

Deliverable Number 2:

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ALLIANCE OF RELIGIONS AND CONSERVATION
launched in 1995 by HRH The Prince Philip, Duke of Edinburgh KG KT



Earth
Charter
Initiative



People's Theater
mitdenken, mitbewegen!

Information about

Evaluation and Indicators

Training Materials Prepared for Core Group Meeting 1

Prague, April 6-7, 2009

Project Funding



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Introduction

The *ESDInds* project (“*The Development of Indicators and Assessment Tools for CSO Projects Promoting Values-based Education for Sustainable Development*”) involves five very different Civil Service Organisations (CSOs) involved in Education for Sustainable Development (ESD) coming together with two academic institutions (the University of Brighton and Charles University in Prague) to measure the impact of value-based ESD projects. The five CSOs involved in the project represent a wide range of projects, approaches and stakeholders involved in ESD. These CSOs are:

- The *European Baha’i Business Forum*, based in France.
- The *Baha’i Agency for Social and Economic Development*, based in the UK.
- The *Alliance of Religions and Conservation*, based in the UK.
- The *Earth Charter Initiative*, based in Costa Rica.
- *People’s Theatre*, based in Germany.

A key element of this project is the interweaving of the CSOs and academia to produce practical outcomes. One of the key ways that the diverse consortium of partners will collaborate is through Core Group Meetings (CGMs), where decisions will be made by all partners on the directions taken by the researchers. The first Core Group Meeting (CGM1) will be an opportunity for all consortium partners to meet and discuss ways to bridge the gap between specific project aims and generic potential indicators.

This document provides background information on evaluation and indicators, especially educational and ESD indicators. The intention of this document is to provide information to all ESDInds consortium members, to assist in project decision-making at CGM1.



Evaluation

“Evaluation is an ongoing process for doing better”

Why Evaluate?¹

- ✓ **Evaluation helps you achieve your objectives as efficiently and effectively as possible.**
 - Helps to identify which aspects of your project work
 - Helps to identify which aspects of your project don't work
 - Helps to identify why situations work or don't work
 - Saves money and time, by ensuring that efforts are put into strategies that lead to change
 - Assists in defining future objectives
- ✓ **Evaluation improves group dynamics and processes.**
 - Helps to build understanding and support for the project
 - Helps to clarify tasks and assignments, and creates greater accountability among project participants
 - Helps to build team boundaries, not only for this project but also for future projects
- ✓ **Evaluation builds support by documenting success.**
 - Helps to demonstrate the success (can promote the support of the community, political officials, etc.)
 - Helps to enhance funding opportunities (can show donors merits of the project)
 - Helps to publish an important aspects of your project a find support for them
- ✓ **Evaluation helps you deal with uncertainty and change.**
 - Helps to learn from experience
 - Helps to adapt the project in the face of uncertainties

What are key questions on begin of the evaluation process?²

How are we doing?

- ✓ To consider how is our project performing in relation to objectives we have identified
- ✓ Suggest how evaluation can help us

¹ Adapted from ECOSYSTEM MANAGEMENT INITIATIVE, School of Natural Resources and Environment: *Measuring Progress: An Evaluation Guide for Ecosystem and Community-Based Projects* [online]. 2004, [quoted 2009-01-28] Michigan: The University of Michigan. Web links at <http://www.snre.umich.edu/emi/evaluation>.

² Adapted from HM INSPECTORATE OF EDUCATION *How good is our school?: Self-evaluation using quality indicators* [on-line]. 2001, [quoted 2008-07-23]. . Web links at <http://www.hmie.gov.uk/documents/publication/hgios.pdf>



How do we know?

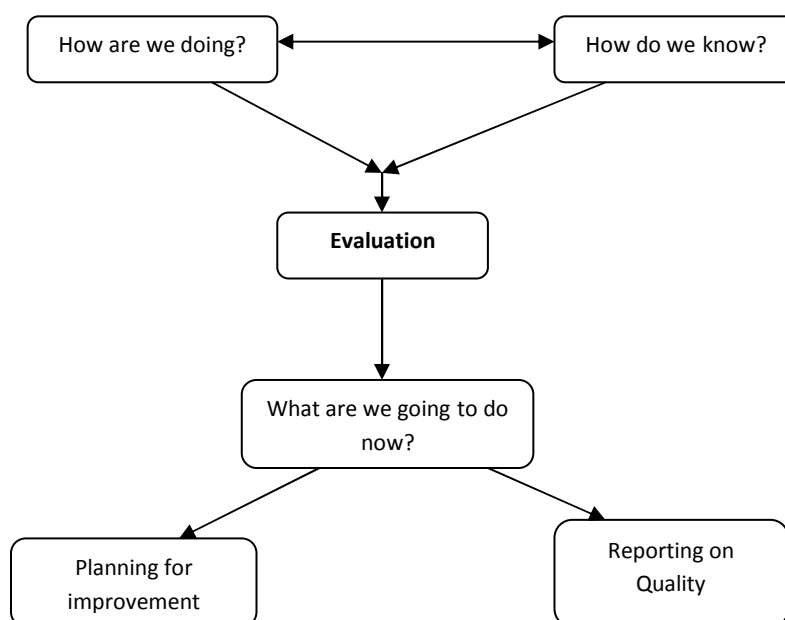
- ✓ Indicates reference points for evaluation
- ✓ Describes the use of quality indicators to measure how we are doing within key areas of provision

