers, the camera records can be analysed and discussed again. If there is no compliance between the observers even after the repeated analysis (using camera records) the result is counted as non-valid and the suitability of the concrete item (statement) is discussed (e.g. yellow signed item no.6 fig.2 – see below).

Practical use of the assessment tool by PT

The assessment sheet for structured non participative observation was used for two different groups of youth participants. The first instance took place at the very beginning of the field visit and this was the first opportunity the organisations' staff had to apply it (The staff did not have any experience with this type of observation until this first application). The observed "object" was Group One with four PT youth members.

The second time the assessment sheet was used was at the end of the field visit, after consulting the observation results for Group One. This time the observed "object" was Group Two, with three PT youth members. One of the observers in the observer's team changed while the other two remained the same. The change in the observer's team was not desired; it was caused by unpredictable circumstances. Nevertheless it enabled a more in-depth check of the applicability of the assessment sheet (the practicability of the assessment sheet could be evaluated by more members of staff).

As mentioned above all the observers watched the youth participants during their rehearsal. One non-aligned person recorded the performance on the camera. One observer (researcher)

then analysed the camera recording to capture all the nuances, while the other two observers completed the assessment sheet on the basis of direct observation during the rehearsal only. Table 1 summarises the observers' remarks/reserves from the first observation as well as proposed ways of solving the problems encountered during the subsequent observations. Solutions used in the next (second) structured non participative observation are coloured red. These red marked solutions suited the PT staff best.

Tab. 1

Remarks/ reserves	Solving possibility
It was impossible to observe so many people at the same time and tick impartially so many items/statements in the assessment sheet during the rehearsal.	<ul style="list-style-type: none"> - Shorten the list of items/statements in the assessment sheet, e.g. split it into two assessment sheets according to the concrete indicators. - Save the items/statements number and cut the number of observed people. - Use the camera record to capture ex post what couldn't be captured during the rehearsal.
The three-point scale couldn't catch all the nuances that need to be captured during the observation. There is too large distance between points characterised by "sometimes" and "very much".*	<ul style="list-style-type: none"> - Widen the three-point scale (add one new point – "often") - Widen the three-point scale (add two new points ("occasionally" between "not at all" and "sometimes") and "often" (between "sometimes" and "very much").
Statement/item nr. 6 needs to be reformulated because of absence of not self-confident people in the team.	<ul style="list-style-type: none"> - The statement will be reformulated. There will be used "quiet people" instead "not so self confident people".
Statement/item nr. 21 is not clear enough. There is a double negation.	<ul style="list-style-type: none"> - The statement will be reformulated. - The statement will be left out.

* All observers (independently) signed the "unclear" observation result between the scale points on the line dividing the columns.

For the second observation an adjusted assessment sheet with a four-point scale was used and fewer participants were being observed (three instead of four people). Other conditions of observation were the same. All three observers watched the youth participants during the rehearsal, two completed the observation records during the rehearsal while one observer used the camera recording (provided by a non-aligned person) to complete the observation. Further comments were gathered after the second observation relating to previous remarks/

reverses or solutions proposed. These comments helped modify the assessment sheet to create a final version (Fig.1).

Tab. 2

Remarks/ reserves solving (after first observation)	Comments (based on interview with two observers)
Save the items/statements number and cut the number of observed people.	In observers' point of view the second observation was easier than the first one. There were two reasons for it: First, the observers have known the statements in assessment sheet better than for the first time and they concentrated on the necessary aspects of the observed person primarily. Second, the number of observed people was lower which makes the observation easier. <i>The suggested solution of this comment was accepted.</i>
Widen the three-point scale (add one new point – "often")	The observers evaluated the broader (four-point) scale after its applying not appropriate. The observer loses even the limited time with the point-distinction (Is it "often" or "very much" now? Where is the right column on the paper to tick these characteristics?) and doesn't not capture so many nuances as they captured during the first observation. In observer's opinion it's easier using the three-point scale and signs the unclear observation results (between the two characteristics) on the line dividing the columns. The borderline observation records/results could be then accounted in the data analysis. <i>The primary solving of this reserve was not accepted and the observers/users decided to use the primary suggested assessment sheet version.</i>

The data analysis was quite simple and fast (about 15 minutes per observed person). The results are easy to understand and can involve borderline observations (see fig.2). Such data processing also enables an easy comparison between different observation results for each observed person at the same time, in case the observation is repeated (multiple times - randomly or regularly), and the results are easily comparable with results from the self assessment task (see subchapter 5.1.2).

Table 3, below, summarises the advantages and disadvantages of this assessment tool (structured observation), evaluated by PT staff and researchers.

Tab.3

<i>Advantages</i>	<i>Disadvantages</i>
The structured observation with concrete items enables a systematic observation of each observed person. The observer can focus on specific features of the observed person's behaviour.	It is necessary to practice the observation process to do it effectively.
By multiple usage of the assessment sheet is easy to compare the results related to each youth participant during the project run (e.g. at beginning, in the middle, at the end) which enables to give him/her the necessary feedback.	The observation is relatively time consuming (depends on rehearsal time intensity).
It is quite easy to complete the assessment sheet after you practice it.	
The data analysis is simple and results are easily understandable.	
The non participative observation connects to self assessment tool and brings so a comprehensive picture about each project participant.	

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
U_H2	Everyone has his/her place in team	yes	yes	Non participative structured observation – assessment sheet (items 1-4)	yes	yes	yes
E_H4	Participant is encouraging others to express their opinion	yes	yes	Non participative structured observation – assessment sheet (items 5-8)	yes (item nr. 6 must have been reformulated)	yes	yes
I_H1	Ethical values and principles are used by participants in guiding decision-making and activities	yes	yes	Non participative structured observation – assessment sheet (items 9-21)	yes (item nr. 21 must have been reformulated)	yes	yes
I_H1	Ethical values and principles are used by participants in guiding decision-making and activities	yes	yes	Non participative structured observation (group observation sheet)	yes	yes	yes

Fig.1: Assessment sheet for non participative structured observation used by PT (page 1)

Observation Criteria for Each Youth Participant Participant seems to:	Observation Notes	Scale			
Everyone has his/her place in team (U_H2)	Observation Notes	Not at all	Sometimes	Very much	Not available
1. Participate in group work*					
2. Find his/her (strongest) role in the team**					
3. Ask relevant questions and promote thoughtful discussion					
4. Help in cooperation with others to achieve a sett goal					
Participant is encouraging others to express their opinion (E_H4)	Observation Notes	Not at all	Sometimes	Very much	Not available
5. Listen to the opinion of the others					
6. Help the not so self-confident people to express their opinion					
7. Reformulated: Help the quiet people to express their opinion					
8. Use encouraging words (perfect, excellent, interesting, great idea...) to support others					
9. Use nonverbal communication to support others (gestures, eye contact, voice, touch etc.)					

Fig.1: Assessment sheet for non participative structured observation used by PT (page 2)

Observation Criteria for Each Youth Participant Participant seems to:	Observation Notes	Scale			
Ethical values and principles are used by participants in guiding decision-making and activities (I_H1)*** (Style of communication)	Observation Notes	Not at all	Sometimes	Very much	Not available
10. Interrupts others					
11. Puts others down and provokes					
12. Achieves goals no matter what others prefer					
13. Uses aggressive nonverbal communication by dealing with others (frowns, squints eyes critically, has critical, loud or yelling tone of voice, has fast, clipped speech, moves into people's space)					
14. Wastes time of others					
15. Always agrees (no matter what change of opinion) and tries to sit on both sides of the fence to avoid conflict					
16. Stands aside: doesn't express own wants and feelings – lets others make choices					
17. Uses passive nonverbal communication by dealing with others (nods head very often, downcasts eyes, fidgets, has low volume of voice, has slow or very fast, anxious and hesitant speech)					
18. Has difficulty implementing plans if some					
19. Knows what is needed and develops a plan to get it, but is realistic in his/her expectation					

20. Expresses self directly (and honestly) about his/her feelings and wants, but checks on others wants and feelings					
21. Uses assertive nonverbal communication by dealing with others (has natural gestures, direct eye contact, appropriate volume of voice, varied rate of speech)					
22. State observation, no labels or judgments <i>Reformulated: Uses different other-judgments and labels</i>					

Remarks to observation – specification of some above points:

* Percentage of time when the participant takes part in the group work. Interpretation of the scale: “not at all” – less than approximately 30 % of time, “sometimes” – approximately 30-60 % of time, “very much” – more than 60 % of time)

** Interpretation of the scale: “not at all” – he/she doesn’t finds his/her role; “sometimes” – he/she finds his/her role, but he/she doesn’t keep it all the time or changes it without any concrete reason; “very much” – he/she finds his/her role and keeps it all the time or changes it only if necessary (influence of external factors, etc.).

*** This indicator connects also to **the** assessment sheet for the group work. To achieve a goal is an important condition for the project success and therefore also for the project activities and decision making process.

Fig.1: Assessment sheet for non participative structured observation used by PT (page 3)

Observation Criteria for Group	Observation Notes			
Ethical values and principles are used by participants in guiding decision-making and activities (I_H1)	Observation Notes	YES	NO	Not available
The group achieved the goal				
The cooperation in group was good				
The values promoted by the group during the training were in accordance with the values promoted by the organization.				

Fig.2: Assessment sheet for non participative structured observation – data analysis – abridged version

Observation Criteria for Each Youth Participant Participant seems to:	Observation Notes	Scale			
Everyone has his/her place in team (U_H2) (incl. justice (J_H1))	Observation Notes	Not at all	Sometimes	Very much	Not available
1. Participate in group work				X (3/3)	
2. Find his/her (strongest) role in the team	Organization, logistic of school (wider picture) – Peggy, Curtis, Svatava			X (3/3)	
3. Ask relevant question and promote thoughtful discussion				X (3/3)	
4. Helps in cooperation with others to achieve setting goal				X (3/3)	
Participant is encouraging others to express their opinion (E_H4) (incl. unity (U_H1))	Observation Notes	Not at all	Sometimes	Very much	Not available
5. Listen to the opinion of the others			X 3/3		
6. Help the not so self-confident people to express their opinion	What do you think, Jannik?		X (C)	X (P)	X (S)
7. Use encouraging words (perfect, excellent, interesting, great idea...) by supporting others	Very good job! Very good! Boyz – good performance providing. (Curtis) Your status is very, very good (Peggy)			X (3/3)	
8. Use nonverbal communication by supporting the others (gestures, eye contact, voice, touch etc.)	Smile (Peggy)		X (3/3)		

1.2 Self assessment following the non participative structured observation with the dialogue

(This tool has a strong connection to the previous assessment tool – structured non participative observation)

Application of the self assessment technique

(Self assessment of the PT youth after the performance training/rehearsal)

Self assessment is a good technique to use following the above described assessment tool - structured non participative observation. We have independent observations of three observers that show some characteristics of the PT youth in terms of external expression of their values (previous assessment tool). The question of interest is how the participants perceive their own characteristics.

The existing assessment sheet for non-participative observation can be adjusted (see Fig.1) with a three-point scale and used as an evaluation sheet for the self assessment method (see Fig. 3 - below). Each participant assesses behaviours that he/she experienced during the training and records notes about this on the assessment sheet immediately after the performance training.

The results of self assessment are compared with the results from the independent structured observation. The **differences** between the two (item by item) are discussed briefly (face to face dialogue) using the camera recording, if necessary. The camera recording enables the participant to recall the actual situation when he/she is unsure about the recorded results; the participants may thus correct results when they consider it is suitable or needed.

The comparison of independent structured observation results and self assessment results enables researchers identify the items for which the participants' thinking about their behaviour differs from the independent observation. In addition, the dialogue provides necessary feedback for the participants and shows participants in which situations they see themselves differently than the independent observers see them. However, the dialogue cannot uncover the cause of these differences. It depends to a great extent on the participants and how they come to terms with the situation (dialogue with the staff, dialogue with other PT members, etc.).

Data analysis

The data analysis of self assessment using the assessment sheet is quite simple and fast provided there is agreement on the results. If the independent structured observation results comply with the participant's self assessment results, this agreement is only stated (because of participant orientation/feedback).

If the independent structured observation results do not comply with the participant's self assessment results, the concrete conflicting item is **briefly** discussed using the camera recording if necessary (and suitable). It is stated that the results of independent observation in concrete items are different and the participant is given the opportunity to see the camera recording to recall the entire situation during the performance training. The participants may then correct their results if they find it appropriate. In this case, the data analysis is more time consuming.

Agreement on the results helps with data validation. Indeed, when agreement is reached between the independent structured observation results and the self assessment results, this confirms the objectivity of assessing the particular item as part of the tool and validates the data. Disagreement draws attention to the concrete item and if there are substantial differences among the results of observers, validity is re-evaluated.

Practical use of the assessment tool by PT

Each youth participant used the assessment sheet (German version) immediately after the performance rehearsal. Staff or researchers described the main purpose of the self assessment exercise and briefly explained how to complete the assessment sheet (in simple terms as "You should tick only one field in each line and if you see it as appropriate you can fill the notes"). The participants were asked to sign-post items/statements which were unclear or to ask the staff or researchers about their meaning.

Most participants though all statements were clear (the participants only asked two questions) and only one person marked a statement saying it was unclear from his/her point of view. Filling out the self assessment sheet takes about 15 minutes.

As with the structured non participative observation assessment sheet, statement no.6 was considered unfit; the youth participants stated that there aren't any self confident people in the team. Also, some youth didn't understand the words "verbal" and "nonverbal", and they deduced the meaning from the description in the brackets only.

These items/statements were adjusted for subsequent uses.

The data analysis was very simple and fast (about 5 minute for each participant). We used a different colour (violet in fig.4) to differentiate the results of the self assessment of the each youth participant with the assessment sheet of the structured non participative observation with data analysis from the non participative observation (see.Fig.4). The results are easy to understand and enable quick orientation during the following dialogue between the staff member and youth participant.

As mentioned above the dialogue provides feedback for the youth but doesn't uncover reasons for the differences between the independent observation and the participant's vision of her/himself. During the field visit, two dialogues took place without using the camera recording to recall the concrete situation due to time pressure. After the conversation, the youth stated that the self assessment and subsequent dialogue were useful to them as they were able to focus on the aspects of their behaviour that they hadn't seen before. Furthermore, they found the comparison of their vision with what the staff and independent person interpreted from their behaviour during the rehearsal very interesting and important. The dialogue needn't be analysed more in-depth as its main purpose was to inform the participant about the results.

Next table summarises advantages and disadvantages of this assessment tool (self assessment) evaluated by the PT youth and researchers.

Tab.4

Advantages	Disadvantages
The participant can compare the independent judgement about his/her behaviour with his/her own judgement.	Sometimes it is difficult for the participant to recall the entire situation and using of the camera record for doing this is time consuming.
The participant's perception of the given feedback is positive. They see it is a base for	The completion of the assessment sheet requires participant's full concentration

their future improvement.	which could be complicated after the demanding rehearsal.
The data analysis is simple and understandable. The dialogue has a clear structure.	

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
U_H2	Everyone has his/her place in team	yes	yes	Non participative structured observation – assessment sheet (items 1-4)	yes	yes	yes
E_H4	Participant is encouraging others to express their opinion	yes	yes	Non participative structured observation – assessment sheet (items 5-8)	yes (item nr. 6 must have been reformulated)	yes	yes
I_H1	Ethical values and principles are used by participants in guiding decision-making and activities	yes	yes	Non participative structured observation – assessment sheet (items 9-21)	yes (item nr. 21 must have been reformulated)	yes	yes
I_H1	Ethical values and principles are used by participants in guiding decision-making and activities	yes	yes	Non participative structured observation (group observation sheet)	yes	yes	yes

Fig.3 Assessment sheet for the youth participants self assessment

Criteria for Self Assessment	Notes	Scale			
		Not at all	Sometimes	Very much	Not able to assess
<i>I felt that I:</i>	Notes				
1. I participated in group work					
2. Found my (strongest) role in the team					
3. Asked relevant questions and promoted thoughtful discussion					
4. Helped in cooperating with others to set goals					
5. Listened to the opinions of the others					
6. Helped less confident people express their opinion					
7. Used encouraging words like perfect, excellent, interesting, great idea, etc, to support others					
8. Used non-verbal communication to support others, like hand gestures, eye contact, voice, touch, etc.					

Criteria for Self Assessment	Notes	Scale			
<i>I felt that I:</i>	Notes	Not at all	Sometimes	Very much	Not able to assess

1. Interrupted others					
2. Put others down and provoked them					
3. Achieved my goal regardless of what others preferred					
4. Used aggressive non-verbal communication in dealing with others (frowning, squinting eyes critically, using a critical, loud or sharp tone of voice, using fast, clipped speech, crowding people's personal space)					
5. Wasted others' time					
6. Always agreed (even if it involved a change of opinion) and tried to take both sides of an argument to avoid conflict					
7. Stood aside : didn't express my wants and feelings and left others to make the choices					
8. Used passive non-verbal communication in dealing with others (nodding head constantly or often, downcast eyes, fidgeting, using a quiet voice, or using slow or very fast, anxious and hesitant speech)					
9. Had difficulty implementing plans, if there were any					
10. Knew what was needed and developed a plan to get there, although I was realistic in my expectations					
11. Expressed myself directly (and honestly) about my feelings and desires, but checked with others on their desires and feelings					
12. Used assertive nonverbal communication in dealing with others (using natural gestures, direct eye contact, an appropriate volume of voice, a varied rate of speech).					

Fig.4: Assessment sheet for comparison of non participative structured observation and self assessment - abridged version

Observation Criteria for Each Youth Participant Participant seems to:	Observation Notes	Scale			
Everyone has his/her place in team (U_H2) (incl. justice (J_H1))	Observation Notes	Not at all	Sometimes	Very much	Not available
1. Participate in group work			X (C)	X (2/3)	
2. Find his/her (strongest) role in the team	Fun-maker, Playful, quiet-thinker			X (2/3)	
3. Ask relevant question and promote thoughtful			X		
4. Helps in cooperation with others to achieve setting goal			X	X (S)	
Participant is encouraging others to express their opinion (E_H4) (incl. unity (U_H1))	Observation Notes	Not at all	Sometimes	Very much	Not available
5. Listen to the opinion of the others				X (3/3)	
6. Help the not so self-confident people to express their opinion		X (C)		X (P)	X (S)
7. Use encouraging words (perfect, excellent, interesting, great idea...) by supporting others	It's so funny (Peggy)	X 2/3		X (P)	
8. Use nonverbal communication by supporting others (gestures, eye contact, voice, touch etc.)	Smiling (Peggy) Seems to be sometimes out of space (Svatava)		X 2/3	X (P)	

1.3 Questionnaire with closed-ended questions

Application of the questionnaire with closed-ended questions

The main purpose of the questionnaire technique is to gather information from respondents in a relatively short time and in a simple way. A questionnaire is often evaluated by a statistical analysis of the responses although its use can be broader (see the Lush case for example).

