ESD inds

The Development of Indicators and Assessment Tools for CSO Projects Promoting Values-based Education for Sustainable Development

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Project Final Report

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PROJECT FINAL REPORT

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[1] Usually the contact person of the coordinator as specified in Art. 8.1. of the Grant Agreement.
[2] The home page of the website should contain the generic European flag and the FP7 logo which are available in electronic format at the Europa website (logo of the European flag: http://europa.eu/abc/symbols/emblem/index_en.htm logo of the 7th FP: http://ec.europa.eu/research/fp7/index_en.cfm?pg=logos). The area of activity of the project should also be mentioned.

4.1   Final publishable summary report

4.1.1. Executive Summary

Project aims
The primary aim of the ESDinds project was to explore useful indicators which can measure values components of CSO sustainable development projects. These values-based indicators would be designed for use at the project level, and would overlap heavily with organisational values and those of the communities served.   Another aim was to involve a further 50+ CSOs with these, to form a new community of interest and, ultimately, of practice.

Research strategy
The ESDinds project was characterised by CSOs and academia working in partnership to produce practical and useful indicators. The research design involved an iterative, participatory approach to the development of indicators and assessment tools.

Final outcomes

1. A set of values-based indicators with broad practical utility. The final outcome of the project is a set of 166 values-based indicators, now acknowledged to be applicable to multiple values. They can be described as indicators of `**shared values in use',** rather than espoused values. The indicators have already been adopted by diverse CSOs and businesses, and there are opportunities for their application in other arenas, such as faith communities, educational institutions, indigenous communities, family or relationship counselling, and the health sector.

2. An open-access web platform. The indicators and related assessment tools have been disseminated very widely through a free, open-access web platform, entitled 'WeValue' (www.WeValue.org), which is estimated to have been viewed by more than 20,000 people. Almost 100 organizations, including non-profit CSOs, businesses, faith groups and educational institutions, have engaged actively with the project and provided useful feedback.

3. Transforming policy and practice in real organisations. At least eight CSOs are known to have incorporated ESDinds indicators into their internal **monitoring and evaluation** systems, and some of these have also influenced their affiliates or donors. We have also observed that the use of ESDinds values-based indicators can catalyse significant and sustainable **organisational development,** especially when participatory methods are used.

4. Accessible handbooks. The content from the web platform, which includes all 166 indicators detailed information on assessment methods, is available in PDF and Word formats. A separate 40-page 'WeValue Toolkit' entitled *Understanding and Evaluating the Intangible Impacts of your Work* has also been produced and disseminated to a wide audience.

5. An international conference and sustainable community of practice. A three-day conference was held at the University of Brighton in December 2010 and a dynamic community of practice has emerged as a result, with a special interest group focusing on applying the indicators in schools in the UK and Ireland.

4.1.2. Summary Description of Project Content and Objectives

A wide range of CSOs have taken the lead in public awareness and response to environmental problems, and this has accelerated recently with increasing concern for the impacts of climate change. Some of these CSOs are ethically driven, faith based, or include the promotion of values as part of their core activities, as these values can be the main drivers for changing individual behaviour. Relevant values include:
- individual or collective goals such as prosperity, well-being, happiness, and satisfaction;
- principles of social ethics such as justice, solidarity, and altruism;
- material versus spiritual priorities as reflected in moderation, contentment, detachment, or frugality;
- community values like unity in diversity, tolerance, and participation; and
- individual qualities of character including independent thinking, courage, confidence, trustworthiness, honesty, resilience, adaptability and creativity.

These values were described in this project as values contributing to the spiritual capital3 of society, or spiritual values (although they can be labelled differently in general literature, e.g. 'ethical').

Around the world, CSO's have a wide range of target groups: businesses or SMEs, the general public, women, youth and children, rural villagers in Europe or in social and economic development projects sponsored by European CSOs in developing countries. While economic and social statistics, survey methods and indicators are often used to measure the effectiveness of national sustainable development strategies, little has been done to develop these at a project level, and even less work has been focused on defining and using indicators of the spiritual values-based dimensions of their education for sustainable development projects.

Many CSOs worldwide are often conscious of the importance of their values-based work, whether faith-based or not, but up until now they have lacked the research tools and methodology to turn awareness or subjective evaluation into indicators that can be used more systematically and widely. In other words, the CSOs felt that the impact of their projects needed to be measured not only in terms of traditional economical, environmental and social statistics, but also in terms of values-based indicators linked to equality, justice and concern for others. It was suggested that any correlations between traditional indicators and those for these values-based indicators might highlight improvements that could be fed into future planning.

It thus became clear that there was a general need for CSOs to define indicators of project impact in terms of spiritual values at the same time as improving the more common ones for environmental, social and economic progress. However, even the latter had not been well defined at the level of project impact. There is no widely agreed set of indicators of project impact, certainly not which relate to wider level indicators at national level, and definitely not which have been devised in full consultation with CSOs which use them on the ground.