What are we going to do now?

- ✓ Describes how to report and take forward what we know about a quality of our projects

These three questions can guide you through the process of evaluation. It generates more and more new questions, but these questions can be then divided into these three question categories. The evaluation process is described in Fig. 1

Fig.1 Key questions in evaluation process



Example: The (hypothetic) CSO begins the evaluation process. In the “How are we doing?” category can CSO focuses on referring to the expectations within the project objectives and define the area of activity/priority of evaluation (e.g. project content, learning methods, changes in participant values). Next step of CSO in “How do we know?” category will be to develop the questions to be answered during the evaluation process (e.g. Are the course participants content with our project? Are our learning methods relevant for concrete age group? Are there any changes in participant values after the project?) and answer them (find a relevant indicators). In this step will be also relevant refer national or local advice or adapting other examples with similar features (e.g. other CSO can have similar project and



has developed functional evaluation process). In the final category “What are we going to do now?” will CSO indentify key strengths and areas which require improvement and provide the feedback (e.g. CSO try to change the learning methods).

How can the evaluation process be designed?³

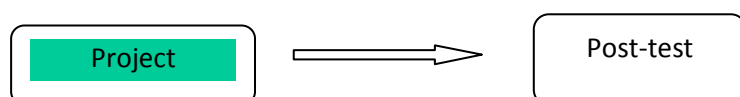
There are many different types of evaluation design. Different evaluation design types, and their advantages and disadvantages will be described.

Post-test only evaluation

Data are collected at the end of project.

This type of evaluation design is useful when participants are not available before the project begins, or there has not been enough time or preparation at the start of the project to evaluate. Because there is no pre-test or comparison group is difficult to determine the magnitude of the outcome (e.g. how did the values of participant changed) and whether the outcomes are due to the project or due to some other cause (e.g. the values of participant changed in non-formal education process).

Fig. 2 Post-test evaluation



Retrospective Pre and Post-test

Data are collected at the end of the project.

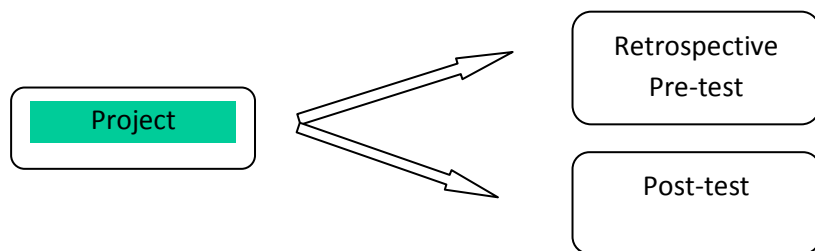
Participants are asked to assess their current level of competencies (knowledge/skills/ attitudes /values) **after** the project and to reflect on their previous level of competencies (knowledge/skills/ attitudes /values) **before** the project process.

This type of evaluation design is useful when participants are not available before the project begins or there has not been enough time or preparation at the start of the project to evaluate. Some participants can find it difficult to remember how they were (thought/behaved) prior to the project and this can influence the accuracy of the retrospective pre-test information.

³ Adapted from MEERA [online]. Michigan: My Environmental Education Evaluation Resource Assistant [quoted 1.3. 2009]. Web links at <http://meera.snre.umich.edu/plan-an-evaluation/plonearticlemultipage.2007-10-30.3630902539/types-of-evaluation-designs>. And from BENETT, D.B. Evaluating Environmental Education Programme :A practical guide for teachers, *Environmental Education series* 12, UNESCO, 1984 reprint 1989. ED 84/WS/77.



Fig.3 Retrospective Pre and Post-test

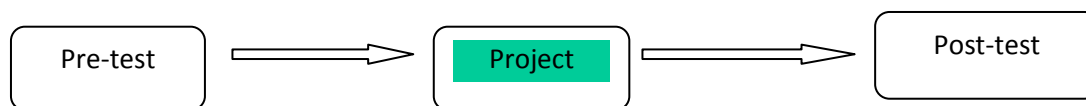


Pre and Post-test

The same instrument is used to collect data before the project begins, and again at the end of the project.