PT used questionnaires primarily for a simple statistical analysis. The organisation collected data on their internal processes, democracy and transparency, and about the youth participants' feeling of empowerment. The aim was to obtain a rough notion of these issues (see Fig.5) and for the results to provide the staff with a guide to think about how to change internal processes or make them clearer and optimal in the future.

Although the questionnaires drew out a lot of important information about the organisation, if the staff wanted go more into depth and uncover the reasons for some phenomenon that affect organisational processes (negatively or positively), they would need to combine qualitative techniques with the questionnaire (e.g. structured dialogue, focus groups). As mentioned above, the main purpose for the questionnaire in PT was to gain rough information about youth participants' perceptions of the organisational process in PT.

Data analysis

An in-depth statistical analysis with high respondent numbers calls for the collected data to be entered into a statistical spreadsheet enabling precise data analysis (Microsoft Excel or other specialised statistical software). This requires time and the ability to work with the software and interpret the data. When precise statistics are not necessary for the analysis and responded numbers are low, a more simple process can be used such as counting the frequency of each response per item (PT case).

Practical use of the assessment tool by PT

The main purpose of the questionnaire used by PT was to gain a rough idea about the processes within PT that could be changed to be more effective or transparent in the future. The youth participants were asked (during the field visit) to complete the questionnaire (German version). The questionnaire was anonymous. The participants were given the

opportunity to mark items/statements which they thought were unclear or ask the staff or researchers about the item's meaning. After the completion of the questionnaire, each problematic item was discussed with PT staff, on the basis of the participants' reserves and remarks, in order to find the best way to reformulate them.

Only one youth participant used the opportunity to mark problematic items. The majority asked the staff and the researchers about the item's meaning during the completion of the questionnaire; questions are shown as remarks/reserves in table no.5. The main problem in the clarity of items/statements was linked to the structure of the organisation (three different teams which cooperate on different levels and in different areas). The final questionnaire-form was adjusted according to the relevant remarks.

Tab. 5

Remarks/ reserves	Solving possibility
Item nr. 11 – It is unclear what kind of information is spoken about.	- The item split into two items which described the situation in PT more precisely.
Item nr.16 – The decision making processes are presented on different levels (in whole organisation, in youth teams, in house where the PT youth live). What decision making processes are asking in the questionnaire?	- The item split again into two items which described the situation in PT better.

A small number of respondents completed the questionnaire and the only meaningful statistical analysis for PT was the frequency of the responses for each item of the questionnaire. Thus, the data analysis was very simple and a questionnaire table was used to capture the results (see fig.6). This approach enabled a transparent display of the results, and due to low numbers of participants, frequencies were displayed as proportions (e.g. three out of six) as this proves to be more exact than percentages. Nevertheless, we used both forms to describe the reality.

The next table summarises the cons and pros of this assessment tool (questionnaire with close-ended questions) evaluated by PT youth, staff and external researchers.

Tab.6

Advantages	Disadvantages
It is relatively quick to collect information and analyse data when we use only simple statistics.	The closed-ended questions are simply to answer but do not uncover the core/reason of the problem. The information is too rough.
This concrete questionnaire is possible to use multiple times in a year to assess the shift in processes in the organisation. And it's possible to use it year by year.	
The questionnaire is anonymous and the participants are not afraid to answer the questions.	
The questionnaire shows the direction for the further analysis that uncovers reasons for existing problems in the organisation.	

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
J_H1	People feel they are treated equitably and with fairness	yes	yes	Questionnaire (item 1-8)	yes	yes	yes
J_SH1a	Individuals in a team / organisation feel they have an equal opportunity to voice their opinions and their opinions are respected and listened to	yes	yes	Questionnaire (item 1-8)	yes	yes	yes
J_SH1b	Opportunities exist for all to contribute their knowledge, talents and capacities and all contributions are valued	yes	yes	Questionnaire (item 1-8)	yes	yes	yes
T_H3	The organisation is transparent about the process and outcomes of decision-making, openly sharing information with employees	yes	yes	Questionnaire (item 9-16)	yes (item nr. 11 and 16 must have been reformulated-split into more items)	yes	yes
E_H3	People /teams/ organisations are given autonomy and trust to fulfil responsibilities, at the same time receiving encouragement and support	yes	yes	Questionnaire (item 17-26)	yes	yes	yes
E_SH3a	People are not afraid to make mistakes, knowing mistakes are understood as opportunities to learn and improve.	yes	yes	Questionnaire (item 25-26)	yes	yes	yes
E_SH3b	Everyone knows what their responsibility is within the team/organisation, and feels responsibility for their part of the work.	yes	yes	Questionnaire (item 21-24)	yes	yes	yes
E_H4	People/partners are encouraged to express their opinion.	yes	yes	Questionnaire (item 3-6)	yes	yes	yes

Fig. 5: Questionnaire used by PT

	YES	PARTLY	NO	DON'T KNOW
1. Do you feel you have an equal opportunity to voice your opinion in decision making processes in the team?				
2. Do you feel you have an equal opportunity to voice your opinion in decision making processes in the People's Theater as a whole?				
3. Is your opinion listening to in the team?				
4. Is your opinion listening to in the People's Theater as a whole?				
5. Is your opinion respected in the team?				
6. Is your opinion respected in the People's Theater as a whole?				
7. Do you feel encouragement from staff to express your opinion?				
8. Do you feel encouragement from other team members to express your opinion?				

	YES	PARTLY	NO	DON'T KNOW
9. Do you feel you get all information from the staff needed for your work in PT?				
10. Do you feel you get the information from the staff on the right time?				
11. Do you feel you get the complete information from the staff ?				
12. Do you feel you get all information from other team members (co-workers) needed for your work in PT?				

13. Do you feel you get the information from other team members (co-workers) on the right time?				
14. Do you feel you get complete information from other team members (co-workers) ?				
15. Do you understand * all the decisions making in PT?				
16. Do you think that the decision-making processes in PT are democratic and transparent?				
17. Do you feel the trust in your capacities (knowledge, skills, and abilities) from the staff ?				
18. Do you feel the trust in your capacities (knowledge, skills, and abilities) from other team members (co-workers) ?				
19. Do you feel responsibility of your part of work?				
20. Do you think that you have autonomy in your work?				
21. Do you think that the staff members believe you fulfil your responsibilities?				
22. Do you think that the other team members believe you fulfil your responsibilities?				
23. Do you believe the staff members they fulfil their responsibilities?				
24. Do you believe the other team members they fulfil their responsibilities?				
25. Are you afraid to make mistakes within your work in PT because of the negative reaction of others in team?				
26. Do you feel encouragement for your own personal development?				

* Understanding doesn't mean the agreement. You can disagree with the decision but you understand it.

2. Test of selected value-based indicators – European Bahá'í Business Forum - Lush

Lush is worldwide business firm producing cosmetics. The company is active in charity in three main areas: environment and conservation, animal protection and human rights. They have a very strong ethical policy aiming to stop animal tests. The policy precludes not only testing Lush products and ingredients on animals, or engaging with third-party suppliers to do so on their behalf, but Lush also not buy any ingredient from any supplier that tests any of its materials on any animals for any purpose.

Their criteria for selection of charity providing organisation or project are:

- Are not involved in any way with animal testing or any other practices harmful to animals;
- Are committed to non-violent action if a direct action group;
- Are environmentally responsible;
- Are respectful of human rights.

Summarising Lush ethical activities we can find strong environmental policy (green helpers, aviation policy, energy saving, ecotricity, recycling, reusing, attention to environmental impact of ingredients - no palm oil with orang-utan supporting programme, etc.). Therefore we can state that the Lush is highly environmentally friendly oriented company.

Lush Italy has its central office in Milan. The number of employees is not large; these are the people from company management (support team): communication and marketing, accounting and retail (together less than 20 people). There are also employees preparing some of cosmetics products and distributing the imported ones (most of the cosmetics is imported in Italy). Four shops are located in the Milano area.

Previous to ESDIns one week field visit (which was realised in February 2010) we combined Lush feedback to list of Respect and Care indicators with knowledge about the firm gained through document analysis and Skype interviews. Based on this we proposed list of indicators which was confirmed by the firm communication manager as relevant for Lush. We decided to apply **structured interview** as the most appropriate tool allowing us to gain good picture about the firm with quite a small number of employees. Together with the interview we tested **questionnaire with closed-ended questions**. Our goal was to develop

tool exploring the same topic but independent on external evaluator. As a third assessment method we applied **questionnaire with open-ended questions**. Similar to Red Cross research we used **general observation** as a framing method supporting the first ones with additional information. The only difference here is that there was no participation of the researchers on the firm work, so we recognise it as **non-participative**.

2.1 Application of Structured Interview with pilot test of Questionnaire with Close-ended Questions

Interview is a powerful tool for research in quite a small group of people. It allows to the researcher to be flexible and modify the dialogue when the questions are not relevant or well understand. The deepest insight can be gained through long-term research using non-standardised interviews to map and then explore the phenomena. In our case was decided to use **structured interview** which keeps advantages of deeper insight but is easier to realise for non-specialist, less time demanding and more appropriate to apply when we already specified things that should be explored (value based indicators). It also provide comparable information and thus increasing reliability.

The disadvantages comparing to questionnaire survey are lack of anonymity and time demanding procedure of data gathering and analysis.

Tab.7 Pros and Cons of standardised interview comparing to questionnaire survey

<i>Advantages</i>	<i>Disadvantages</i>
Much deeper insight - better understanding to explored phenomena thanks to wider and more adequate information	Lack of anonymity (in case of business company external interviewer is needed).
Flexibility - ability to adapt question when it is misunderstood or irrelevant	Time demanding data gathering and analysis
Higher validity of data - especially in low number of respondents (less than 50-70) when the statistical analysis for data verification is not applicable	Limited no. of respondents
	No or very low chance for generalisation of conclusions. Interviews are powerful tool when we want to gain deep information about specific case, but we have no mechanisms to ensure level of probability that our results will be valid for wider group or population. Therefore the qualitative

	approach is usually used as first step to map the field and identify important problems and questions for further quantitative survey.
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To balance the pros and cons of both methods we used pilot version of quantitative questionnaire as a part of our interview. We tested the questions in terms of its relevance and applicability for possible future usage in similar situation (business firm) but with higher number of respondents.

As mentioned above the main purpose of the questionnaire is gathering information from many respondents in relatively short time and in a simple way. The questionnaire (especially the questionnaire with closed-ended questions) is often used for the statistical analysis of the responses and allows us generalisation of the results.

Practical use of the assessment tool in Lush

In case of Lush Italy in Milan we decided to make the interviews with representatives of all parts of management (marketing, retail, accounting) and shop assistants and shop managers to gain comprehensive picture about the processes in the company in different points of view. The interviews were realised during everyday life of the company in separate rooms, keeping privacy and ensuring anonymity of data presentation. All interviews were taped for later analysis.

The interview structure was developed with respect to selected indicators:

1. Introduction of respondent, position, role, experience.
2. Motivation: any specific interest in Lush, any knowledge about the company and its ethical policy before they started to work there?
3. Communication: trust and transparency - respondents opinion, how it works, examples? + Questionnaire transparency scales (Q. 1. - 10.).
4. Respect for diversity (unity in diversity, justice):

For Lush stuff is important (previous research) the *Respecting different kinds of people, for who they are. Not discriminating against sex, believe, hair color or choice of life.*

- Can you describe for us how it works?
- Are women respected?

- Do you feel respect towards you in Lush.
 - Do you feel to be treated equitably and fair by your managers / colleagues?
 - Do you think the Lush treat people equitably and with fairness?
 - Can you give us an example please?
 - + Questionnaire justice (Q. 11. - 14.) supplied by example (manager against the stuff, do they have equal opinion?)
 - + Questionnaire respect (Q. 15 - 16.) supplied by example
5. Communication: empowerment:
- Questionnaire (Q. 17 - 19.) supplied by example
6. Harmony of organisational and individual values and behaviour: Questionnaire (Q. 20 - 23.) supplied by example
7. Overall evaluation: *What would you like to change or improve in your organisation?*

We have used similar questionnaire to the one used by PT but we have adjusted it for the purpose of the Lush Company (see fig.8). The structure above shows that interview was primarily focused on gaining examples which illustrate the answers on concrete situations from everyday company life (see fig.6). In other words, to explore content and reason of explored phenomena.

While the questionnaire can be implemented by the organisation (if the anonymity of research is ensured), the interview needs to be lead by independent person who is not associated with the organisation. The main reason for this is hierarchy of power in business. Employees may be afraid to express critical opinion towards their management or colleagues. This commonly known fact was also proved by our research. We were assured by some of the respondents that they will respond openly only if we can promise privacy in dealing with interview results.

Data analysis

The basic quantitative questionnaire data analysis was discussed in chapter 5.1.3. This kind of data analysis uncovers some “neuralgic” problems in the organisation which can be then more described and understand using the interview analysis. The qualitative analysis of the interviews embody in classifying of the examples by each question gained during the

interview and induction of categories. The categories are created on the basis of specific examples which the respondents mention and which have the common or similar features (see some types of responses in fig.7).

The testing of the questionnaire showed possible problems and need for modification. Namely the question n. 8 was wrongly asked because it combined two different things (double question): *Do you think that the decision-making processes in Lush are democratic and transparent?*

The solution is easy: we just split it into two separate items. But there is one more interesting aspect of this question. It illustrates way how to test and thus increase validity of gained information. Decision process in business can hardly be *democratic*. So we can check level of respondents understanding to quite abstract questions and his/her concentration by reaction to this question. The positive respond refers about low understanding and disputes data validity of all his/her responses what were not supported with apt example from everyday life. In our case was evident that the level of understanding was much higher by management than by shop assistants.

The three point scale was criticised by several respondents as too short. We kept it in this form due comparability of results but there is absolutely no problem to wider it into five point scale in future application. Examples of results are presented in Fig.7.

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
J_H1	People feel they are treated equitably and with fairness	yes	yes	Questionnaire (item 11-14) Interview 4.	yes (controlled by q.8 + examples)	yes	yes questionnaire
J_SH1a	Individuals in a team / organisation feel they have an equal opportunity to voice their opinions and their opinions are respected and listened to	yes	yes	Questionnaire (item 11-14, 19) Interview 3.	yes (controlled by q.8 + examples)	yes	yes questionnaire
J_SH1b	Opportunities exist for all to contribute their knowledge, talents and capacities and all contributions are valued	yes	yes	Questionnaire (item 11-16) Interview 3., 4.	yes (controlled by q.8 + examples)	yes	yes questionnaire
T_H3	The organisation is transparent about the process and outcomes of decision-making, openly sharing information with employees	yes	yes	Questionnaire (item 1-8) Interview 3.	partially (controlled by q.8 - need split + examples)	yes	yes questionnaire
T_H4	Individuals/partners/ organisation live the values they promote	yes	yes	Questionnaire (item 20-23) Interview 6.	yes (controlled by q.8 + examples)	yes	yes questionnaire
E_H3	People /teams/ organisations are given autonomy and trust to fulfil responsibilities, at the same time receiving encouragement and support	yes	yes	Questionnaire (item15-19) Interview 4., 5.	yes (controlled by q.8 + examples)	yes	yes questionnaire
E_SH3a	People are not afraid to make mistakes, knowing mistakes are understood as opportunities to learn and improve.	yes	yes	Questionnaire (item15-19) Interview 5.	yes (controlled by q.8 + examples)	yes	yes questionnaire
E_H4	People/partners are encouraged to express their opinion.	yes	yes	Questionnaire (item 11-14, 17., 19.) Interview 4., 5.	yes (controlled by q.8 +	yes	yes questionnaire

					examples)		
U_H1	Partners, member organisations and individuals do not feel that they have compromised their beliefs by participating in the vision and activities of the organisation/project.	yes	yes	Questionnaire (item 22. 23) Interview 6.	yes (controlled by q.8 + examples)	yes	yes
USH2_f	Woman believe they are valued	yes	yes	Questionnaire (item 11-15) Interview 4.	yes (controlled by q.8 + examples)	yes	yes questionnaire
I_SBH1d	Individuals / organisation/partners conduct their activities according to principles of ecological integrity	yes	yes	Questionnaire (item 20-21) Interview 6.	yes (controlled by q.8 + examples)	yes	yes questionnaire
I_SBH1l	Actions of individuals, members, partners, affiliates and the organisation are consistent and in harmony with the core principles promoted by the organisation	yes	yes	Questionnaire (item 20-23) Interview 6.	yes (controlled by q.8 + examples)	yes	yes questionnaire
R_3001	People treat each other with kindness, respect, equity, fairness and courtesy (Respectful treatment of people)	yes	yes	Questionnaire (item 12.13,15,16) Interview 4.,5.	yes (controlled by q.8 + examples)	yes	yes questionnaire
R_3002	People feel that the opinion and contribution of every individual is encouraged and respected (Respectful treatment of people)	yes	yes	Questionnaire (item 11-19) Interview 4.,5.	yes (controlled by q.8 + examples)	yes	yes questionnaire
R_3013	People feel that their worth and contribution is acknowledged, appreciated and valued (Acknowledgement of worth and contribution)	yes	yes	Questionnaire (item 11-19) Interview 4..5.	yes (controlled by q.8 + examples)	yes	yes questionnaire

Fig. 6: Questionnaire used by Lush

		YES	PARTLY	NO	DON'T KNOW
1. Do you feel you get all information from the management needed for your work in Lush?					
Example - description of events being experienced in everyday life in Lush					
2. Do you feel you get the information from the management on the right time?					
Example - description of events being experienced in everyday life in Lush					
3. Do you feel you get the complete information from the management ?					
Example - description of events being experienced in everyday life in Lush					
4. Do you feel you get all information from other team members (co-workers) needed for your work in Lush?					
Example - description of events being experienced in everyday life in Lush					
5. Do you feel you get the information from other team members (co-workers) on the right time?					
Example - description of events being experienced in everyday life in Lush					
6. Do you feel you get complete information from other team members (co-workers) ?					
Example - description of events being experienced in everyday life in Lush					
7. Do you understand all the decisions making in Lush?					
Example - description of events being experienced in					

		YES	PARTLY	NO	DON'T KNOW	
<i>everyday life in Lush</i>						
	8. Do you think that the decision-making processes in Lush are democratic and transparent?					
<i>Example - description of events being experienced in everyday life in Lush</i>						
	9. Do you feel the trust in your capacities (knowledge, skills, and abilities) from the management ?					
<i>Example - description of events being experienced in everyday life in Lush</i>						
	10. Do you feel the trust in your capacities (knowledge, skills, and abilities) from other team members (co-workers) ?					
<i>Example - description of events being experienced in everyday life in Lush</i>						

		YES	PARTLY	NO	DON'T KNOW	
	11. Do you feel you have an equal opportunity to voice your opinion in decision making processes in the team?					
<i>Example - description of events being experienced in everyday life in Lush</i>						
	12. Is your opinion listening to?					
<i>Example - description of events being experienced in everyday life in Lush</i>						
	13. Is your opinion respected?					
<i>Example - description of events being experienced in</i>						

		YES	PARTLY	NO	DON'T KNOW
<i>everyday life in Lush</i>					
	14. Do you feel encouragement to express your opinion?				
<i>Example - description of events being experienced in everyday life in Lush</i>					

		YES	PARTLY	NO	DON'T KNOW
	15. Do you feel that your work is appreciated?				
<i>Example - description of events being experienced in everyday life in Lush</i>					
	16. Do you express appreciation toward others (when they deserve it)?				
<i>Example - description of events being experienced in everyday life in Lush</i>					

		YES	PARTLY	NO	DON'T KNOW
	17. Are you afraid to make mistakes within your work in Lush because of negative reaction of others in the team?				
<i>Example - description of events being experienced in everyday life in Lush</i>					
	18. Do you feel encouragement for your personal improvement?				
<i>Example - description of events being experienced in everyday life in Lush</i>					
	19. Are you afraid to express critical opinion?				
<i>Example - description</i>					

		YES	PARTLY	NO	DON'T KNOW
<i>of events being experienced in everyday life in Lush</i>					

		YES	PARTLY	NO	DON'T KNOW
20. <i>Lush seems to be very pro-environmentally oriented. Would you describe yourself in similar way?</i>					
<i>Example – description of events being experienced in everyday life in Lush</i>					
21. <i>Do you act in your private life environmentally friendly?</i>					
<i>Example – description of events being experienced in everyday life in Lush</i>					

		YES	PARTLY	NO	DON'T KNOW
22. <i>Do you feel any kind of conflict between your personal values and your work in the Lush (Lush values)? If yes give us example....</i>					
<i>Example – description of events being experienced in everyday life in Lush</i>					
23. <i>Do you feel any kind of conflict between your personal values and your work in the Lush (Lush values)? If not do you think that the values important for Lush sound with your personal life? That you value the same things in your private life?</i>					
<i>Example – description of events being experienced in everyday life in Lush</i>					

Fig. 7: Questionnaire with the examples gained by interview (abridged version)

		YES	PARTLY	NO	DON'T KNOW
7. Do you understand all the decisions making in Lush?					
Example - description of events being experienced in everyday life in Lush	Yes. There was a new instruction about the overall unification. Most of the staff didn't agree with it, but we were explained why – the company policy – same dress means identification of the staff with the company.				
8. Do you think that the decision-making processes in PT are democratic and transparent?					
Example - description of events being experienced in everyday life in Lush	In a private and business company, the decision making can't be transparent. Everybody has his proficiency and you can't ask the last employee about decision on accountancy for example. But it is transparent – if an important decision for the company is made, everybody is informed, what is behind.				
9. Do you feel the trust in your capacities (knowledge, skills, and abilities) from the management ?					
Example - description of events being experienced in everyday life in Lush	Last year. I was made a shop manager and I felt greatly supported in my new position, there was confidence in my skills.				
10. Do you feel the trust in your capacities (knowledge, skills, and abilities) from other team members (co-workers) ?					
Example - description of events being experienced in everyday life in Lush	<p>I am not watched on every step by the shop manager or a colleague, the confidence is important for us.</p> <p>I think my colleagues believe, that I do my job well, I feel support from them. We usually say to each other “well done”, “great job”, it is important for me and for them as well.</p> <p>I know, what I should do at work, I am well instructed and how I do it is my decision. I think I am trusted a have free space to prove myself at work.</p>				

		YES	PARTLY	NO	DON'T KNOW
17. Are you afraid to make mistakes within your work in Lush because of negative reaction of others in the team?					
Example - description of events being experienced in everyday life in Lush	<p><i>No, I am not afraid. Only situation in which I am afraid of making mistakes is working at the cash desk – but who would not be. In this situation I am responsible for the money, so I made a mistake, I would have to pay it.</i></p> <p><i>No, I made a wrong order - the first two weeks of December, we sold many things, so we made another large order, but after the weather changed and it was not going so well, so we had after Christmas many soaps and other things from the Christmas collection, and after Christmas it was impossible to sell it. But nobody blamed me. These things just happen.</i></p>				
18. Do you feel encouragement for your personal improvement?					
Example – description of events being experienced in everyday life in Lush	<p><i>I have to learn English, I would like become a shop manager, so I need it for my future career, but I am not pushed to do it or there are no courses for the staff. I have to do it by myself.</i></p> <p><i>(Manager): this should be one of our next steps. We would like to have courses for staff. Last year we built several new teams, we are still growing. After our position on the market will be stronger, we are planning to arrange it.</i></p>				

2.2 Questionnaire with Open-ended Questions

(The main purpose of this assessment tool was to prove the suggested indicators for Unity in Diversity in the business area using the same approach as in the first project phase)

Application of the questionnaire with open-ended questions

As mentioned in previous chapters the questionnaires with close-ended questions can bring important although rough information about the organisation, and the follow-up dialogue can help making a more comprehensive picture about it.

There is one more possibility how to get important and relatively comprehensive information about the organisation without using the follow-up interview. This technique represents the *questionnaire with open-ended questions*. In contradiction to the questionnaire with closed-ended questions this technique enables greater freedom of expression of respondents, no bias due to a limited response range and also it does not demand the presence of an independent person (not associated with the company), which is a necessary condition for the employees/participants interviewing (the questionnaire is anonymous).

We have used the questionnaire adapted from the workbook prepared by Centrum (DATE) to measure the levels of trust in a large for the Unity in Diversity survey in the Lush Company. The same approach was used in the PFW Aerospace Company in Germany in the first project phase. The questionnaire (Fig.7) was the same, but the condition for its fulfilment differed. While the questionnaire in PFW had been completed before a strategic dialogue (one of the most important meetings in the company) and the respondents had suspected that the questions contained in the questionnaire could have been a part of the strategy dialogue, the respondents in Lush completed the questionnaire individually without the follow-up meeting or dialogue. Despite these different conditions the answers were in terms of their length and apprehensibility quite the same.

Data analysis

The questionnaire is analysed using both qualitative and quantitative methods. The second and third question are analysed using a simple qualitative method – the frequency of different values by respondents. This type of analysis is very simple and doesn't demand a

lot of time as we have described in a previous chapter. On the contrary to this, the qualitative analysis of questions is four, five, and six more time consuming and requires a basic skills in data coding. The main problem is that the responses can be misinterpreted and/or may not capture the reality absolutely right. Despite of this constraint, using of the questionnaire with open-ended questions in different organisations is useful, especially when there is no possibility to do interviews with the employees/participants/team members because of their large number or because of the absence of the independent person able to do the interview with them.

Practical use of the assessment tool by Lush

As mentioned above the questionnaire used by Lush was anonymous and there was also no company meeting/discussion about the issues, which were a part of the questionnaire (immediately after its fulfilment, for example). The respondents were able to complete the questionnaire in unabridged time thinking in depth about each item of the questionnaire. Despite of this the length and apprehensibility was the same as in the PFW Aerospace Company where the time for fulfilment had been abridged and immediately after the finalizing of the questionnaire had followed a strategic meeting (discussed above). The majority of respondents answered questions one to tree without any problems. There were large differences among the “quality” of response in terms of their apprehensibility by the questions four, five and six. On one side there were intelligible answers with concrete examples (majority of the respondents); on the other side only few words were given without any meaningful context (about 10% of respondents). However, only fully understandable responses could be used for the data analysis.

The responses were clustered in broader areas which represent different company culture areas in terms of the values and indicators. The number of areas was not so large, thus the analysis was not very complicated. Some of the results can be see in Figs. 8, 9 and 10.

Next table summarises the cons and pros of this assessment technique evaluated by the researchers.

Tab.8

Advantages	Disadvantages
This type of questionnaire conveys a greater freedom of the expression of the interviewee. The respondent is able to qualify his/her answer.	It is time consuming to code the qualitative data and the analysis requires basic skills in this task.
There comes no bias due to limited response.	The person who analyses the data may misinterpret a response of the interviewee.
The questionnaire affords a more comprehensive picture about the organisation without next face to face dialogue necessity.	

Figure 8: Frequency of five words that typify the value of unity in Lush as it is.

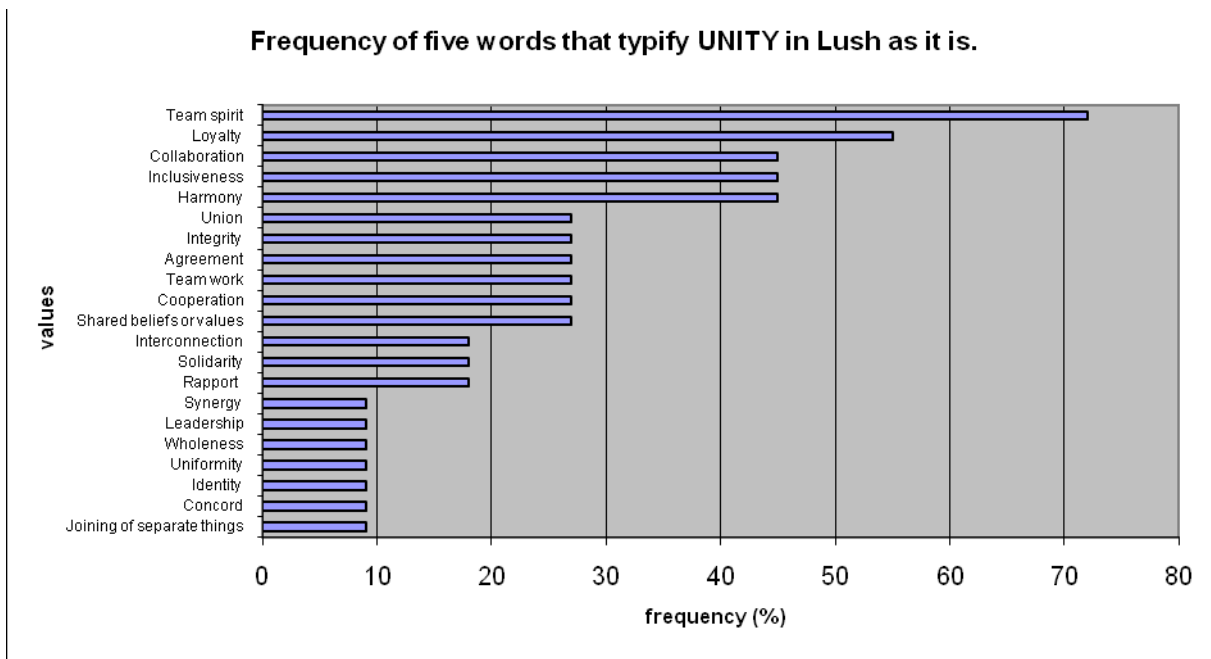
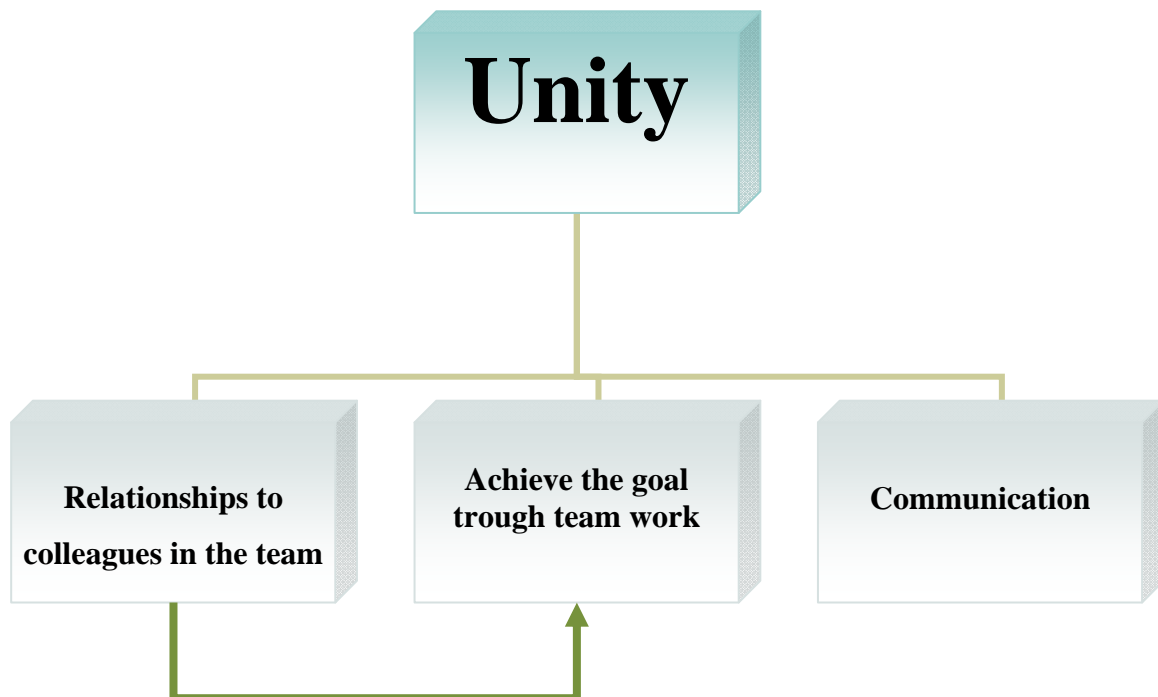


Fig. 9: The definition of unity in respondent's point of view (analysis of responses to question 4)

Broader company culture area	Unity meaning
Achieve Goals and Visions Perception of team work and team spirit by	Unity is a way how to achieve the goal by keeping freedom and willingness to cooperate.
	Unity means that all the people have the same goal and try to achieve and keep it through mutual help.
	Unity is to have the same goal and interests that are achieved

<i>goal achievement</i>	through the cooperation. It means also the unity in thinking and acting.
Relationships to colleagues in the team	The whole team shares both success and responsibility. The boss divides and organises work but he also works equally to the others. Each person is empowered to bring and share new ideas.
	Unity is a team work and each person in the team is important. Everyone has equal position in the team.
	Unity means a respect to each other as well as to their position. Unity means also the balance between give and take in the long period.
	Unity is to work together with mutual respect.
	Unity is the trust, transparency; it means you can rely to everyone in the team.
Unity expression using other values (Hard to connect to a broader company culture area)	Unity is power and solidarity.
	Unity means loyalty, union, peace and certain.

Fig. 10: Pillars of Unity in Lush (summative graphic information)



New (derived) indicators:

Sub indicators to the head indicator U_H2 (Everyone has his/her place in the team)

U_SH2g : *Individuals have a feeling of harmony and pleasant work environment.*

U_SH2h: *Everyone knows what is the final goal of his/her work, as well as the work of the whole organisation.*

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Fig. 7 The questionnaire with open-ended question used by Lush

1. Write down the type of role you play in the organisation.

2. Write down five words that typify unity in the organisation as it is. At the end of the workbook there are number of words or phrases that have been associated with unity. Choose the words from the list of values or add your own words. A combination of words is also possible.

- 1.
- 2.
- 3.
- 4.
- 5.

3. Write down five words that you would associate with an organisation with high levels of unity.

- 1.
- 2.
- 3.
- 4.
- 5.

4. Write down your definition of unity.

5. Write down one example of how you see unity being practiced in the everyday work.

6. Describe your feeling of unity in your everyday work.

2.3 General Non-structured Non-participative Observation

General no-structured non-participative observation was applied as a framing method supporting the first ones with additional information. To describe it in nut shell: we simply kept our eyes open and observed the everyday life of the company from the value based indicators perspective. Based on agreement of two researches from Charles University in Prague who conducted the method we can summarise following remarks.

- **Transparency:** ESDIns filed visit was held during very busy time for cosmetic firm. It was realised right before St. Valentine's Day. In spite of this, the Lush representatives gave us all support we needed and struggled to help us to gain as many interviews as possible. Also the shop assistants were all willing to participate in research. Thanks to this we were able to gain interviews with representatives of all levels in the Lush Italy.
- **Integrity:** the Lush is highly pro-environmentally oriented branch using this fact as fundamental part of its policy and marketing strategy. It influences all parts of Lush work and sometimes it is very challenging (replacement of ingredients that have negative impact in environment of its production). But still, nothing is perfect. Despite the firm energy saving policy all doors of shops were open in cold February weather to attract more costumers (business first).
- **Gender balance:** this is truly very important characteristics for the Lush. Majority of employees and also managers are women, what is something special in Italian cultural context. Calendar on the wall in one of the shop storerooms demonstrated the fact of women self-confidence in even more realistic way. Instead of nude women photos so often decorating the men workers environment we noticed artistic calendar of nude men. The employees informed us that the calendar was quite expensive and all of the shop assistants participated in decision of buying and also financing it.