This type of evaluation is relatively easy to implement, provides better evidence of the effectiveness of the project compared to prior designs, and is enables the evaluator to control for participants prior competencies (knowledge/ skills/ attitudes/values). This type of evaluation cannot account for non-project influence on outcomes, and if self-reporting is used rather than objective measures, pre-test scores may be lower than post-test scores. (Participants overestimate their competencies knowledge/skills/ attitudes /values on a pre test.)

Fig. 4 Pre and Post-test



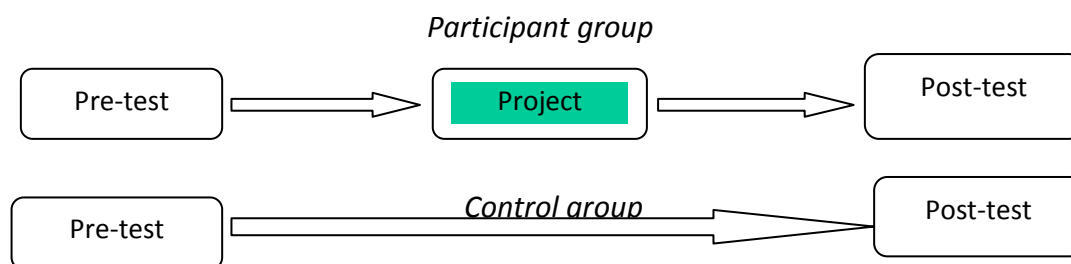
Pre and Post-test with control/comparison group

Data are collected before the project from two groups. One group participates in the project and the other doesn't. Data are collected from both groups once the project has ended.

This type of evaluation provides the most assurance that outcomes are actually the result of your project and allows to you more accurately assess how much of an effect the project has. This type of evaluation requires access to at least two similar groups and can demand more time and resources.



Fig. 5 Pre and Post-test with control/comparison group

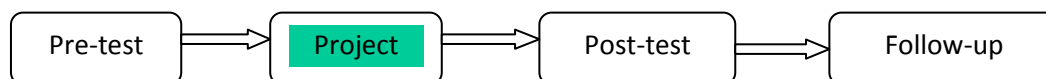


Pre and Post-test with follow-up

Data are collected before the project begins, at the end of the same project, and again at some point in the future.

This type of evaluation allows you to see if the project has lasting effects, and can provide valuable information about long-term impacts. This type of evaluation demands time and resources (tracking and contacting participants) and cannot account for non-project influences.

Fig. 6 Pre and Post-test with follow-up

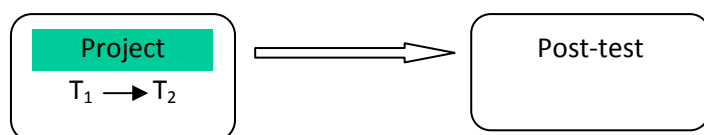


Intermediate testing and Post-test

Data are collected at multiple points during the project (T_1 and T_2 in diagram) and again at the end of the project.

This type of evaluation is better for longer projects. It allows you to track participants' progress through the project, but it doesn't account for non-program influences.

Fig. 7 Intermediate testing and Post-test



What is Relationship between Evaluation and Indicators?⁴

Evaluation is a way of documenting to researchers, the public, politicians, members of team, and others how effective the project has been since its inception. Evaluation activities can help provide important new information about the (value-based educational) project and assists in improving processes. Indicators are a method of evaluation to describe the unobservable aspects or concepts that are influenced by the project.

Example 1

| Priority of Evaluation | Evaluation Question | Indicator/Indicator System | Uses of the Information |
|--|--|---|--|
| Participant satisfaction with the ESD Program background | Are participants really content with our ESD Program background? | Questionnaire Observation Interview | Modification of the program background or confirmation that the current information is satisfactory. |

Example 2

| Priority of Evaluation | Evaluation Question | Indicator/Indicator System | Uses of the Information |
|----------------------------------|---|---|---|
| Participant learning experiences | How are the participant experiences? Is the learning method suitable for the participant? | Questionnaire and surveys Group discussion Individual Interview | Modification of the learning methods or confirmation that the current method is satisfactory. |

⁴ Adapted from ECOSYSTEM MANAGEMENT INITIATIVE, School of Natural Resources and Environment: *Measuring Progress: An Evaluation Guide for Ecosystem and Community-Based Projects* [online]. 2004, [quoted 2009-01-28] Michigan: The University of Michigan. Web links at <http://www.snre.umich.edu/emi/evaluation>.



Indicators

“Indicators provide answers to your evaluation questions.”

What are Social Indicators?