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
T_H3	The organisation is transparent about the process and outcomes of decision-making, openly sharing information with employees*	yes	yes	non-structured non-participative observation	yes/partial**	yes	partially***
T_H4	Individuals/partners/ organisation live the values they promote	yes	yes	non-structured non-participative observation	yes/partial**	yes	partially***
I_SBH1d	Individuals / organisation/partners conduct their activities according to principles of ecological integrity	yes	yes	non-structured non-participative observation	yes/partial**	yes	partially***
I_SBH1l	Actions of individuals, members, partners, affiliates and the organisation are consistent and in harmony with the core principles promoted by the organisation	yes	yes	non-structured non-participative observation	yes/partial**	yes	partially***
I_SBH1m	Individual/team/organisation's behaviour is consistent with their words	yes	yes	non-structured non-participative observation	yes/partial**	yes	partially***
U_SH2f	Women believe they are valued	yes	yes	non-structured non-participative observation	yes/partial**	yes	partially***

* In this case: *with researchers* (not employees)

** In ideal case there will be broader expert group including representatives of the observed organisation to confirm the results (like in Red Cross case).

*** This kind of observation is both: easy and hard to conduct. Easy in the way that everyone is able to observe and use critical thinking (in our case also the indicators optic) to assess the reality. But it is much easier for external observer to see things that may escape from attention of people who are in everyday contact with them. Also the fact, that here we talk about non-participative observation make it more challenging for the organisation to find the right observer

3. Test of selected value-based indicators – Sierra Leone Red Cross

Brief introduction of the project

The International Federation of Red Cross and Red Crescent Societies (IFRC) run a worldwide programme called Youth as Agents of Behavioural Change (37 countries are involved). The programme responds to the IFRC Declaration “Together for Humanity”: *We will intensify efforts to mobilise community respect for diversity and action against racism, discrimination, xenophobia, marginalization and other forms of exclusion faced by all vulnerable groups, also empowering volunteers and youth in humanitarian activities.* The IFRC intention is to urge the members and volunteers to be living examples, to apply prevention through humanitarian education which should go beyond the cognitive part and encompass attitudes and behaviour, change mindsets, develop skills and influence behavioural change in the community. There are four main objectives of the programme: 1. empower youths as agents of change, 2. demonstrate actively the qualitative comparative advantage of RC, 3. fulfil the educational role of RC as shaper and bridge in society, 4. enhance volunteer recruitment/retention.

The main topics of the programme are:

- non discrimination and respect for diversity
- violence prevention and culture of peace
- gender
- intercultural dialogue
- social inclusion and social cohesion

Behavioural skills which are promoted and implemented through the project are defined as: active listening, empathy, critical thinking, non-judgement and dropping bias, non-violent communication, peaceful resolution of tensions, personal empowerment and enhancing resilience.

Sierra Leone Red Cross YABC project

Sierra Leone is a country that suffered for 10 years of one of the most brutal civil wars in modern history. The Sierra Leone Red Cross took its natural part during the conflict, struggling to help to those who suffered. But after the war (now over 10 years ago) they shifted their activities from primary relief to re-socialisation and development programmes. Therefore it is

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not surprising that the Sierra Leone Red Cross responded actively to the YABC programme and prepared a concrete project for vulnerable youths. In collaboration with local authorities they chose socially problematic youths: many of them ex child combatants, abducted and raped, child mothers, drugged, abandoned and neglected, economically vulnerable, etc. The SLRC developed an agricultural project. Four teams of 30 people were put together. The diversity of the groups was intentionally increased. They put together members of different tribes and chiefdoms (local authority political structure) and even members of opposite war conflict sides. Also the gender aspect was considered in creating the teams.

The four groups are living and working together on agricultural sites. Each team has an area of wild land which they convert to cultivated fields. There is a harvest contest among the groups, and after it ends the groups will have to decide what to do with their profit.

ESDIns field visit

The 120 youths whose representatives we met in March started their team work in January, and the RC workshop was the first occasion for them to meet together. Before the workshop we had an opportunity to visit all the agricultural sites and talk with group leaders and some of the youths.

Our main activity was focused on a two day workshop organised by the Red Cross. 60 youths (15 per team) from the total number of 120 participated in it.

The field expert group consisted of two researchers from both involved universities, and two RC representatives: the Sierra Leone RC national youth programme coordinator, and the junior consultant for the development of the YABC initiative from the IFRC Principles and Values department. The team was supported by local RC volunteers (interpretation, organising, feedback, etc.).

The conditions of our research allowed us to address issues at three levels: youths in their community (village), youths in their working groups (SLRC YABC programme teams) and youths in the workshop.

The expert team - researchers together with Red Cross representatives (who led the workshop) - considered the situation and decided to apply several assessment tools for testing indicators preferred by the IFRC and SLRC. These were ***Survey, Survey combined with Focus Group, Group Goal Setting, Structured Non-participatory Observation and General Non-structured Participative Observation.***

As in the other projects, each assessment method was related to more than one indicator. All the tools were applied in the workshop held in Kabala town on 15–16 March 2010, in cooperation with RC representatives who were more or less involved in its development and realisation.

The process of selection of indicators and assessment tools was made in two steps. In the first step, previous to the field visit, RC chose from the list of values and indicators their preferences. Then in Sierra Leone the researchers led by RC representatives connected the preferred indicators with possible assessment methods and selected together for the indicators what could really be measured under field conditions.

3.1 Survey followed by focus group

Application of survey followed by focus group

A survey providing quantitative information is often needed for overall description of the group. In the situation described above (big group of people, a majority with literacy problems) we faced a double problem. On the one hand the group of 60 people was too big to apply individual interviews (as in case of Lush, for ex.). On the other hand a survey with a classical quantitative questionnaire, which would be the appropriate method for a big group, was not applicable due to literacy problems.

So we decided to apply a survey using the method of “**vote by grouping**” to gain a general description of selected aspects of the group. The method is similar to a quantitative questionnaire but instead of filling the tables and marking selected responses people simply vote by moving in space. There can be variable ways of voting by physical movement. It is good to conduct it as a game to keep peoples’ attention and simply make it more enjoyable, especially when the respondents are kids .

There are pros and cons of this method which also appeared in testing it at the SLRC workshop.

One of the cons is limited number of questions which can be asked compared to a classical questionnaire. In a questionnaire it is standard to use sets of questions and scales, and if the questions are clearly expressed then it is easy to respond to, say, 60 questions in a short period of time. If you need to organise a big group of people as we had to, then it is much

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more time consuming. Therefore the selection of questions is very important and was made in collaboration with RC representatives.

Tab. 1 Pros and cons of *Vote by Grouping with Focus Group* comparing to *Questionnaire survey*

Advantages	Disadvantages
The validity of quantitative information is verified by qualitative feedback gained in focus group	Limited no. of questions (time demanding)
The validity is also supported by better explanation of the meaning of the questions if the need to do so appears	The wording of the questions is not so standardised as in a questionnaire (may change the results = lower reliability of research)
Observation of the responding process allows better understanding of the validity of information gained (whether people understand the question, how involved and interested they are)	The scales (variants of responses) are also limited – most applicable to dichotomous and three point scales
Applicable for kids or illiterate people	Lack of anonymity (applicable only to certain kinds of questions; in other cases a secret vote is necessary)
Almost full response rate	Limited no. of respondents
	No (or very limited) chance to explore relationships among variables (responses). In a traditional questionnaire we can easily find combinations of responses of one person.*

* We can try to solve partially this disadvantage by documentation of the vote (taking photos, videos) to cover at least the problem with connections between the responses and visible characteristics (like sex for ex.). In the case of a secret vote described below we can use distinctive ballots for men and women, but it prolongs the procedure.

Another significant disadvantage compared to traditional questionnaires is the lack of anonymity. We can hardly gain valid data if we ask people to express openly their opinion about sensitive issues (for ex. discrimination in their own group). For that reason we modified the assessment method and used a **secret vote** when needed. But the use of this technique is even more time consuming and less enjoyable for the respondents. We were able to apply it only in one case in the RC two day workshop. Another way to solve this problem (in some cases) is through dividing the big group into smaller ones according the question. For example, if you are interested in women's opinion about their position, then splitting the group by gender may be crucial.

We also applied **focus groups** after the voting to verify the quantitative measure by deeper qualitative information. Focus group is a method when people are asked about their

perceptions and opinions in open conversation. Open means that everyone is allowed and encouraged to express his or her feelings. People are also free to talk and react to each other, not only to the facilitator. The word “focus” refers to conversation oriented to a specific issue. Alternative approaches can be used to help people better describe their points of view. So we applied traditional **discussion focus group** as well as **focus group using theatre performance** to support the discussion.

Example of application

In the SLRC workshop it was decided to use this assessment method to explore the discrimination issue at two levels (community and RC programme working group). Special attention was put on gender issues. Three ways of application were used according to the sensitivity of the question.

Concrete wording of the questions:

In your village, do you feel discriminated because of your past, tribe, gender or anything else?

(public vote, video tape, photos)

In your team, do you feel discriminated because of your past, tribe, gender or anything else?

(secret vote, common ballots)

The public vote was conducted in a playground where all the respondents were asked to form a single line. The facilitator explained the question and variants of responses. Everyone was asked to close his/her eyes, think for a while (10 sec.) about his opinion. On the count to three, everyone moved at the same time (to reduce group conformity). Those who never felt discrimination made a few steps to left, those who felt discrimination sometimes stayed put, and those who felt discrimination all the time moved to the right.

The secret vote was carried out by voting with a secret ballot. Everyone was given three ballots with spots of different colours, representing the variants of the answer. People were asked to go to a separate space and put their votes in one plastic bag and throw out the rest.

1. *Do you think that women are treated as they should?* (in your team; gender split groups, no documentation)

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The third question was asked separately in two groups according to gender (to encourage the women express themselves freely). There was no contact between the two groups; men were separated in a closed room. Those who agreed with the statement were asked to stay standing. Those who disagreed were asked to crouch.

Results:

Table 2. Different proportions of perceived discrimination in community and in RC programme team by number of respondents.

Total n. of resp. 59*	Never	Sometimes	Very much (all the time)
Community	18	25	15
Team	39	18	3

*One person was missing in the community discrimination survey

Table 3. Different proportions of perceived discrimination in community and in RC programme team in percent.

Total n. of resp. 59	Never	Sometimes	Very much (all the time)
Community	31%	43%	26%
Team	66%	29%	5%

Table 4. Agreement with statement *women are treated as they should.*

Total n. of resp. 59	Yes	No
Women	27	0
Man	29	3

The survey was followed by two focus groups split by gender. Women discussed their position in teams and men used drama to describe discrimination in their communities (villages) and in their teams. Each group took maximum 30 minutes. Time was limited with respect to other workshop activities. In the ideal case the discussion continues until it considers all points of view and starts to be repetitive.

Data analysis and interpretation

Survey

Before we started the data analysis and interpretation we summarized the observations of the responding process. We were able to profit from the fact that we were present at the data collection and better understood the validity of the information gained. In the RC case, the group of researchers and RC representatives asked themselves following control questions:

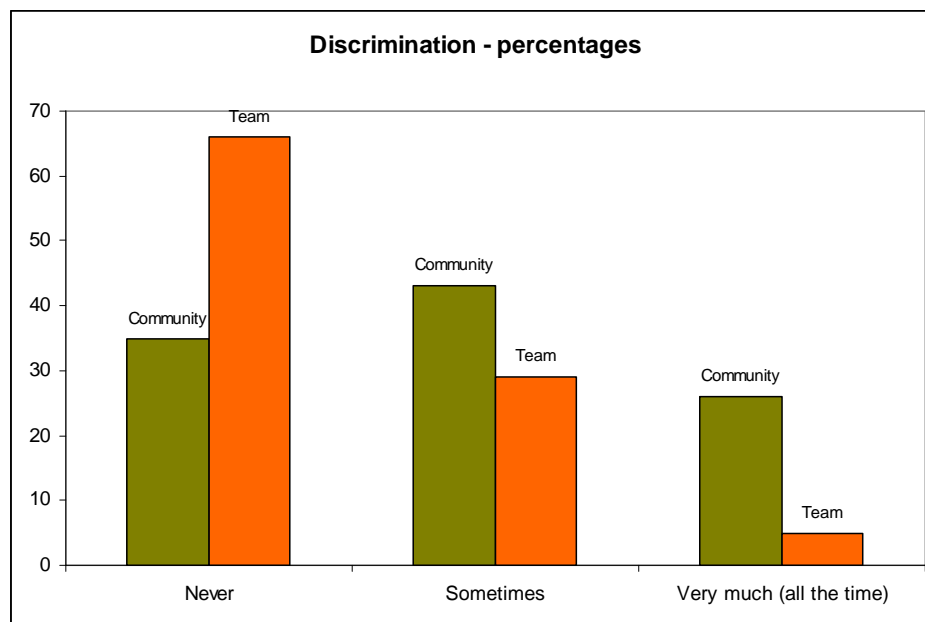
- Did the people understand the question? Did it “land” well?

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- Were they interested and involved in the survey?
- Was there any significant bias from the facilitators' approach, influence of group conformity, or any other?
- Was the assessment tool used as it was meant to be (was the secret ballot really secret)?

The data analysis of the survey can be done easily by checking the frequencies and percentages (or means) in the categories. In this case we can see that there is a difference in respondents' perception of the level of discrimination in the community and in the team. Also graphs can help to compare the difference.

Graph 1 Different proportions of perceived discrimination in community and in RC programme team in percents.



Apparently the majority of people feel discrimination sometimes in the community and never in the RC programme team. Furthermore, if we count the discrimination categories together we can see that 65% of people feel discrimination (sometimes or all the time) in the community and the same amount, 66% of people, perceive no discrimination at all in the RC programme team.

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But we have to be aware of the fact, that generalisation is not automatic in the case when the respondents represent only a sample of the whole group, even if the sample equals half of the whole number of youths involved in the programme. We have to apply a statistical test to compare means of both questions and verify the fact that all youth in the SLRC YABC programme feel on average less discrimination in their teams than in their communities.

We usually don't expect CSOs to apply statistical tests but it is important to know the limits of data interpretation. In other words: we are able to refer only to the group who participated in the vote. In this case we are confident to state that youth who attended the workshop felt less discriminated in their teams. If we want to generalise the statement also to the broader group (from which the voters came - all 120 members of 4 teams) we have to apply a statistical test. In the Sierra Leone workshop, the T-test confirmed the difference so we can say (with 5% risk of being wrong) that all 120 members of the YABC programme feel on average less discrimination in their teams than in their villages.

This information is definitely positive for the RC programme but there are two ways to look at it. First, looking at the past and present state, we are happy to find that the programme has significant positive impact. The second way is focusing on future. There are still 34% of people who feel discrimination sometimes or even all the time in the teams. So there is still work to be done.

Focus groups

Now we have the quantitative description. We know that the level of discrimination is lower in the RC programme than in normal conditions for the youths. But it is good to know more, to explore the content of the numbers and verify the information. Therefore we applied focus groups as a follow up to the survey.

The first group consisted of women and again, as in the vote, the group was completely separated from men to encourage free expression of women's feelings. Also the facilitator was a woman and there was no video recording which is usually helpful for data analysis but here might affect the spontaneity of the group (no woman cameraman available). The topic of this group was the third survey question about women's position in RC programme teams.

Regrettably the interpreter appeared to have rather poor knowledge of English and we had to rely in data analysis on the RC representative's observation only.

The important conclusion is insufficiency of the survey without qualitative follow up. In spite of 100% agreement with the statement that *women are treated as they should*, very lively and critical discussion took place in the focus group. Apparently there were important issues to be shared and discussed among women. The carefulness dedicated to women's privacy proved to be a good approach. Women were not so active speakers as men when they were all together, even on less sensitive topics (which was proved by the structured observation method).

The second focus group used the technique of drama to describe and discuss examples of discrimination. Men volunteers were asked by the facilitator to perform in groups of three to four the following situations:

1. example of discrimination in their community
2. example of discrimination in their team
3. example of good treatment (no discrimination) in the community
4. example of good treatment (no discrimination) in the team
5. same situation as in 1. and how to change it (pedagogical)
6. same situation as in 2. and how to change it (pedagogical).

After the performances the facilitator started the discussion with the question: what is closer to true, what is more frequent? All discussion was taped on camera for further analysis if needed. The data analysis is therefore quite easy and does not require special capabilities. In our case the focus group explored forms of discrimination through the examples (exclusion of someone from dancing due to worse clothing, lack of wealth for ex.; sharing food or team work in the field), chances for and barriers to intervention through drama and also through a following discussion (expectation of violent reaction as a barrier). The results supplemented and verified partially the survey information, because there were no strong contradictions to or challenges of the survey results. Only the perception of discrimination seemed to be slightly lower than in the survey (of course we can deal only with the overall impression, the level of perceived discrimination is not quantified here). But we can formulate a hypothesis (for

further testing) that women feel to be discriminated against more than men. Therefore we have to say that the results were only partially verified because the women were not present in this discussion.

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Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
E_H5	In order to inspire others, individuals, leaders and organisations act as living representatives of the principles they espouse. *	yes	yes	Survey (secret vote) + Focus group	yes	yes	yes
I_SBH1l	Actions of individuals, (members, partners, affiliates and the organisation) are consistent and in harmony with the core principles promoted by the organisation.*	yes	yes	Survey (secret vote) + Focus group	yes (but partial, women not in FG)	yes	yes
U_H2	Everyone has his/her place in the team.**	yes	yes	Survey (secret vote) + Focus group	yes (but partial, women not in FG)	yes	yes
U_SH2c	Individuals learn together, share skills, abilities and information freely with one another regardless of creed, colour, ethnicity, gender.	yes	yes	Survey (secret vote) + Focus group	yes (but partial, women not in FG)	yes	yes
U_SH2d	Members are inclusive; talk to everyone and no one is left out.	yes	yes	Survey (secret vote) + Focus group	yes (but partial, women not in FG)	yes	yes
U_SH2f	Women believe they are valued.	yes	yes	Survey (secret vote) + Focus group	no (language barrier in women FG)	yes	yes
T_SBH2b	Differences are resolved through dialogue in a way that produces learning and growth. ***	yes	yes	Focus group	yes (but partial, women not in FG)	yes	yes
T_H4	Individuals/partners/ organisation live	yes	yes	Survey (secret vote) + Focus	yes	yes	yes

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	the values they promote.*			group	(but partial, women not in FG)		
J_H1	People feel they are treated equitably and with fairness.	yes	yes	Survey (vote by grouping, secret vote) + Focus group	yes (but partial, women not in FG)	Yes	yes
J_SH1c	Entities act in a manner that is impartial and non-discriminatory (not discriminating on the basis of race, colour, sex, sexual orientation, creed, religion, national or ethnic origin).	yes	yes	Survey (vote by grouping, secret vote) + Focus group	yes (but partial, women not in FG)	Yes	yes

* IFRC list Fundamental Principles: inclusiveness, team spirit/cooperation, solidarity, pluralism, respect for diversity, non-discrimination, etc.)

** Indicator U_H2 is split:

1. Everyone has his/her place in the team.
2. Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality).

*** Indicator combines two different things, better split (here was tested mainly the first one):

- Differences are resolved through dialogue
- Conflict solving produces learning and growth.

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3.2 Survey

Sometimes there is not enough time to combine the survey (vote) method with a focus group. The two day workshop was exactly this case and we decided together with RC to explore the value of empowerment in this way. We used Maslow's pyramid to distinguish among levels of empowerment and modified it into three basic levels of questions (physical and safety needs, belonging and emotional needs, self-realisation needs).



Maslow's hierarchy of human needs. (From Maslow, A. (1970). Motivation and personality (2nd ed.). New York: Harper & Row; reprinted by permission of Harper Collins Publishers.)

Questions:

1. *In this project, do you feel encouraged to make a good living?*
2. *In this project, do you feel encouraged to have good relationships with others?*
3. *In this project, do you feel encouraged to be a better human being?*

The basic idea of our survey was that the project is primarily focused on practical skills (agriculture). Is there any added value? If the people are positive about the second and third statements, than it is an important quality of all programmes and vice versa if not, something is missing.

The survey was conducted in the very same way as for the discrimination issue (rows) due to time saving and avoiding misunderstanding by using an approach which everyone was already familiar with.

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Results

Tab 5 Maslow pyramid survey.

Total n. 58 (2 missing)	A lot	More or less	A little
1. good living	55	2	1
2. relationships (emotions)	54	3	1
3. self-realisation	58	0	0

Data analysis and interpretation

The results were very positive, but not that important. We can successfully doubt about their validity when asking the control questions. All members of our expert team agreed following facts:

Tab 6 Validity of the Maslow survey – control questions

Control question	Expert group answer
<i>Did the people understand the question?</i>	NO: Especially the third question was too abstract and together with lack of respondents interest it was not well received.
<i>Were they interested and involved and in the survey?</i>	NO: People were forced to leave their chairs in the shade and stay in hot sun. We could read from their faces that they felt a little bored and uncomfortable, looking forward to go as quickly through the exercise and be back in more comfortable conditions.
<i>Was there any significant bias?</i>	YES: Group conformity affected the survey. According to our (and Maslow's) expectation, people who have problems with the lower level of the pyramid (primal needs) are not able to achieve the top levels. In our measurement there were only a few people standing out of the big crowd and facing its attention. Therefore they decided not to be the ones who are out and joined the big group in the last question (regardless their opinion).

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The picture shows a situation when a few respondents attract the attention of the big group. The individuals were critical of encouragement in the RC teams. The lack of anonymity and group pressure to conform is evident here.

Conclusion

The goal was not reached. We can at least state that the youth in the workshop felt in general encouraged to make a good living. The first response was not affected by group conformity and abstract wording, only the lack of interest may play a role.

The survey method using vote by grouping proved its strong and weak aspects together (see table 1). On the one hand, comparing to a standard survey done by questionnaire we were able to recognize that the results were not valid, because the questions were not understood and because of uncomfortable conditions. On the other hand a questionnaire would resolve the problem with anonymity and the influence of group conformity.

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
E_SH1b	Individuals feel they are encouraged to reach their potential and are provided with opportunities for personal growth.*	yes	yes	Survey – vote by grouping	no	yes**	yes

* Indicator modified: instead of single *are provided - feels that are provide* because we explored respondents perception here.

** Two things have to be changed:

1. process of data gathering - conditions have to be changed to make in entertaining and interesting for respondents
2. wording of the question have to be further developed to be less abstract and more clear and understandable.

3.3 Goal setting – short term group goals as follow up

Group goal setting was another assessment tool used to explore integrity and the practical impact of the workshop. Goal setting is a powerful pedagogical tool which connects theoretical knowledge with practise. “Goal-setting ideally involves establishing specific, measurable, attainable, realistic and time-targeted objectives. It can serve as an effective tool for making progress by ensuring that participants have a clear awareness of what they have to do to achieve or help achieve an objective.”(<http://en.wikipedia.org/wiki/Goal>) Analysis of successful strategies as well as reasons why the goals were not achieved provides important information about barriers and ways to overcome them. Such feedback can even help to improve the project in very practical ways.

Application of goal setting

the most common application is oriented to personal development and the achievement of personal goals. In the RC case we decided to apply **short term group goals setting** for two main reasons. First, the number of participants would make collecting and follow-up monitoring of personal goals too difficult. Second, setting of group goals enabled additional observations of the team decision making process (see next chapter). The short term orientation provides a good chance to capture the practical aspect of goal achievement. Another option is to focus on lifetime goals. This would provide information about life orientations and values but it is too abstract and long term oriented to be applied in teams and to provide practical feedback.

Goal setting can be used as a pre- and post- test to assess impact of the workshop or any other CSO’s educational activity. In our case it was decided to apply the method as a post-test only due to the short time of the workshop. A repetitive exercise would devalue the rational and lose peoples' interest.

So we used the method at the very end of the two days workshop. The facilitator explained the assignment to all participants together and then they were asked to split into their teams and make their decision about team goals in different rooms.

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The facilitator explained that this exercise connects the workshop as “time for conversation” with real life, with “time for action”. All teams were asked to choose two goals which they would try to achieve in one month. Examples were provided to sketch the setting better. The facilitator proposed the following options:

1. Community building: for example organise a dance party or drama.
2. Social work: for example visit sick people.
3. You are too busy with ongoing activities = don't choose anything = also OK.

The third option was put in place to reduce a little the bias of the exercise. It was clearly explained that not setting a goal is absolutely fine (because we know that all of them are already very busy with ongoing farming).

Results: group goals

Group 1 Malaforia	G. 2 Sengbe Bendugu	Group 3 Kawasor	Group 4 Heremekoro
Sensitization of youths on behavioural change	Meet with elders and explain to them issues of this workshop to influence behaviour within community	Group meeting with members who did not attended the workshop + after that general meeting with elders to discuss issues of behavioural change	Football gala competition
Gala competition football (among the groups)	Dance show for all the groups	Decision about time and date for group meeting	Dance party for youths

Data analysis and interpretation

As was already mentioned the **short term goal setting** is primarily pedagogical or managerial rather than a research tool. People are biased in their choices by the definition of the area in what they should focus their future activities. Therefore we are not able to compare the goals chosen by respondents and compare them with the goals or values of the organisation and conclude, for example, that similarities demonstrate a strong impact of the programme on its participants. The precondition of free neutral choice is not achievable here.

But from the research and value based indicators perspective we are still able to refer to integrity (people are consistent in their words and behaviour), to empowerment in this specific area (by exploring the practical aspects of goal achievement after the period of time).

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Furthermore, special attention to goals which were not directly prompted can provide additional information about empowerment and about the impact of the workshop.

As we can see from the above table, the goals are grouped into two main categories: community building by organising football gala or dance party, and dissemination of the workshop experience through discussions with other youths and local authorities.

The second category represents an interesting result because it was not directly prompted by the facilitator and it reached the same importance as community building. We can recognise the influence of the RC programme and the workshop in particular, because the content of its exercises was mainly focused on communication. But it also brings in the aspect of active participation of people in making decisions which affect their lives and the development of their own goals for the project. Follow up analysis of goal achievement will provide information about integrity and hopefully will also help to identify practical aspects of empowerment.

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Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
E_SH4a	People/team/partners are given the opportunity to explore and reflect upon their own ideas and traditions, and then to develop their own vision and goals for the project.	yes	yes	Goal setting – short term group goals	yes	yes	yes
I_SBH1m	Individual/team/organisation's behaviour is consistent with their words.	yes	yes	Goal setting – short term group goals	yes	yes	yes
J_SH2a	People/organisations participate actively in making decisions about issues that affect their lives.	yes	yes	Goal setting – short term group goals	yes	yes	yes

3.4 Structured non-participatory observation

For the description of the method please see PT field visit report.

Application of structured non-participatory observation

We applied this technique to explore participation and inclusiveness in two situations:

- group discussions during RC exercises (one researcher was not participating and was able to observe)
- decision making processes in teams during the group goals setting (each member of expert team observed one group = RC representatives took an active part in assessment)

A simple assessment sheet was developed to capture participation in discussion:

Observers counted the total number of participants, total n. of men and total n. of women.

Then they noted the number of participants in discussion using simple symbols:

| = talk spontaneously

|* = talk after being prompted to

_ = repeated talk (horizontal mark added to the speakers first vertical one)

The last category was numbers of men and women who tried to talk but were not able to.

Example of assessment sheet:

Name of the group		Talk		Try to talk but not able to	
Name of the village		Men	Women	Men	Women
Number of participants					
Total					
Men					
Women					
Clue: = talk spontaneously * = talk after being prompted to _ = repeated talk (horizontal mark added to the speakers first vertical one)		General comment to observation and data validity:			

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The tool proved its usefulness during the observations. Only slight modification was needed due to different decision making processes. In one team clear observation was impossible because only four members (including the team leader) created a small circle around the table and talked in a low voice to each other while the rest of the team was just sitting and talking about completely different things. So we decided to add “general comment” on the assessment sheet to add important information about the data and observed discussion if needed.

The validity of the data can be increased by involving more observers to one observed phenomena and comparison of their results. In our case we were not able to do this due to the limited number of expert observers.

Data analysis and interpretation

From the assessment sheet we are able to compile information which can be transparently summarised in following table:

Tab 7 Team decision making process – summary of structured non-participatory observation

Group	N. of participants			Spontaneous talk		Prompted talk		Raise hand no t.		Prompt. to sp.		Passive		Dominant	
	total	m	w	m	w	m	w	m	w	m	w	m	w	m	w
1	15	8	7	3	1							6	5	3	
2	15	9	6	3		2	2					4	4	1	
3	13	8	5	7	4							1	1	5	1
4	15	7	8	7	6								2	2	2

The table shows the results of structured observation of the four team decision-making discussions during the group goal setting exercise. The first columns represent categories which are quite clear from their names and correspond to the assessment sheet. The derived categories are *first prompted then became spontaneous (or even dominant) speaker* and *dominant speakers (3+ talk)*.

An important part of structured observation and its analysis is to have clear and strict rules about relations among categories. Here we have separate categories (data from one category

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cannot be included into the other category) *spontaneous talk*, *prompted talk* and *passive*. If we count all these together the sum equals to total number of participants.

When someone is first prompted but then he starts to participate spontaneously, we count him/her as *spontaneous talk*. But the same person would also belong to *prompted to spontaneous*. Therefore the *prompted to spontaneous* is subcategory of *spontaneous talk*. The very same situation is with the last category of *dominant speakers* which recruits from the *spontaneous talk* when they speak three or more times (but still they appear in both categories).

In terms of our definition of indicators, we can use this summary to look at issues of Empowerment, Integrity, Unity in Diversity, Trust and Justice. Comparing the groups we can find that their approaches really differed. In the first the decision making was most top down (authoritative). In fact this was the group described above. The researcher decided to apply a combination of methods (general participative observation) and confirm the team approach by asking informally the passive members why they were not participating. Is this situation typical? The response, with a slight bitterness in the voice was: "Yes, the big boss always makes the decision and we take it."

The second group also had a very high number of passive members and low number of active speakers but we can recognise the effort of the leader to prompt people to voice their opinion, which differs from the first group. The last two teams have apparently much more participative decision making processes.

We used this tool also in big group discussions led by RC to describe facilitators' success in involving people in group discussion. In this case we confirmed the usefulness of the two categories which were not so important in monitoring team decision making (*raised hand no talk* and *first prompted than became spontaneous speaker*). We advised to keep them when using this tool because it provides supplementary feedback to the facilitator and he/she can occasionally improve his/her approach and give more attention to people who try to express their opinion but are not so dominant to voice it. Also the information on the success of prompting was helpful (in the big group discussions we found people who were first only prompted to speak and finally transformed into key speakers).

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Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
E_SH4a	People/team/partners are given the opportunity to explore and reflect upon their own ideas and traditions, and then to develop their own vision and goals for the project.	yes	yes	Structured non-participatory observation	yes	yes	yes
E_H5	In order to inspire others, individuals, leaders and organisations act as living representatives of the principles they espouse. *	yes	yes	Structured non-participatory observation	yes	yes	yes
I_SBH1l	Actions of individuals, members, partners, affiliates and the organisation are consistent and in harmony with the core principles promoted by the organisation.*	yes	yes	Structured non-participatory observation	yes	yes	yes
U_H2 (1)	Everyone has his/her place in the team.**	yes	yes	Structured non-participatory observation	yes	yes	yes
U_SH2c	Individuals (learn together), share (skills, abilities and) information freely with one another regardless of creed, colour, ethnicity, gender.***	yes	yes	Structured non-participatory observation	yes	yes	yes
U_SH2d	Members are inclusive, talk to everyone and no one is left out	yes	yes	Structured non-participatory observation	yes	yes	yes
T_H4	Individuals/partners/ organisation live the values they promote.*	yes	yes	Structured non-participatory observation	yes	yes	yes
T_SBH2a	Open dialogue exists between (project partners) (here = team members)	yes	yes	Structured non-participatory observation	yes	yes	yes
J_H1	People (feel they) are treated equitably and with fairness. ****	yes	yes	Structured non-participatory observation	yes	yes	yes
J_SH1c	Entities act in a manner that is impartial and non-discriminatory (not discriminating on the basis of race, colour, sex, sexual orientation, creed, religion, national or ethnic origin).	yes	yes	Structured non-participatory observation	yes	yes	yes

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J_SH2a	People/organisations participate actively in making decisions about issues that affect their lives.	yes	yes	Structured non-participatory observation	yes	yes	yes
J_SH2b	Decision-making processes are ethical and democratic, transparent and provide for equal representation	yes	yes	Structured non-participatory observation	yes	yes	yes

*IFRC list Fundamental Principles: inclusiveness, team spirit/cooperation, solidarity, pluralism, respect for diversity, non-discrimination, etc.)

** Indicator U_H2 is split:

1. Everyone has his/her place in the team.
2. Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality).

*** Again too broadly defined indicator, combines too many things. Here tested only part of it: *Individuals share information freely with one another regardless of creed, colour, ethnicity, gender.*

**** Indicator modified: *People are treated equitably and with fairness.* (Not *feel*, external observation)

3.5 General participative non-structured observation

Participative observation is a qualitative research method used mainly by sociologists and social anthropologists to explore and describe some social group. Usually it is conducted for quite a long period of time and can combine many tools like informal interviews, direct observation, etc. In its traditional design it is a very strong method because it also explores the hidden aspects of community life and if well done, provides the best understanding of investigated phenomena. But it is also very time demanding and challenging for the researcher.

Application of observation method

In our case the goals were not so ambitious. We decided to use it as a supplement for the other methods, not as fully-fledged method. We also don't expect the CSOs to apply participative observation in its traditional demanding design. Its usefulness and added value for our purposes is explained here.

All members of our expert group were taking part in facilitation of the workshop and research (participative). There was no clear structure for the observations. We used the list of indicators preferred by RC as a definition of phenomena to be observed, but there were no clear lists of categories, questions, etc. (non-structured). A natural part of our work was contact with participants, both informally and observing all the activities we were doing together. In other words, general observations meant that we had our eyes open and that we were listening carefully to other people hoping to catch something which could help us to gain a better idea of how the indicators may or may not be useful in assessment of RC work. We were also ready to improvise and take advantage of promising situations when they occurred.

Example of application

One day we were waiting quite a long time for catering. We had already finished all morning exercises and had just time off. When the waiting started to be boring we came up with an idea and asked the participants to show us their tribal songs and dances. People were immediately into it and started dancing and singing. Thanks to their performances we were able to observe a very important aspect of Unity in Diversity. Not one of us was able to identify distinctive groups according to tribal membership before they started the performances. Even

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the youths had to ask among themselves who was from which tribe. Moreover, if there were not enough representatives of one tribe the others who know the songs helped them to sing and dance. The external observers like us were even unable to distinguish members of particular tribes from the group of all 60 participants.

Data analysis and interpretation

After the workshop and agricultural sites visits the expert group together with one RC volunteer who took a very active role in most of the activities had debriefing session where everyone summarised his/her observations and consulted with the others. If there was agreement of a majority of the group of 5 people we took the information as valid (see the PT chapter, validity confirmation process in structured observation).

The summary of results:

- Tribal dances together were a good occasion to identify Unity in Diversity. U_H2, U_SH2c, U_SH2d, J_SH1c
- The best exercise of all was Trouble in the Village because people were most involved, traditional ways to solve conflicts appeared - mediators with respect (chiefs, mama queens) E_SH4a, T_SBH2b
- Women were generally less active than men. U_SH2c, U_SH2d, J_SH1c
- All teams had their own plan and were in different stages of work (harvest timing, field size, etc.). J_SH2a
- People were using realistic words in communication training and had serious trouble to use rude words towards humans (exercise with doll when participants had to be rude and nice to her and try the same way of communication with their neighbour, looking in his/her eyes). They were not just pretending for the facilitators but reflected on their own lives, using the same sentences. E_SH4a
- We were able to notice an increase of “women's solidarity” between Charlotte (our facilitator of the women's group) and other women after the survey followed by focus group. Even the next day the majority of women came to say personal hello to Charlotte with signs of understanding in their eyes. It confirmed our approach of

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splitting women and men when we wanted the women to express their opinions openly.