Social indicators specify linkages or connections between observable aspects of social phenomena, and other unobservable aspects or concepts. Much of the research laying claim to the term “social indicator” consists of descriptive social statistics.

Example of Social Indicator: Human Development Index (HDI)
HDI introduced a way of measuring development by combining **indicators** of life expectancy, educational attainment and income into a composite index (see <http://hdr.undp.org/en/statistics/indices/hdi/>). This Index shows the unobservable aspects of social reality worldwide. It makes possible to compare different levels of human development in different countries and shows existing or future problems for policymakers.

What are Educational Indicators?

An educational indicator is a special kind of social indicator. Education indicators are (usually) statistics (individual or composite) that reflect important aspects of the education system, relating to a basic constructs in education, and are useful for policymakers (and also teachers, pupils, parents, etc.). Indicators are designed to track the performance of a system by regular measurements.

Two main groups of Educational Indicators:

- **Quantitative Indicators** have numeric values
- **Qualitative indicators** require well-defined, unambiguous descriptive or ordered values

*Example of **Quantitative (Educational) Indicator**: Student Achievement, Student Course Enrolment, Education and Training of Teachers, Number of Students per Computer, Educational Expenditure per Student, etc.*

*Example of **Qualitative (Educational) Indicator**: Indicators for School Climate Measure (Observation, Interview, Structured Interview, Open end Questions, Case Studies, Self-evaluation of Students, Relationships with Others, etc.).*

Some Indicators might be also **semi quantitative**. These are usually the qualitative indicators that are converted into the quantitative indicators.

*Examples of **Semi Quantitative Indicators**: a celebration of learning (Scales, scale questionnaire)*



Other Types of Educational Indicators:

- Affective - attitudes, quality of life
- Behavioural – skills, cooperation, health behaviour
- Cognitive – achievements, beliefs, knowledge
- Demographic descriptors – age, sex, socio-economic status
- Expenditures – resources, time, money
- Flow – WHO, WHAT, FOR HOW LONG? (curriculum balance, retention, methods, time)

Uses of Educational Indicators with the view of reformers and scholars:

- To describe
- To serve as the basis for accountability
- To evaluate policies and programs
- To serve as information management systems

Use Qualitative or Quantitative Indicators?

Quantitative Indicators (means, proportions, percentages, rates, quantiles, and composite indices) are more easily compared. It is possible to compare two or more individual or composite statistics (numbers) and on the base this statistics describe existing or potential problems in education process or education system. Qualitative Indicators aren't at first glance so easily interpreted. The comparison and interpretation can be problematic. However, qualitative indicators bring some important information that quantitative indicators cannot describe.

Example of usage of Qualitative Indicators: As Berliner argued, qualitative data are powerful. Early in the ALIS project, one school was constantly at the bottom of the set of participating schools on a scale assessing attitude to school. It paid very little attention to this fact but then open-ended questions were introduced into the data collection and students' comments were typed up and made available to the schools. The typing disguised students' handwriting and kept the feedback anonymous. When the school read statements like 'We are treated like fifth formers without uniform', 'Staff are sarcastic', 'I wish I'd gone to another school' this qualitative data had an impact that was immediate and led to a re-design of the provision for subsequent students. Having had that experience, the school then watched the quantitative attitude indicators with more concern and we continue to provide typed-up responses to open-ended questions.



What are good Indicators?⁵

Good indicators are:

- ✓ **Easy to interpret**
(! It doesn't mean that there's no possibility to use qualitative (harder interpretive) indicators. It is necessary to interpret qualitative indicators well and easy.)
- ✓ **Only as fine-scaled as the (evaluation) question requires**
(Using the simplest thing that can be measured that would provide an adequate response to the question)
- ✓ **Widely applicable**
(E.g. one indicator can be used to answer more questions)
- ✓ **Cost-effective to measure**
(Using only those indicators that are useful for your evaluation question and find the cheapest way (time and cost) to collect the data)
- ✓ **Accepted by the group**
(There is agreement among all project partners the chosen indicator is an effective and appropriate measure.)

What kind of Indicators might be developed for CSO projects?