At the end of the RC summary I would like to add a short episode framing the conclusions of our observations, thanks to which we are confident that at least some of the people were happy to be part of the RC YABC programme. One of the youths was working very hard with the others in their field in a hot and dusty day while we came to take pictures and observe their work. He called us to come closer and I have to say, we were not feeling very comfortable. To be in his place we would probably not appreciate people who observe us like “animals in the zoo”. But to our surprise he was pleased to see us and thanked us very honestly for the chance to be there, participate in the group work and live a life that makes sense.

Assessment of the indicators against setting criteria (tested indicators and values and their assessment)

Indicator identifier	Indicator	Relevance/ Importance 1 st phase	Relevance/ Importance 2 nd phase	Used method (by field visit)	Validity/ Reliability	Measurability	Independent applicability/ Usability
E_SH4a	People/team/partners are given the opportunity to explore and reflect upon their own ideas and traditions, and then to develop their own vision and goals for the project.	yes	yes	Participative non-structured observation	yes	yes	yes
U_H2 (2)	Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality).**	yes	yes	Participative non-structured observation	yes	yes	yes
U_SH2c	Individuals learn together, share skills, abilities and information freely with one another regardless of creed, colour, ethnicity, gender.	yes	yes	Participative non-structured observation	yes	yes	yes
U_SH2d	Members are inclusive, talk to everyone and no one is left out	yes	yes	Participative non-structured observation	yes	yes	yes
T_SBH2b	Differences are resolved through dialogue (in a way that produces learning and growth).*	yes	yes	Participative non-structured observation	yes	yes	yes
J_SH1c	Entities act in a manner that is impartial and non-discriminatory (not discriminating on the basis of race, colour, sex, sexual orientation, creed, religion, national or ethnic origin).*	yes	yes	Participative non-structured observation	yes	yes	yes
J_SH2a	People/organisations participate actively in making decisions about issues that affect their lives.	yes	yes	Participative non-structured observation	yes	yes	yes

** Indicator U_H2 is split:

1. Everyone has his/her place in the team.
2. Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality).

4. Test of selected value-based indicators – Echeri Consultores with Cardielá Amezcua Luna, Michoacan, Mexico

About the project

Echeri Consultores is a non-profit, Civil Society Organization based in Michoacan, Mexico, although working primarily locally, but also nationally. It was one of the projects highlighted by ECI for the case studies, through a recommendation from Mateo Castillo Ceja, the focal point for Earth Charter in Mexico. It is a project that works with children and young people in reconnecting them to their environment and promoting values education based on the Earth Charter. It has a particular focus on environmental sustainability through reforestation and ecosystem awareness-raising through the arts. We observed two strands of their core activities, which include a diverse portfolio of programmes we did not systematically observe.

The first strand observed was a programme working with some 15 local schools in the Purepecha indigenous communities around the lake of Patzcuaro, in Michoacan, Mexico. The project aimed at reconnecting children to their local ecosystem and equipping them with knowledge, attitudes and skills necessary to serve as custodians of their local environment. The programme worked with children aged 9 to 13 years old and reached approximately 15% of the child population of the region in that age bracket. Using visual arts, dance and physical movement, and other participatory methodologies, Cardielá Amezcua organised in each school a sequence of workshops, with 40-60 children each, beginning with general awareness of environmental conservation and connecting the children to the values of care and respect for the community of life; followed by guided reflection on their own local ecosystem, particularly the type of trees it contained; and finally a technical workshop on tree planting; leading to actually planting the seeds in tree nurseries located in the school grounds and tended by the children themselves. The seeds, earth, seed bags and tree-nursery infrastructure were donated by other agencies and CSOs. Finally, when the saplings were ready, the children would take part in tree planting and reforestation, in their own school grounds, or in deforested parts of their local community.

The second programme which was observed consisted of a multi-cultural and intergenerational group of around 19 youth called Juatarhu (“Forest” in Purepecha) that had

been meeting each week for over one year, spanning an age-range from 12-21 (the majority being teenagers), and including indigenous and non indigenous youth, urban and rural, locally born and immigrants (from Mexico itself, Latin America and Europe). Juatarhu had recently won a national award for excellence in youth work. Like the school programme, the Juatarhu group has as its aim values-based education for sustainable development, using the arts as a core medium, pursuing a similar educational programme as above, but in more depth and scope of activities, the youth organizing, for instance, large reforestation campaigns, municipality-wide arts festivals bringing major national acts, and collaborating with other environmentally focused groups nation-wide. The Earth Charter is also an important guiding tool.

The field visit to Echeri took place on January 7-30, 2010, briefly interrupted by a number of national and local holidays. It was decided to dedicate three weeks to this first field visit, because the range and diversity of activity to be assessed, as well as its high artistic and physical contents, would require a great deal of methodological innovation, and potentially serve as a template for future field visits, as proved to be the case.

The length of the field visit allowed for a very thorough engagement with the draft indicators, including the extensive list of provisional indicators for Care and Respect for the Community of Life, a priority value for Echeri.

The indicators and assessment tools were very warmly received, and the feedback on their usefulness was extremely positive, from both the project coordinator, and the youth themselves. In a presentation to an international gathering commemorating the 10th anniversary of Earth Charter dated April 24, 2010, a 15 year old member of Juatarhu had this to say about the field visit three months earlier:

Thanks to the work we have done, we received the State Award for Youth Excellence in Environmental Action in 2009 from the Governor of Michoacan and, at the beginning of this year, 2010, we were selected to participate in an international study about the presence of values, through Earth Charter and Brighton University in England, and other institutions which want to know what is happening with the presence and implementation of values such as: collaboration in diversity, respect, integrity, equity, justice and empowerment. Thus, we spent

three weeks with the researcher Ismael Velasco and with Alicia Jimenez, getting to know our own selves through the indicators and novel forms of participatory evaluation, in which we took part enthusiastically. With this experience we became aware that values are present without us even mentioning them, because they are an essential part of our sharing and our view of the world, and when they become visible we feel more united and strengthened, more closely reflected in and identified with the Earth Charter. Somehow, we became more conscious of who we are and what we do; we valued and understood ourselves more.”

Selecting Values and Validating Indicators

The first step of the process was to identify which values were of relevance to Echeri. To add rigour to this process, Cardiel Amezcua used the Juatarhu youth group as a focus group, and asked the youth to identify what the values we had developed meant to them, and which were most relevant to their experience and goals as a youth group. They found all of the values were important and relevant to them, and provided useful information on what they meant to them. They felt that the most relevant however were Unity in Diversity, which they renamed “Collaboration in Diversity” (“Colaboración en Diversidad” in Spanish), and Care and Respect for the Community of life. It was thus decided that the indicators for these values would be the ones to be trialled among the Juatarhu group. For the second strand, the school workshops programme, Cardiel Amezcua as coordinator, facilitator and creator of this programme, felt that of all the values the most directly relevant and important to her work in this area was that of Respect and Care for the Community of Life.

On this basis, Cardiel Amezcua proceeded to identify which draft indicators for these two values were of relevance and importance to her work, and which, without necessarily knowing how, she would nevertheless wish to measure. This process validated 12 out of 12 draft indicators in the value of Unity in Diversity as directly and significantly relevant to her work with the Juatarhu youth group. In addition, she validated 10 out of 79 indicators for the value of Care and Respect for the Community of Life, which were to be used if possible in either or both strands of work, the Juatarhu youth group and the schools programme.

Following further extensive consultation on possible assessment tools, informed by an overview and discussion of some 35 assessment approaches and tools extracted from our draft handbook, as well as participant observation of Cardiel Amezcua's existing methodologies, a range of assessment tools were developed to measure the 22 indicators selected. Three criteria were applied in designing appropriate assessment tools:

- 1) Methodological rigour, richness and reliability of results. Echeri Consultores wanted quantitative information in a way that did not distort or lose the subtleties of interaction, but was informed by rich qualitative information.
- 2) Adaptability to the target group (children and young people) and the existing modes of activity of the CSO (based on arts, performance and physical movement).
- 3) Ease of use, and low resource demands so that the methods could be repeated and delivered by the CSO in future without external help.

This led to a design that adapted standard and rigorous assessment tools, such as scale surveys, and comprehension tests, to non-literate, creative and physical methodologies that built on existing regular activities, supplemented with a number of qualitative assessment tools, as described below.

In selecting assessment tools and choosing measurement strategies, it became clear that the indicators that had been developed could largely be divided into those which were based on perceptions (the majority), and those which were based on observable outputs, with some being measurable on both dimensions.

Given the interconnectedness of the different values, it was found that, once a certain assessment tool was applied to a given indicator, the results also served as proxies for indicators in other values that had not been selected for testing, such that a measurement of indicators in the respect value cluster, provided data which also allowed us to measure indicators in the integrity value cluster.

4.1 Spatial/Corporal Survey

Application of the assessment tool

The tool involves adapting traditional scaled surveys to non-literate methods, using physical space or corporal movement instead of paper, where instead of having a scale set out on paper, different points in space or different physical positions can each represent a point in the scale. This method is particularly useful for children and young people, as well as illiterate populations. It is best applied to smaller groups, although it has been tested with up to 60 at a time. In larger numbers, the groups could be split into smaller units, so long as there are sufficient people to facilitate the process, or each sub-group is able to wait for the activity to be done with the other group.

Examples of three point scales might be

- seldom/regularly/very often
- very little/more or less/a lot

Examples of a four point scale could be:

- never/seldom/regularly/very often
- not at all/very little/more or less/a lot.

An example of a 10 point scale would be rating a given question between 1 and 10.

As to the application of these tools, examples of spatial surveys would be:

- All participants to line up in a single file, and with their eyes closed to prevent imitation bias, asked to jump to the right if a given question occurs a lot; stay where they are if it happens more or less; and jump to the left if it happens very little.
- Drawing or otherwise marking 10 numbered lines between one wall and its opposite in a room, and asking people to position themselves on the number that expresses their strength of feeling about a given question.

And an example of a corporal survey would be:

- Asking people to stand up, and close their eyes to avoid imitation bias. Then ask a given survey question and, if they feel strongly about it, raise their arms to the ceiling/sky; if

they feel moderately about it stay where they are with their arms down/ and if they feel indifferent about it, to go down on the floor.

Clearly, these are not exhaustive examples, and many more variations can be devised. The questions themselves, and the specific content of each scale, needs to be carefully chosen to avoid bias and leading questions, and gain the information required, the same as with more traditional surveys. The reliability of the results will be subject to the rigorousness of both the questions, and the sampling methodology, just as with traditional surveys.

Data analysis

Spatial/corporal surveys are subject to the same forms and methods of analysis as traditional surveys. At their simplest, the responses can be added up for each scale point (e.g. how many people lifted their hand, how many stayed where they were, how many went to the floor). At their most complex, the numbers can be subjected to statistical analysis, broken down by gender, age or other variables, if known, etc. It is important for the spatial survey that the results are counted immediately after each question. While the entire exercise can be facilitated by a single person, it is advantageous to have more than one person involved in counting, both to speed up the process, and to reduce the possibility of miscounts by having each group counted by two people and comparing the results, which obviously should be the same.

Practical use of the assessment tool by Echeri

With Echeri, spatial/corporal surveys were tested primarily with the Juatarhu and to a lesser degree with one of the rural primary schools in the tree nursery project.

- a) With Juatarhu, the tool was used to assess the Unity in Diversity indicators. Each indicator in that value was converted into a question with a three-point scale attached to it. In keeping with the frequent use of a spiral as a symbol and tool in their regular activities, and the use of long coloured scarves for many of their exercises, a large three coloured spiral was formed with three different coloured cloths. Each colour was then made to represent a point in the scale, with, for example, blue being “a lot”, green being “more or less”, and purple being “a little”. If the scales changed (e.g. frequency

instead of quantity), so did what each colour signified. After each question, the youth were invited to stand on the colour that most reflected their personal response to the question. The questions were mostly framed in terms of each individual's own perception, rather than their perception of the group.

An example of this would be indicator U_SH2f: "Women believe they are valued"

This indicator became the following three-point scaled question:

"Do you feel that women are valued in Juatarhu?"

A little More or less A lot

Each colour of the spiral was assigned to one of these three positions, and the youth were asked to go to the colour they felt expressed their own position. All the youth went to the colour saying they felt women were valued in the group (the group was approximately half females and males).

- b) This assessment tool was also used at the end of a tree nursery workshop in one of the target schools with 58 children aged 9-12; to measure indicator 3072 ("The project's activities / events have an emotional effect on participants"). In relation to what emotional effect was sought, Echeri modified the indicator to read: "The project's activities / events produce an emotional connection to the community of life in participants".

A way of measuring whether this workshop had succeeded in doing this, was to see how motivated children felt at the end of the workshop to take on the responsibility for tending the seedlings over the coming weeks, watering them, clearing the ground of weeds and rubbish, etc.

Thus a scaled question was created, asking: "How much would you like to look after the tree nursery, and help every day to water the seeds, pick up the rubbish around it, and take out the weeds?"

A little More or Less A lot

The playground was divided in three, and the children were asked to go to one of the three spaces depending on their desire to look after the tree nursery. 57 children said they wanted to “a lot”, and 1 said “more or less”. This could then be compared with how many actually took part in looking after the tree nursery.

Strengths of this assessment tool

As has been mentioned, this is an assessment tool that fits well with “workshop-style” methods familiar to youth groups around the world, and similarly physical or participatory contexts. In such contexts, traditional, written surveys would be tiresome, inappropriate or impossible. With children this is even more the case. The spatial/corporal survey allows for a potentially rigorous tool such as a scaled survey to be applied in a non-intrusive and potentially entertaining way.

It will be immediately understandable to anyone with training or experience in group facilitation. The exercises can be adapted to the circumstances of each group. For example, in the school visit, given that there was only one workshop facilitator, and that the survey took place at the end of the school period, it was a rowdy but engaged crowd of children that took part, and the exercise lent itself to occasional rough play from the more energetic boys. This could be minimised in future by turning the survey into a game in which everyone has to get to their destination in slow motion, or similar devices.

An added advantage of this method is that it can provide qualitative information that enriches the reliability of the results, inasmuch as the researcher can observe, for instance, if people did not understand the question. It also allows the researcher to observe nuances such as emphasis and hesitation. In the example given for Juatarhu, it was notable that the response to how valued women were in the group was unanimous, and very swift in its emphasis, as all the participants moved as one to the same colour without the least hesitation on anyone’s part. Other questions, on the contrary, required more pauses from more people, before committing to an answer.

Another benefit that emerged from this tool for Echeri, that would be of relevance to all facilitators, was that it provided, in addition to an aggregate picture of how the group as a whole responded, the possibility of locating each group member in the spectrum provided by the scaled survey. This had a number of practical uses. For instance, in the Unity in Diversity exercise, it allowed Cardiela Amezcua to identify which cluster of youth felt most integrated into the group, and which cluster of youth felt more ambiguity about group cohesion, allowing her not only to explore those dynamic further in the focus group discussion, but also to identify who might need more support. The results were at time surprising, and in her judgement, always useful.

Potential pitfalls/constraints to watch out for

It is evident that this tool benefits from training or experience in age appropriate group facilitation skills. Issues such as tone of voice, for instance, could affect the effectiveness of the tool, which may be sensitive to group energy and motivation. For instance, particularly with younger groups, a dry and emotionless tone could turn a potentially fun activity into a boring chore; as could a needlessly condescending one for elder audiences. Tone of delivery could also potentially create bias by consciously or unconsciously emphasising one of the scale points over another, for instance conveying enthusiasm or censure.

Peer pressure could also potentially influence answers, if the respondents see the majority of their fellows, or their friends, moving in a given direction. Where this may be an issue, a variant of the method which allows for “blind” positioning would be helpful. Using variations which allow the respondents to position themselves with their eyes closed, where possible, is useful.

Another, related constraint is that some questions may require total anonymity, without which the desire for approval or the fear of offense might skew the answers. The spatial/corporal survey does not provide anonymity, inasmuch as everyone can see at the end where everyone positioned themselves, as thus is not suitable for questions which require anonymity. This has

advantages, as mentioned above, in helping map individual group members' position in relation to overall group dynamics, as well as to one another, but there are questions where without anonymity the results would be very vulnerable to distortion and bias.

A disadvantage of the method, as compared to traditional paper questionnaires, is that the counting of results for each question cannot be done at a later, more convenient stage, but has to be done at the immediately after each question. Furthermore, counting moving people can sometimes be more difficult than counting pages, so extra attention is needed. If the numbers are large, or if there are few people to count the results, this can take up to 5 minutes for each question, which can potentially affect group dynamics, particularly with children. This can be forestalled by having more than one person counting (this speeds the process and also validates the counting), and if necessary by planning short activities such as songs or rhymes in between questions.

4.2 Focus Group

Application of the assessment tool

Quantitative information is best understood in the context of qualitative information, thus the numerical information gained from an assessment tool such as the spatial/corporal survey was to be ideally followed by qualitative information. The focus group is simply a guided group discussion, which can be structured around specific questions or unstructured as to the questions and concentrated on a given subject.

Data analysis

Qualitative information of the sort generated by focus groups can be analysed at different levels of rigour, from the pragmatic/exploratory to the technical/precise. This can range from taking notes of salient points, to recording the interview and coding the information by theme and other variables, or looking for comments touching on a pre-set list of questions, to using computerised analysis of the information.

Practical use of the assessment tool by Echeri

Echeri used the focus group as a follow up to the spatial survey used to assess Unity In Diversity indicators. Having arrived at a quantitative distribution of the members across different points in the scaled survey, the focus group concentrated on exploring differences in answers, to gain a deeper sense of both, what the indicators meant to the youth, and how they related to them and to one another's answers. For example, for indicator U_SH1a (Different points of view are heard and incorporated), the question in the spatial survey was "Do you feel that different points of view are heard and incorporated into the actions of Juatarhu (A little/more or less/a lot)?" 6 youth felt they were, a lot, while 6 others felt they only were more or less heard and incorporated. This provided the starting point for a focus group discussion, asking those who felt they were incorporated a lot, why they felt so, and those who thought more or less why they in turn felt that were the case. The result was a much richer and subtler picture than that provided by the numbers in the survey alone. It also was welcomed by the group and by the coordinator, Cardiel Amezcua, for its contribution to the group's own learning and reflection process.