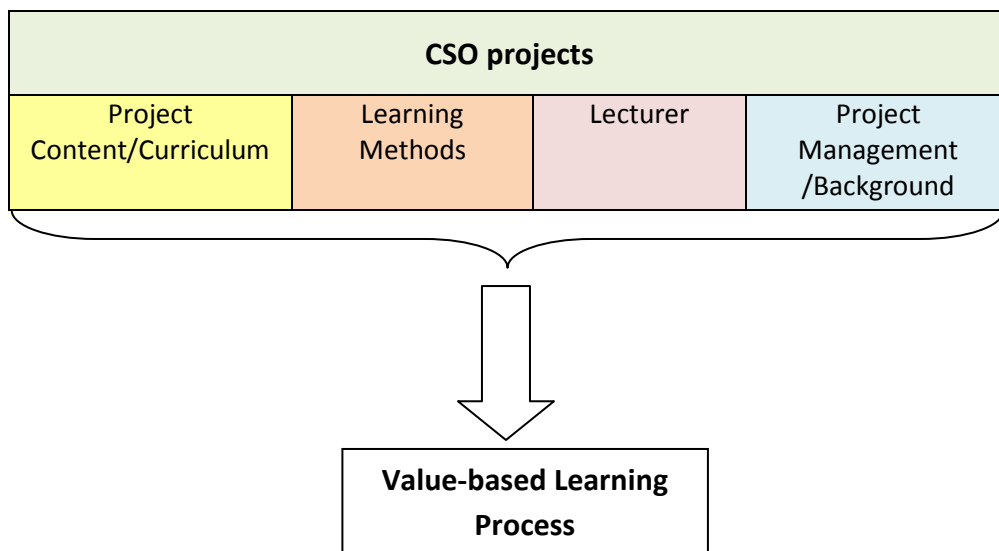
Process Partial Indicators

- ✓ Content Indicators
- ✓ Learning Methods Effectiveness Indicators
- ✓ Lecture Quality Indicators
- ✓ Management/Background Quality Indicators

⁵ Adapted from ECOSYSTEM MANAGEMENT INITIATIVE, School of Natural Resources and Environment: *Measuring Progress: An Evaluation Guide for Ecosystem and Community-Based Projects* [online]. 2004, [quoted 2009-01-28] Michigan: The University of Michigan. Web links at <http://www.snre.umich.edu/emi/evaluation>.



Fig. 8 Process Indicators

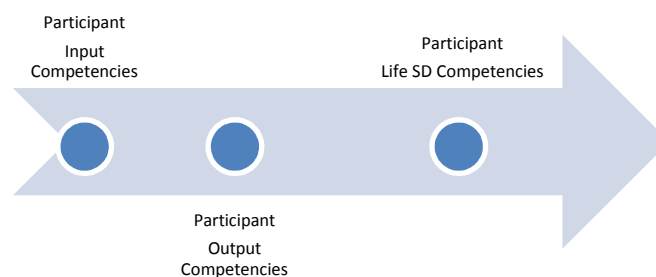


Process Effectiveness Indicators

- ✓ Input Participant Competencies (Quality) Indicators
- ✓ Output Participant Competencies (Quality) Indicators
- ✓ Life SD Participant Competencies (Quality) Indicators

Competencies – Knowledge, Skills, Attitudes and Values in relation to Sustainable Development

Fig. 9 Process Effectiveness Indicators for Value-based Education



Are there some indicators for education for sustainable development?⁶

In December 2002, the United Nations General Assembly (UNGA) adopted resolution 57/254 to put in place a [United Nations Decade of Education for Sustainable Development \(DESD\)](#), spanning from 2005 to 2014. The UN Decade of Education for Sustainable Development seeks to among others:

- **Incorporate quantitative and qualitative ESD indicators into on-going monitoring and evaluation of Education for All (EFA) and the UN Literacy Decade;**
- Monitor the progress of activities undertaken by UN agencies, Governments and NGOs in observance of the Decade and facilitate implementation and follow-up;
- **Evaluate the achievement of measurable results in realising the aims and objectives of the Decade**, particularly in regard to the integration of ESD in national educational policies, programmes and systems; and
- Make recommendations to further promote ESD based on results and lessons learnt from the Decade.

Consequently, at the international and national level, indicators for education for sustainable development have been developed. These include many types of indicators, especially quantitative indicators (% of new teachers currently receiving pre-service training in ESD, Increase in the number of new teachers receiving pre-service training, existence of relevant curricula, number of training and other pedagogical materials for formal and non-formal education etc.).

These indicators are useful, especially at the international or national level, to describe the situation in the field of education for sustainable development.

The evaluation processes are also well defined at the school (class) level. These focus on learning processes; school climate, curriculum etc. Some information about these types of indicators are very useful for the projects of the CSOs (e.g. processes indicators), but few indicators are designed for value-based education focusing on education for sustainable development. It will be challenge for our ESDInds project to design them.

⁶ Adapted from http://www.gdrc.org/sustdev/un-desd/intro_un-desd.html



Ask yourself these questions

- How would you describe the vision of your CSO?
- What are the objectives and focus of the efforts of your organisation?
- Do you find it interesting to try to evaluate the objectives?

- What area is your CSO working in and with whom? (e.g. industry, education)
- Do you find it important to evaluate impact of your project on this target groups?