The focus group also was able to clarify the interpretation of the survey results when a face-value reading would have been misleading. An example of this was the question: "in participating in the activities of Juatarhu, are you able to maintain your beliefs without compromising them?" The question was adapted from indicator U_H1 "Partners, member organisations and individuals do not feel that they have compromised their beliefs by participating in the vision and activities of the organisation/project". While most of the group positioned themselves in "a lot", one youth positioned himself in "more or less". At face value, this would have led one to believe that this youth evidently had occasional conflicts between his beliefs and his participation in the group. In the focus group discussion that followed, he clarified that it wasn't so much that he experienced conflict and compromise of his beliefs, but that he considered his beliefs a fluid, ever-changing thing, so that the question of compromise or conflict was irrelevant to him.

Strengths of this assessment tool

The focus group can generate a wealth of qualitative information, and used in conjunction with the spatial survey or surveys in general, can be a highly effective complement. It allows

the facilitator to explore complex or nuanced questions in a way that a scaled survey does not, and conditions less the answers than questionnaires. It allows one to perceive not only the opinions, but also the emotions evoked by a subject or a question. For established, regular groups, as opposed to groups assembled solely for the purpose of the focus group, such discussions can be intrinsically beneficial in facilitating group reflection, critical thinking and learning.

Potential pitfalls/constraints to watch out for

The very wealth of qualitative information generated by a focus group can pose a challenge when it comes to recording and analysing the data. Taking notes is useful where the questions that need answering are known in advance, while sound recording for later analysis can be particularly helpful when the discussion itself will furnish the categories or questions sought. It is difficult to facilitate a focus group and record its information at the same time, and at least two people are recommended. The technique can benefit from training or experience in group facilitation, particularly to ensure that no one dominates the discussion and everyone gets a chance to speak (unless the degree of spontaneous participation and existing group dynamics are being observed). While impressionistic analysis of salient points can be helpful at the pragmatic/exploratory level, rigorous qualitative analysis can require a degree of technical expertise.

As with spatial/corporal surveys, focus groups are not anonymous, and may be subject to bias if the matters discussed involve direct or indirect judgments on other participants in the discussion, including the facilitator. If the issue to be discussed is controversial or emotive, skilled facilitation is crucial to avoid a fractious or wounding process.

4.3 Word Elicitation – Hand Painting Circle

Application of the assessment tool

Word elicitation is a technique often used in linguistics, language therapy and psychological research. In the context of this project it has been used as a tool for generating qualitative information to assess emotional impact of activities and processes. In the case of Echeri the word elicitation was applied in the context of a hand painting exercise as described below, but it could also have been done through self-generated physical images (image theatre), or in

relation to images or photographs selected for the purpose. It could also be done without any visual aids, by simply asking participants to write down the words that came to them in relation to a given question, or the feelings and emotions stirred in them by a given action or scenario.

Data analysis

As with all qualitative information, the data generated by this assessment tool can be analysed based on simple impressions of patterns and salient points, all the way to more sophisticated computerised analysis. The information generated by these tools may be well supplemented and complemented by follow-up interviews or focus groups.

Practical use of the assessment tool by Echeri

The tool was used in the context of indicator 3072 (“The project's activities / events have an emotional effect on participants”, modified by, Echeri to: ““The project's activities / events produce an emotional connection to the community of life in participants”. In this case, the coordinator felt that she knew that the reforestation campaigns had a significant emotional effect on the youth, but wanted to have a more textured understanding of that effect. Accordingly, a word elicitation exercise was developed and adapted to an activity used by one of Echeri’s partner CSOs, the hand-painting circle.

The youth were asked to sit in a circle, with hand paint in the middle within easy reach. They were asked to offer their left hand as canvas to their neighbour, and with their right hand paint on their other neighbour’s extended left hand. They were asked to do a painting of how they felt at the end of a reforestation campaign in the neighbouring mountains. The group enjoyed the activity, again similar to things they had done in the past. When all hands had a painting completed, the youth were asked to explain what their painting meant to them. Holding their neighbour’s hand, each youth then described the painting, while the researcher and coordinator recorded the emotional vocabulary used by each youth. The result was a brief list of emotional words that could be attached to each individual, or could be aggregated for a group perspective. Words like happiness and joy, as well as tiredness, recurred for the majority, yet there were also individual differences, with harmony, wonder, pride, wetness, and a sense of contributing to the good of the world also being mentioned. It became

apparent that the responses could be divided into what and why, the former being emotions, the latter being values. In future it would be good to ask separately the what you feel, and why you feel it, to generate richer results.

Strengths of this assessment tool

This tool can convert a generic sense of emotional response, into a richer, more detailed one. It can help identify both an emotional vocabulary for the group, and the key emotions and values that motivate individuals within a group. In a regular group this can be useful as the basis of future individual and group work, and a useful guide into the actual emotional connection that is being generated, and the type of activities that elicit such responses. It can also be useful in providing external evidence of emotional responses. The information can be the basis of many different types of analysis, such as personal construct grids, interviews, focus groups, etc.

Potential pitfalls/constraints to watch out for

The information which this tool provides is valuable and more directly focused than an interview or focus group, but it is also generally briefer and more limited. As such, it is best used as a complementary tool, in conjunction with other methods. It is important not to bias the results by suggesting emotions, or expectations, with words or tone.

4.4 Theatrical Comprehension Test

Application of the assessment tool

Like the spatial/corporal surveys, this assessment tool involved adapting a traditionally rigorous written method to a non-literate tool. It was felt that, although a traditional comprehension test was an effective tool, it often holds negative or stressful associations for young people, and in its written form is evidently unsuitable for illiterate audiences. The approach taken was to use theatre as a vehicle for a traditional comprehension test, role-playing either multiple choice answers, and letting the youth choose the one they felt was accurate, or role-playing a process with errors and asking them to spot them and explain why they were erroneous. Variants of this method could also be devised with images, storytelling, etc.

Data analysis

The data analysis of this exercise is straightforward, and simply involves identifying whether the answers given are correct or erroneous, and keeping a tally of this. This might involve whether the right answer was given in the multiple choice option, or if the right error was spotted and corrected in the role-play. In a group exercise, the answers to the multiple-choice representations can be given orally, or they can be written down, marked by coloured cards, etc. Forum-theatre style exercises are not suitable for individualised scores, but for small groups give a clear idea of the group's comprehension as a whole. This is particularly relevant in regular groups engaged in common tasks.

Practical use of the assessment tool by Echeri

The theatrical comprehension test was used by Echeri for testing Indicator 3056 in the Respect and Care for the Community of Life value cluster: "Quality of process and results of activities or projects aiming to achieve or promote environmental sustainability". In the case of Echeri, the coordinator wanted, among other elements relating to this indicator, to measure the effectiveness of her pedagogical methods in imparting technical information as to the local ecosystem and reforestation techniques to the young people of Juatarhu. A comprehension test was devised based on a) the types of trees present in their local ecosystem (local knowledge); 7 identified phases in the cycle involved in the creation of a forest (general ecosystemic awareness); and 8 identified phases of a reforestation process the youth had been taught and participated in the past, from choosing the right earth and scooping it the right way, to replanting the successful shoots in a reforestation area (technical knowledge).

Given the regularity of the group's participation, it was judged that it was not so important to gain individual scores, but to see how well the group as a team had assimilated this information.

The single question relating to local knowledge was simply done verbally by asking the group to identify what types of trees grew locally, and noting when mistakes were made and corrected by other members of the group. Most youth knew all the correct answers, and all the youth knew most of the correct answers.

The general eco-systemic knowledge was tested by the researchers role-playing through image theatre each of the phases in the natural cycle that creates and maintains a forest, and asking the group to identify what each phase was, in a manner akin to the popular game of charades. The youth were able to identify every single phase, although it took them a while to identify one of them.

Finally, the technical knowledge was tested using Forum Theatre, where the researcher began the process of role-playing the first phase of tree-planting by scooping the earth the wrong way, and inviting the youth to identify the mistake, and take over and correct it. Once a youth had stepped forward and role-played their correction, if it was still mistaken, other youth could interrupt and take over the action, until it was corrected. They would then proceed to the next stage of tree planting, until they were challenged by another group member, who would take over and correct it, or be challenged in turn, until the entire process of all 8 steps was done without errors. The coordinator and the researchers would judge when an action had been correct or where more reflection was needed. The group demonstrated that they had a very solid grasp of the 8 technical steps, the occasional mistakes being minor and swiftly corrected by a chorus of voices.

The overall result was that the pedagogical processes carried out by Echeri to achieve and promote sustainability were of high quality indeed.

Strengths of this assessment tool

The method proved to be very engaging and fun to do, and furnished a reliable picture of the retention and assimilation of the pedagogical content of the work of Juatarhu. It is very adaptable, and many variants could be developed.

Potential pitfalls/constraints to watch out for

The method is time consuming compared to traditional written comprehension tests, and requires facilitators comfortable with role-play and physical expression. It is generally suitable to relatively small groups (it was tested successfully with a group of 12), although multiple choice variants where the answers are written could potentially be applied to much larger

numbers. Experience or training in group facilitation would be of benefit. The questions and the exercises need to be age-appropriate.

4.5 Key Informant Interview

Application of the assessment tool

A lot of information is within easy reach of key individuals (e.g. project coordinators, scientific experts, headmasters, etc.) that would take much longer to acquire first hand or through documentation. An interview with such individuals is often the best place to start.

Data analysis

The analysis of the data will vary depending on the nature of the data to be sought. Information on membership demographics; on organizational structure, or on the personal experiences of the key informant, will each be analysed differently. It is useful to identify beforehand which information, quantitative or qualitative, could be gathered from such an interview, in order to decide how structured or unstructured it needs to be and what questions/issues it needs to cover.

Practical use of the assessment tool by Echeri

This tool was used differently for the Juatarhu youth group, and the schools programme. For Juatarhu, it was only used to measure indicator U_H2 “Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)”. The coordinator was asked to identify the aspects of diversity, gender, ethnic and other, covered by the membership of the Juatarhu group, based on her personal knowledge from working with them for over one year.

For the schools visit programme, this tool figured more prominently. For five indicators in the Respect and Care for the Community of Life (3048, 3058, 3059, 3060, 3063) this tool allowed assessment of which activities initiated in the conscious aim of contributing to a key environmental goal as an intrinsic part of the Echeri schools programme, and what percentage of completion they were in each school. It also was used to measure how many workshops had been organised by Echeri in what schools and with what regularity, as part of measuring

indicator 3048 “Education is undertaken to raise awareness and capabilities for the organisation to act according to principles of environmental sustainability”.

In addition, key informant interviews formed part of the research design by Echeri going forward after the field visit. It was anticipated that key informant interviews would take place with headmasters and teachers to assess indicator 3053 in the Respect and Care for the Community of Life value cluster: “Entity feels compelled to protect environment and do not wait for governments or other to take action prior to acting themselves.” In this case, the interview would ask the headmasters in participating schools “why have you chosen to adopt this initiative?”, given that it was not required of them by the government and, although it involved the donation of plants and a tree-nursery shelter, it also required the school to donate a plot, as well as dedicate extra time from teachers and students. Analysis of the answers would allow Echeri to identify what role protecting the environment played in this motivation, and what role Echeri itself played as a catalyst. Finally, the key informant tool would be used to complete measurement of indicator 3048 by asking the responsible teachers whether they had followed up in class teaching the education provided by Echeri in the workshops.

Finally, key informant interviews took the form of an expert interview with the coordinator of a large, government-run, scientific tree planting institution in the region, in connection with the indirect measures of quality of the reforestation process (see section 1.3.7 below), to obtain a baseline to compare results.

Strengths of this assessment tool

It is a very flexible, rich tool that can be adapted to fit almost any research question, and be a source of excellent qualitative research.

Potential pitfalls/constraints to watch out for

It can be time consuming and is not suitable for large numbers. Lack of clarity about the information sought and how it will be analysed before the interview itself can result in a redundant interview or one with little relevance to the questions at hand. The interviewer has to be careful not to bias the answers by his or her own response, tone of voice, or leading questions.

4.6 Case Study

Application of the assessment tool

Case studies involve extracting indicative or telling examples from a general population, and studying them in greater detail in the assumption that the lessons learned will be relevant to other similar cases. They can apply to an individual or individuals among a general group; or to a specific project or projects out of a pool of similar projects, etc. A range of different assessment tools could be applied in a single case study, including all the tools reviewed here.

Data analysis

As above, the type of analysis will depend on the type of information sought and the assessment tools brought to bear. An important criterion is determining ways in which the findings from a given case study will be useful or relevant to similar groups not studied.

Practical use of the assessment tool by Echeri

The case study tool was incorporated into the assessment plan for the schools programme, under the Respect and Care for the Community of Life cluster of values, particularly indicators 3048, 3053, 3056 and 3072. Given that the project involved at least 4 visits to each of 15 separate schools, a number of the assessment tools desired to measure indicators, such as key informant interviews, were not realistic within available timescales and resources. The levels of commitment from each school, moreover, had been observed by the Echeri coordinator to fall into three clusters, from schools with marginal commitment, to schools with adequate commitment, to schools with enthusiastic commitment. It was decided to apply the assessment tools for the above indicators to one or two schools in each of these clusters, to better understand what made one school more committed and receptive to the programme than another, as a guide to refining Echeri's interventions.

Strengths of this assessment tool

It allows for a deeper look into a representative case study than would be possible for all members of the sample group. It can generate very useful hypotheses and insights that can be

further tested or explored, and can help in identifying good and bad practice, and promoting the former and cautioning against or placing preventative measures against the latter.

Potential pitfalls/constraints to watch out for

The degree to which a case study's experience is representative of others in its sample group is not a precise science, and not all the conclusions may be universally relevant. General conclusions drawn from a case study are mostly approximate and suggestive, rather than conclusive. It is important to carefully and as objectively as possible identify the characteristics of the general population of which the case study is considered an example, to ensure that the case study is more relevant to the general population.

4.7 Indirect Measures

Application of the assessment tool

This assessment tool involves the systematic gathering of information in a way that does not interact directly with the participants (e.g. wear and tear on different museum tiles to see which exhibits attract most attention, absenteeism and turnover records to measure work morale, etc.). What indirect measures are relevant will be entirely determined by the specific questions and characteristics of the group.

Data analysis

The analysis of the data will depend on what measure has been chosen to use. An example is given below.

Practical use of the assessment tool by Echeri

Indirect measures were used to assess, for the schools programme, indicator 3039 of the Respect and Care for the Community of Life value cluster ("Long term commitments to protect the environment are created and adhered to.")

Having established that each participating school had made a long term commitment to create and foster a tree-nursery with the support of the 4 workshops to be run by Echeri, an indirect measure of how far that commitment was adhered to was the state of the tree nursery in each

school. While in some schools the tree nursery was in an immaculate state, the children having looked after it and its immediate surroundings, as well as the plants it contained, in other schools the tree nursery was littered, or the shelter was torn, etc. A survey of 8 such schools validated the coordination's observation of three levels of commitment from the different schools mentioned above.

Indirect measures were also used to assess indicator 3056 in the Respect and Care for the Community of Life value cluster ("Quality of process and results of activities or projects aiming to achieve or promote environmental sustainability"). While the comprehension test was able to measure this indicator in relation to the pedagogical content of the workshops, indirect measures were used to measure the technical quality of the actual tree-planting processes facilitated by Echeri in schools. This involved:

- 1) In tree-nursery seeding workshops, comparing the number of participating children, with the number of seeded bags deposited in the tree nursery. In most visits the number was equal, showing that the workshop was technically effective in producing tree sowing.
- 2) Comparing the number of seeded bags, with the number of germinations obtained.
- 3) Comparing the number of germinations to the number of successful shoots ready for transplanting
- 4) Comparing the number of successful shoots transplanted, to the number of trees surviving. This was carried out by revisiting reforestation sites and counting the surviving trees.
- 5) Comparing the figures obtained to the information provided by a local tree-planting expert obtained through a key informant interview as described above in section 1.3.5

The result of this assessment was to reveal that, while the pedagogical processes were of very high quality, the technical tree-planting processes were well below the baseline obtained from the expert informant. The reason for this was due in part to the availability of adequate land, and in part to the trees that had been targeted for re-planting. This was in part a consequence of the larger sponsoring programme's constraints, and a disconnect between forestry experts, and community development experts. The discovery proved very valuable, and is likely to transform the future design of the programme.

Strengths of this assessment tool

Indirect measures have the advantage that, in not involving the participants, they are both less demanding on the population under study (not necessarily on the researchers), and, if well designed, less vulnerable to bias.

Potential pitfalls/constraints to watch out for

Identifying suitable indirect measures is a creative and can be a challenging process, to ensure that the measures do relate to the questions at issue. While in some cases, such as the condition of the tree nurseries, they can be carried out by anyone, in others, such as the effectiveness of tree planting processes, they may require expert support.

5. Field visit to: Environmental Institutional Programme, Guanajuato University (PIMAUG)

5.1 About the Project

The Environmental Institutional Programme of Guanajuato University (PIMAUG) is a cross-faculty initiative of the University of Guanajuato coordinated by Dr. Shafia Sucar, to pursue the University's environmental awareness and protection programme. It is structured around 6 strategic areas:

- 1) The holistic education of students so that apart from career specific knowledge, they should develop a holistic vision of the social, ecological and economic dimensions that comprises the environment.
- 2) An environmental management system, directed at ensuring that all academic and administrative units in the university make appropriate use of resources such as water, paper and energy, among others, have an effective waste management policy, and spaces to promote environmental education.
- 3) Diffusion of a culture of environmental awareness, through a variety of media and dissemination fora.
- 4) Environmental research programme, interdisciplinary, and with a focus on applied research.
- 5) Training and continuing education in environmental issues, through the provision of environmental diplomas and Masters programmes.
- 6) Social participation and inter-institutional partnership, through representation in key local, regional and national bodies in the area of the environment and sustainable development

The work of PIMAUG is heavily informed by the Earth Charter, who recommended this project for a field visit through Earth Charter's focal point in Mexico, Mateo Castillo. In particular, PIMAUG has been carrying out a peer education programme where university students in Guanajuato University train to impart Earth Charter inspired workshops to fellow students from their own university and occasionally from across the country.

In addition to this Earth Charter promotion group, PIMAUG sponsors and coordinates a number of groups, such as the responsible consumer student group; the waste recycling student group, the habitat student group (dedicated to reforestation), and the group of staff coordinators of the environmental management system in each administrative and academic unit. Many of the students who participate in these programmes do so as part of the compulsory service element of their courses, for which they gain university credits, while others do so solely out of desire to volunteer.

In this field visit the researcher was joined by Alicia Jimenez, representative of Earth Charter's International Secretariat, who came to become better acquainted with the methodologies so as to seek to replicate the process in her own organization without a researcher present.

2.1 Test of selected value-based indicators

The field visit to Guanajuato took place from February 2 to February 8, 2010. We were again interrupted by unexpected local holidays, but were able to count with considerable out of hours consultation with Dr. Shafia Sucar, the coordinator of the PIMAUG. In retrospect one week proved too short a time to reap the full benefit of the field visit, even though the focus on methodological development in the first 3 week field visit to Echeri did make a great difference to this and subsequent visits. It is suggested that a two week period is the ideal timescale for a field visit. Whereas the work with Echeri concentrated on the testing of a wide variety of assessment tools, the work in Guanajuato concentrated on the validation of a wide range of indicators and the preparatory work for a system of continuous evaluation across the work of the PIMAUG using our draft indicators. It also allowed us to test some of the assessment tools developed earlier in a new context and with a different value cluster.

Selecting Values and Validating Indicators

Following a day and a half of interviews with Dr. Sucar and key members of her staff, including promoters in the peer education Earth Charter project, getting acquainted with PIMAUG and its work, we identified that their activities could be categorised into regular, sustained groups,

*Earth Charter Initiative –
Guanajuato University (PIMAUG)*

like the promoters themselves, or the other established groups mentioned in the project description, and sporadic events such as the workshops that the peer educators impart, or the photographic contest inspired by Earth Charter principles that was being judged during the field visit. PIMAUG felt that they would like to evaluate all of the value clusters we had developed.

On that basis, we spent two days and a half going through every indicator we had brought to identify all those that were relevant, either to the continuous groups, to the sporadic groups, or to both. The indicators to be used were validated by four different members of the PIMAUG team. By this means 14/14 draft indicators were validated as relevant in the Empowerment value cluster; 6/19 draft indicators were validated as relevant in the Integrity value cluster; 6/8 draft indicators were validated as relevant in the Justice value cluster; 9/12 draft indicators were validated as relevant in the Unity in Diversity value cluster; 11/11 draft indicators were validated as relevant in the Trust value cluster, and 10 indicators out of the 10 draft indicators which had previously been validated as relevant by Echeri in the Respect and Care for the Community of Life value cluster.

It was decided that PIMAUG itself would try to use the indicators selected for the continuous groups to pilot different ways of assessing them. The researcher would in turn support the promoters in the peer education programme and Dr. Sucar herself to get practical experience in assessing the sporadic groups by testing the relevant indicators in the Empowerment value cluster on one of their Earth Charter promotion workshops, to be attended by students from Guanajuato University's Habitat group, and by students from a nearby city. The workshop itself was scheduled to last only 4 hours, compared to the usual weekend workshops, so the testing would have to be more limited, but indicative of the assessment tools that could be brought to bear to such workshops regardless of length.

This involved identifying what the promoters themselves felt was most useful and valuable to assess to know whether they were achieving their goals and whether their workshops were having an impact on the participants. It was the promoters who identified Empowerment as a priority cluster of indicators they would like to assess, considering it the most relevant to the

success of their peer-education workshops. We spent a day getting to know closely the methodology for the forthcoming workshops, the exercises planned, and the time available for the assessment activities. We also looked at a range of potential methodologies, trying as far as possible to develop tools that were both relevant and similar to activities they were already engaged in. Their existing evaluation tool was a combination of a short satisfaction and suggestion questionnaire they gave participants to fill in at the end of the workshop, and group discussion between the facilitators after the end of the workshop, to share perceptions of what worked and what could be improved.

The PIMAUG team expressed their sense of the great value that the process of thinking about these values and indicators had to their work. The very act of reflecting on the indicators, even before testing them or associating them to specific evaluation tools, allowed them to envisage connections they had not seen between different programmes, think about new areas of work they might want to develop, and strategic decisions they would like to take. An example of this is that the peer education programme was dependent upon finding new volunteers to train to become promoters, and finding such volunteers was not a reliable process. Secondly, many of the participants in their workshops felt very motivated at the end of the workshops, but did not necessarily have paths of service identified to be able to express that motivation in sustained action. Thirdly, many of the other student-driven projects in the university, such as the recycling or reforestation programmes, wanted to reach out to new groups. The analysis of the indicators and values in relation to continuous and sporadic groups, as well as action after the workshops, led to identifying that participants in the sporadic activities such as the environmental photography competition or the Earth Charter workshops could provide fresh volunteers to the Earth Charter promoters group as well as to others, and that the Earth Charter workshops provided a unique opportunity for connecting new groups of students to existing PIMAUG initiatives. This led to envisioning a reconfiguration of the workshops to provide “exit paths of service” to participants with the university groups as potential outlets. The process of reflecting on the relevance of the draft indicators led to many such breakthroughs of insight and revisions of current practice, even before the assessment tools stage.

2.2 Assessment Tools Used

i. Spatial/Corporeal Survey

Application of the assessment tool

See Echeri field visit for a general description

Practical use of the assessment tool by PIMAUG

This tool was used for assessing the workshops on immediate motivation and confidence building. The variant used was primarily corporeal rather than spatial, using body posture rather than a place in the room, to designate different points of the scale.

The tool was used for indicators E_SH1c (“Individuals/Partners develop programs and deliver solutions on their own, and have a sense of power that they can effect change”, concentrating on the sense of power to effect a change”), and ESH4b (People/team/partners have identified their own responses to an issue, rather than just agreeing with the ideas of others.)

The promoters were particularly interested in the impact that the workshops were having in empowering participants. At the heart of this was the sense of power to effect change, a key part of motivation which the workshops sought to impart. This part of indicator E_SH1c was converted into three scaled survey questions:

“How much power to effect a positive change did you feel before participating in this workshop?”

Very little (“cross your arms”) *Some* (put your fists against your hip)

A lot (“lift your arms as if flexing your biceps”)

“How has doing this workshop affected your sense of power to effect a positive change?”

It has decreased (“sit on the floor”) *It is the same* (“stand still”) *It has grown* (“raise your arms”)

“How much power to effect a positive change do you feel you have now?”

Very little (“cross your arms”) *Some* (put your fists against your hip)
A lot (“lift your arms as if flexing your biceps”)

The first question provided a baseline that made it possible to assess the profile of the participants in terms of empowerment, and reduced the possibility of confusing a previously developed sense of empowerment as a consequence of the workshop. It supplemented a question one of the promoters had asked at the start of his workshop about who felt able to make a difference.

The results suggested that just over half already felt empowered at the start of the workshops (which reflected the results of the earlier question by the facilitator, as well as the fact that half of the participants were volunteers in the habitat reforestation group of the university). At the end of the workshop about two thirds felt a greater sense of power to effect positive change than before the workshop, while a third felt the same sense of power to effect a change, and none felt their sense of being able to make a change had decreased. Approximately half the participants felt they had a lot of power to change the world, and the other half that they had some power to change the world. Only one participant felt he had little power to change the world.

This information allowed the promoters to know that, as far as imparting motivation, their workshop was effective, particularly with those without a distinct sense of being able to make a difference. This did not tell us why, and the question was pursued through a focus group (see below). It also allowed them to identify, from among the most empowered participants, potential new recruits for their programme and invite them to become Earth Charter promoters.

Indicator ESH4b was partly measured in terms of perceptions, and partly through observation (see below). The perception part of it was done through a spatial survey. While the previous indicator measured the effectiveness of the empowerment workshops in terms of motivational impact, this indicator sought to measure its effectiveness as an empowering process. The group was asked to form a single file, and answer the following question:

“How much do you feel participants in the workshop have just agreed with the ideas of others, rather than identify their own responses to an issue?”

Very little (“step to your left”); *sometimes* (“stay where you are”) *mostly* (“step to your right”)

About three quarters answered “very little”, and about a quarter answered “sometimes”

This suggested that the group dynamic did not achieve full trust, although it mostly did. It is likely that a longer workshop might have obtained a better result, and it is the kind of comparative information the PIMAUG looked forward to generating.

ii. Semi-structured Non-Participant Observation

Application of the assessment tool

This tool involves observing the behaviour of a group without participating in its activities, guided by a number of broad themes or questions to watch out for (in this case the selected

indicators), as opposed to a more detailed questionnaire of things to look for (structured observation), or having no specific questions at the beginning of the observation, but rather letting insights and patterns suggest themselves (unstructured observation).

Data analysis

Analysis of the fruits of semi-structured observation can be a simple ticking of boxes or yes/no answers, to rich qualitative descriptions that lend them to more sophisticated qualitative analysis. Given the wide scope for personal interpretation, observation can benefit from correlations of multiple observers, or comparison with other assessment tools to assess the same issues.

Practical use of the assessment tool by PIMAUG

Semi-structured observation was used for indicators E_H1; E_SH1b; ESH1c; E_H3; E_H4; E_SH4a and ESH4b. The researcher and Alicia Jimenez from ECI observed the workshop, looking out for behaviours and activities that fulfilled those indicators. At the end they compared observations, where there was full consensus. An example of this would be E_SH4a “People/team/partners are given the opportunity to explore and reflect upon their own ideas

and traditions, and then to develop their own vision and goals for the project.” Given the temporary context of the workshops, the words “for the project” were omitted for the purposes of the evaluation. The observers noted that a number of the workshop exercises explicitly directed participants to reflect on their own ideas, their family contexts, their history, etc., and then formulate their own responses to questions about themselves and the world. A further exercise asked them, on the basis of their own reflection and their own circumstances, to identify personal goals for the future. The other indicators were likewise observed to be present.

Strengths of this assessment tool

This assessment tool did not interfere with the activities of the workshop. Moreover, in being implicit rather than explicit, it excluded respondent bias (although not observer bias). The indicators provided a generally clear-cut structure of behaviours or activities that could be present or absent and thus could be easily observed. A single observation process can assess many indicators.

Potential pitfalls/constraints to watch out for

Personal bias in the observer can influence what is observed. For this reason, having more than one observer and validating the observations is the best policy. It is best to have three observers in case difference of interpretation arises. While the way the observation was structured here allowed for presence/absence of behaviours sought, it did not include evaluations of how intensely present they were. This can be built into the observation process. The richer the qualitative data included in observation, the harder it is to measure, although the more nuanced the resulting picture may be.

iii. Focus Group Discussion

Application of the assessment tool

See Echeri field visit for a general description

Practical use of the assessment tool by PIMAUG

This tool was used to complement the spatial survey above. Time constraints did not allow for discussion of many indicators, so the group discussion lasted no more than 15 minutes, and centred on indicator E_SH1c and the reason why people felt different levels of power to effect

positive change; and why for some the workshop had increased this sense of power to effect a change and for others it had not affected it. The results were very useful to PIMAUG in that the key factor that made people feel more empowered than before, was being in touch with like-minded individuals, compared to a feeling of relative isolation in such goals and aspirations prior to the workshop. This highlighted how valuable it would be to ensure that new participants become integrated into existing service-focused networks, and the potential to create other such networks of like minded individuals. Those who did not feel much empowered to effect positive change identified the lack of clear ideas to translate their motivation into effective action, conscious that much well meaning action is not in fact effective. This re-emphasised the importance of the insight that emerged from the indicator overview, of providing paths of service to participants, such as existing or new activities, and possibly volunteer support in turning their aspirations into effective action. Again, the qualitative discussion contextualised the numerical information gained through the scaled surveys, and often challenged common sense readings of the numerical results. Thus, the single person who stated he felt little power to effect positive change at the end of the workshop clarified in the focus group discussion that his standards were such that while his desire to change the world was not [?]expressed in action, and he could see the results of those actions, he did not feel he had a right to say he felt able to effect change in the world. His answer thus did not reflect disempowerment, but rather high aspirations, and he was in fact the only participant to choose to become a volunteer promoter of the Earth Charter peer education workshops!

iv. Personal Action Plans

Application of the assessment tool

Personal action plans are plans drawn up by individuals to achieve a given goal or goals. They can be used as indirect measures of commitment and motivation, as sources of qualitative information and as baselines against which to measure processes and identify barriers. Of course they are not only or even primarily measurement tools, but rather catalysts for action, and thus in this case an evaluation tool can simultaneously serve as a promotion tool, and vice-versa.

Data analysis

Personal plans can be interrogated in different ways, depending on the information sought. At the end of a training or motivational process, for example, the types of goals and actions they identify, how specific, how ambitious and how realistic they are, can provide qualitative assessment of the degree of motivation, commitment and assimilation generated by the training or motivational process. It can also help identify personal priorities and values.

Their full potential is realized in conjunction with follow-up interviews or focus groups to track down progress toward personal goals, and reasons why that progress has taken place or not taken place. The follow up could be done face to face, or it can be done via messenger/skype or, less reliably, via email or postal questionnaire. The plans can also be used to generate a wealth of qualitative and quantitative information on process, by providing follow-up, identifying which goals or activities planned were completed, which were initiated but remain incomplete, and which were not pursued at all. This can help identify which barriers, internal or external may operate, and which elements could facilitate the fulfilment of those goals.

Practical use of the assessment tool by PIMAUG

The personal plans were used to generate information on indicators E_SH1c, EH3, and E_SH4a, indicators centring on individuals' capacity and opportunity to reflect on their circumstances and set their own goals and direction. The facilitators already asked in their established methodology, as part of the workshop, to identify at the end what elements of their life they would like to change. It was suggested to refine this and invite the participants at the end of the workshop to write down 4 goals or actions that they would like to do in the next month. The suggestion for such a short timescale was to improve the specificity and thus the measurability and practicality of the commitments made. In the event, the facilitator forgot to include the time constraint, asking only for four goals. These four goals were written on paper, and photographed for later analysis, with each participant taking their personal plan with them.

Analysis of the pledges shows that indeed the absence of a time constraint resulted in often very general goals, such as “to respect and care for my natural surroundings”; “to have a child”; “to spend more time with my family”. A few were more specific, such as “to find a way to do something at school and generate support for conservation of plants, trees and animals” or “to join environmental groups, promote them, and implement plans of action”. Mostly, they were statements of core values and direction, and a rich source of qualitative information in this regard. The pledges primarily clustered around the core values of family life and environmental protection, with a smaller cluster dealing with social issues such as poverty or corruption, and a few personal aspirations such as travelling the world or writing a book.

Follow-up interviews were identified with the PIMAUG team as a way of identifying the longer term impact of the workshops, structured around the general and the specific pledges made in those personal plans.

Strengths of this assessment tool

They are simple to administer; tend to be intrinsically empowering, and are useful sources of qualitative information, particularly when linked to follow-up qualitative research. They are also potentially catalysts for action. Generally speaking, the more defined are the parameters imposed on the plans, either in terms of constraints (timescales, localities, target groups, etc.), or in terms of structure (goals, lines of action, resources to be used, and how they will be found, etc.), the more specific the resulting plans will be. The more detailed a plan of action is required, the more time consuming the exercise can be.

Potential pitfalls/constraints to watch out for

Overly generic plans can give valuable information as to general priorities and values, but are seldom good catalysts for action, and make potential follow-up discussions likewise more general. Overly detailed plans may be unworkable or unrealistic, besides being more time consuming, and may require coaching and support. Overly directive guidelines imposing too many constraints on the planning process can bias the result and diminish or eliminate spontaneity, so that the plans are individual, but no longer truly personal. The optimal

exercise is a plan with a small number of constraints (timescales, or sphere of activity), and a small number of goals, where the detail can be developed in the course of time.

v. Word Elicitation – What/Why Grid

Application of the assessment tool

See Echeri field visit for a general description

Practical use of the assessment tool by PIMAUG

In the case of the PIMAUG Earth Charter peer education group this tool was used for indicator E_SH1b (“Individuals feel they are encouraged to reach their potential, and are provided with opportunities for personal growth”) focusing on the encouragement dimension; as well as the supplementary indicator 3072 from Care and Respect for the Community of life (“The project's activities / events have an emotional effect on participants”, as modified by, Echeri to: ““The project's activities / events produce an emotional connection to the community of life in participants”). The PIMAUG team wanted to know how effective they were in providing encouragement, what kind of emotional effect they had, and in particular, which elements a in their workshop contributed to creating a sense of empowerment in their workshop processes.

In this case no visual stimulus was used. Rather a whiteboard was divided in two, with one half having the heading “Emotions”, and the other “Why?” The participants were asked as the final activity of the day to write on the left three emotions which the workshop stirred in them, and in the right hand column a sentence as to why this is the case. If an emotion someone had previously written expressed their own, they were allowed to put a tick beside it.

In terms of emotions, the most common words were joyful and its synonyms; followed by motivated/committed/persevering, and finally with words alluding to connectedness, such as “love”, “solidarity” and “identity”.

In terms of reasons, the vast majority gave sharing the experience like-minded people and the sense of unity achieved as the reason for those emotions, reinforcing the focus group

discussion, while a few voices added having had fun, learning, and a sense of possibility as additional reasons.

This reinforces both the effectiveness of the peer education workshop and its facilitators in creating a sense of empowerment and motivation, and the role that facilitating an encounter with like-minded individuals plays in that, above and beyond specific messages and contents of the workshop, although there is some evidence there to suggest that the format of the workshop (fun) and the informative content were likewise factors. Correlated with the information gained with the other assessment tools, the word elicitation proved to be a valuable source of insight to the PIMAUG team.

vi. Key Informant

Application of the assessment tool

See Echeri field visit for a general description

Practical use of the assessment tool by PIMAUG

This tool was used to evaluate indicators E_SH1a; E_SH1c; E_SH2a; and E_SH4b, in relation to the group of youth promoters that ran the Earth Charter peer education workshops. The key informants were in this case Dr. Sucar, the coordinator of PIMAUG, and Francisco Cruz Vega, one of the key youth promoters. On the basis of the information provided about the activities run by PIMAUG, and in particular the peer education project, the volunteer nature of participation by the promoters, the autonomy of the promoters group in terms of setting their own work agenda and organizing the workshops with university support, it was possible to identify all the indicators above as fully met.