- Could you describe the primary activities or projects of your organisation?
- Do you find it important to monitor processes and ongoing activities in your project? (e.g. learning methods, group communication, group dynamics)

- What kind of indicators are used to evaluate projects in your CSO?
- What kind of evaluation design is used in your CSO?
- What benefit do you expect to gain from further evaluation? In what specific parts or outcomes of your projects you feel lack of information?



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Introduction

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A key element of this project is the interweaving of the CSOs and academia to produce practical outcomes. One of the key ways that the diverse consortium of partners will collaborate is through Core Group Meetings (CGMs), where decisions will be made by all partners on the directions taken by the researchers. The first Core Group Meeting (CGM1) will be an opportunity for all consortium partners to meet and discuss ways to bridge the gap between specific project aims and generic potential indicators.

This document provides a brief introduction to the diverse approaches and activities of the five CSOs involved in the *ESDInds* project. These CSOs are:

- The *European Baha’i Business Forum* (Page 2), based in France.
- The *Baha’i Agency for Social and Economic Development* (Page 3), based in the UK.
- The *Alliance of Religions and Conservation* (Page 4), based in the UK.
- The *Earth Charter Initiative* (Page 5), based in Costa Rica.
- *People’s Theatre* (Page 6), based in Germany.

The intention of this document is to provide information to all *ESDInds* consortium members about partner activities and expectations, to assist in project decision-making at CGM1.



European Baha’i Business Forum (EBBF)

EBBF is a non-profit organisation of men and women practicing and promoting moral and ethical values in business. EBBF attracts a community of people passionate about bringing ethical values, personal virtues and moral leadership into their workplaces. Its membership is diverse and crosses generations, borders, sectors and beliefs.

Vision of the organisation:

EBBF’s vision is to enhance the well-being and prosperity of humankind. It believes that positively influencing the world of business, starting from the inspiration of action by each of its members, is an important step in this direction.

EBBF Operates on Three Levels:

Empowering - Encouraging individuals to make a positive difference in their work environment. Offering responses to people who want to create a meaningful work environment where values are not seen as an obstacle but as an opportunity for personal and institutional progress - through projects, being part of a world network of like-minded people, through events and courses.

Promoting - Influencing the discourse about business. Presenting scenarios exploring new ways of doing business and imagining working models of the enterprise of the future - EBBF initiatives have included high level events, presentations, a growing list of publications, centres of knowledge and research, an e-magazine and partnerships with leading organizations.

Educating - Inspiring Leaders of Tomorrow. On top of the other two areas of focus we also want to reach out to young professionals, university and MBA students who are often confronted with a business environment that conflicts with their own ideals and values. For example through MBA and university courses and presentations.

Primary activities and sectors engaged:

As a next step from those broad areas of focus EBBF define eight key programmes to implement their strategy: building capacity to achieve the vision, local development, gender balance, remaining at the cutting edge of principles, strengthening and broadening external relations, measuring (indicators), financial sustainability, increasing perception of EBBF’s effectiveness.

EBBF works with enterprises, companies, UN organizations and NGOs but mainly with businesses. EBBF provide on-line courses, values based leadership courses, publications, knowledge centres, over 250 events and presentations, courses in MBAs and Universities.

Evaluation and indicators presently used:

EBBF membership survey, testimonials, website hits, Facebook Group members.

Values currently pursued in work of the organisation:

EBBF promotes seven core values that it feels are of strategic importance in enhancing business performance: Business Ethics, Corporate Social Responsibility, Sustainable Development, Partnership of Women and Men, A New Paradigm of Work, Consultation in Decision-Making, and Values-Based Leadership.



Expectations from the ESDInds project:

EBBF feel a lack of information about connections between applying specific values and outcomes from their activities. And in business "what cannot be measured cannot be evaluated and improved". Values and Sustainability are so complex to evaluate that being able to work with a team that will come up with some solutions is very exciting.

www.ebbf.org



Baha'i Agency for Social and Economic Development (BASED-UK)

Baha'i Agency for Social and Economic Development (BASED-UK) is a non-government charitable organization that aims to alleviate poverty and advance education by supporting grass-roots projects around the world.

Vision of the organisation:

BASED-UK believes that the true measure of development goes beyond one's material and physical well-being. With spiritual values at its core, BASED-UK offers a holistic approach to development. It aims to cultivate the limitless potential inherent within all human beings in a global community where justice, equity and tolerance are paramount. This dynamic coherence between the spiritual and material is, we believe, the key to uplifting the quality of human life. The main objectives of BASED-UK are to relieve poverty, and to advance education throughout the world.

Primary activities and sectors engaged:

All projects supported by BASED-UK originate from consultation at the grassroots level. It is focused on education for children and local communities of poor people.

BASED-UK carries out three main activities.

- Raising funds from individual and institutional donors. Funds raised by BASED-UK are used solely for the purpose of the project for which they are sought. Administration costs are kept to a minimum with most of the work undertaken on a voluntary basis.
- Recruiting short- and long-term volunteers for specific projects.
- Raising awareness in the UK of its work, by providing publicity materials on the different projects it undertakes.

Evaluation and indicators presently used:

BASED UK is experienced in involving values in ground activities and the evaluation is primarily done by qualitative ways in direct contact with project participants.

Values currently pursued in work of the organisation:

The work that BASED-UK does is an expression and demonstration of these spiritual principles in action:

- justice
- unity in diversity
- elimination of all prejudices
- universal education
- equality of men and women

The consultative process, where communities can collectively define their needs and aspirations, and develop solutions to address them, is based on:

- respect for the ideas of all group members
- consensus building



- equitable and democratic processes
- community empowerment
- maximising effective participation by all participants

Consultation is a powerful tool for building community solidarity and capacity, and is one of the keys to sustainability.

Expectations from the ESDInds project:

BASED UK expect to develop evaluation indicators, which enable better understanding of interconnection of spiritual values included in their educational activities and sustainable future. The indicators are expected to be of practical use, to show ways of improvement of CSOs activities.

www.baseduk.org.uk



Alliance of Religions and Conservation (ARC)

ARC is a secular body that helps the major religions of the world to develop their own environmental programmes, based on their own core teachings, beliefs and practices. ARC helps the religions link with key environmental organisations – creating powerful alliances between faith communities and conservation groups. ARC was founded in 1995 by HRH Prince Philip. ARC now works with 11 major faiths through the key traditions within each faith.

Vision of the organisation:

ARC's vision is of people, through their beliefs, treading more gently upon the earth. ARC's strategy is twofold: to help faiths realise their potential to be proactive on environmental issues and to help secular groups recognise this and become active partners.

Primary activities and sectors engaged:

ARC achieves its vision by: (1) brokering partnerships between faith and secular bodies, (2) strategic communication, (3) demonstration projects with potential for wider impact, and (4) by holding events and facilitating structures which will further the vision. ARC primarily works with the major faiths - Baha'ism, Buddhism, Christianity, Daoism, Hinduism, Islam, Jainism, Judaism, Shintoism, Sikhism, Zoroastrianism. ARC works to connect the faiths with secular environmental organisations and funding bodies (eg WWF, MOA International, the Pilkington Foundation, the United Nations, the World Bank).

ARC helps and encourages faiths to use their far-reaching influence and resources for the widest possible environmental benefit, specifically in six key areas: Land and Assets, Education, Media, Health, Lifestyle and Advocacy. The types of projects ARC supports are incredibly diverse, and are based on needs identified by faith communities. Some project examples include Seven Year Plans for Generational Change for all the major faiths, development of an eco-coffin industry using invasive species in South Africa, developing forestry standards for religion-owned forests, and establishing Sacred Land program to revive and protect sacred sites.

Evaluation and indicators presently used:

ARC uses the following criteria to measuring the success of a project:

- Did the project meet its formal objectives from both faith and secular sides?
- Is the project able to continue without ARCs input? Or if not, then are the participants motivated to continue on their own, and with reduced financial and creative input from outside?
- Has the project made a real difference to the lives of a community?
- Can the project be reproduced? And over the longer term, has the project been reproduced?
- Has the project – its success and its reasons – been communicated to, and understood by, a wider faith community?
- Are we, personally and as a charity, proud of the results?

Additionally, each individual project ARC supports is evaluated using the methods required by the project funding bodies.



Values currently pursued in work of the organisation:

ARC works with the religions to develop projects based on their own values, core teachings, beliefs and practice. ARC draws its thinking from the experiences of all the major faiths, and espouses the following ideas: (1) form partnerships, (2) approach tasks as pilgrims, not as missionaries, (3) ask questions rather than giving answers, (4) relate your beliefs to how you live, (5) value the strength that comes from difference, (6) take time for prayer and reflection, and (7) take time, rather than expect instant success.

Expectations from the ESDIInds project:

ARC's breadth of experience working with the major faiths will provide the project with a deep understanding of how indicators developed will be applicable across different cultures and faiths.

www.arcworld.org



Earth Charter Initiative (ECI)

The Earth Charter Initiative is an extraordinarily diverse, global network of people, organizations, and institutions that participate in promoting and implementing the values and principles of the Earth Charter. The Initiative is a broad-based, voluntary, civil society effort. Participants include leading international institutions, national governments and their agencies, university associations, non-government organizations and community-based groups, city governments, faith groups, schools and businesses – as well as thousands of individuals.

Vision of the organisation:

The ECI envision individuals, organizations, businesses, governments, and multilateral institutions throughout the world, including the United Nations General Assembly and UN agencies, acknowledging the Earth Charter, embracing its values and principles, and working collaboratively to build just, sustainable, and peaceful societies.

Over the next five years, we envision creating high quality communications and education resources that reach millions of people, promoting a systematic way of understanding the fundamental challenges of our time, catalyzing thousands of initiatives in support of the Earth Charter's objectives, and inspiring hope.

Over the next five years, we envision bringing the Earth Charter and its ethical values and principles into strategically chosen events, processes, and initiatives involving civil society, business, youth and government.

Primary activities and sectors engaged:

The main goals of ECI are as follows:

- To raise awareness worldwide of the Earth Charter and to promote understanding of its inclusive ethical vision.
- To seek recognition and endorsement of the Earth Charter by individuals, organizations, and the United Nations.
- To promote the use of the Earth Charter as an ethical guide and the implementation of its principles by civil society, business, and government.
- To encourage and support the educational use of the Earth Charter in schools, universities, religious communities, local communities, and many other settings.
- To promote recognition and use of the Earth Charter as a soft law document.

ECI Council approved the creation of six Task Forces as part of a new long range plan that is based on the principle of decentralized empowerment and is designed to rapidly expand Earth Charter activities around the world. Each Task Force will focus on developing a network and promoting activities in one of the following areas: Business, Education, the Media, Religion, the United Nations, and Youth.

Evaluation and indicators presently used:

The ECI developed an ethics based assessment tool – EC Assess. This tool mainly compares the level of care espoused and the level of action of certain organization or project towards sustainability.



Values currently pursued in work of the organisation:

The mission of the Earth Charter Initiative is to promote the transition to sustainable ways of living and a global society founded on a shared ethical framework that includes respect and care for the community of life, ecological integrity, universal human rights, respect for diversity, economic justice, democracy, and a culture of peace.

Expectations from the ESDInds project:

We – the Earth Charter International Secretariat - expect to learn how to develop indicators to best monitor our work, specifically on education. As an outcome of this project we hope to have tailor-made indicators for the education materials we developed for Costa Rica.

We tend to facilitate materials, give workshops or talks, but usually don't follow up closely with the participants, and most of the times the people don't report what they do or achieve. So we need to come up with efficient ideas to evaluate our work, and devise monitoring actions.

www.earthcharterinaction.org



People's Theater (PT)

People's Theater e. V. works to support self and social competences in adolescents and children, thereby contributing to the prevention of violence in schools as well as initiating integration processes. People's Theater uses a theater show, which deals with conflicts in an entertaining way by using talk show and theatre elements. Its goal is to compile positive approaches of resolution together with the audience.

Vision of the organisation:

The future vision of People's Theater works in 2 directions:

(1) Locally, People's Theater would like to become an integral part of the school system, working with classes over a long period of time to develop the social competencies within both the students and teachers. It would also like to ensure that the service given to the organisation by its youth volunteers is a transformation of their own life, enabling them to become change agents in whatever they choose to do once they leave the organisation.

(2) Broadly, People's Theater would like to spread their concept across Germany and Europe, so that others can benefit from their approach.

Primary activities and sectors engaged:

People's Theater works primarily with the education sector, and since its inception has run over 1500 performances and 200 projects in schools. Recently, People's Theater has been exploring their theater-based approach with several organisations in the business sector, using a similar approach to their work with schools to explore values and competencies with employees.

The association's projects are realized by approx. 15 young people aged 18 to 25 who serve the society voluntarily for one year, and who work full time for the association.

Evaluation and indicators presently used:

People's Theater has used various types of interviews, group meetings and questionnaires with teachers, students and parents to evaluate their theatre-based approach.

Values currently pursued in work of the organisation:

The work of People's Theater is based on Baha'i values: Everyone has the task to develop in himself character building, cultural and positive social values and has to bring forward the steadily advancing culture of the society in which he lives. These values include honesty, justice, tolerance, cleanliness, friendliness, respect, love, compassion, friendship, modesty, moderation, courage, reason and reliability.

Additionally, People's Theater has core organisational values which guide its operations. These values include consultative dialogue and decision-making, encouragement, unity and diversity, service orientation, and supporting individual initiatives.

Expectations from the ESDInds project:

People's Theater has found it difficult to measure the changes in social competencies of pupils as a result of their work. Through the ESDInds project, People's Theater would like to improve the tools used to measure the



outcomes of project, further their understanding of sustainable development in their field of work, improve the impact of their projects, and look for a means to evaluate projects that finds out what they are *really* achieving. People's Theater also hopes that the ESDInds project may provide ideas for ways to implement projects in other directions, within their framework for action.

www.peoples-theater.de