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[3] 'Spiritual capital adds the dimension of our shared meanings and values and ultimate purposes. It addresses those concerns we have about what it means to be human and the ultimate meaning and purpose of human life. It is the cultivation and sharing of our truly ultimate concerns that acts as the real glue in society. It is only when our notion of capitalism includes spiritual capital's wealth of meaning, values, purpose and higher motivation that we can have sustainable capitalism and a sustainable society.' (Zohar, D. (2004) *Spiritual Capital: Wealth We Can Live By*, Bloomsbury, London

Bearing in mind the above perceived needs for development of practical, project-level sustainable development indicators, five CSOs from different sectors joined together for this FP7 project, determined to make a step-wise improvement in SDIs useful to them. However, CSOs do not, in general, have knowledge of academic work on indicators so in this project the FP7 option of making use of RTDs for directed research was taken. In particular, these five CSOs decided to commission research activities which directly involved them in partnership with representatives from academia, so that they could also actively contribute to such discussions about indicators from their foundation of experience in ground-level projects. Accordingly, the work has resulted in tools which are not abstract (too academic) but based on a sound understanding of ground level CSO activities (practical). This has been achieved by the CSOs inviting the RTDs onto the projects and training them there on real-life practicalities, and by the CSO and RTD decision makers coming together four times in the FP7 project to consult between each stage: thus, the CSO and academic partners have worked alongside each other throughout this project.

As well as the need for spiritual values-based indicators at the project level, the 5 CSOs in this partnership asked the RTDs for assistance in the development of traditional sustainable development project impact indicators linking ground-level work to national indicators (which usually work on longer timescales and are impractical for project impact measurement). The work on the development of traditional indicators at a project level thus formed a sub-strand of this FP7 project, appearing in a small number of work packages.

The main focus and aim of the project was to produce project-level impact indicators for spiritual values-based learning and behavioural change which are useful not only to the five participating CSOs and their projects but also to a wide range of CSOs and project types.
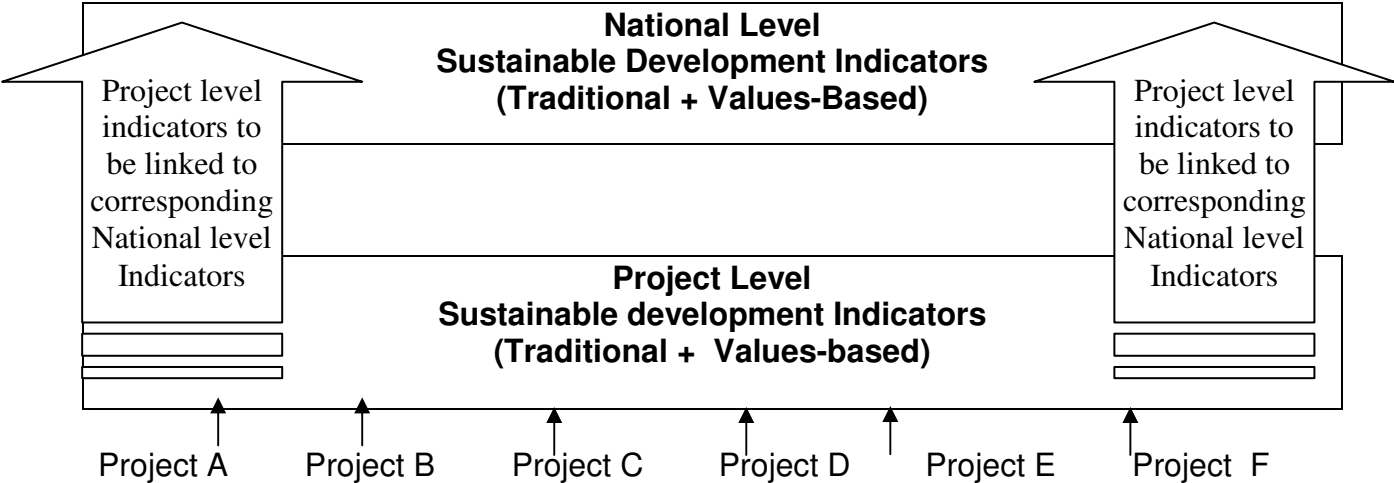
From these aims, a desired outcome was for the five CSOs to be able not only to measure the impact of their projects in terms more relevant to their objectives, but also to increase their impact by using the findings from such evaluations to influence planning. Thus, important goals for the CSOs were to develop indicators that work on the ground and enable them to measure the impact of many of their activities in quantitative or semi-quantitative terms, and learn how to direct their limited funds to obtain maximum gain in future projects.

This 27-month FP7 project had the objective of developing project-level impact indicators, especially designed for values-based learning and behavioural change but which are also clearly useful to a wide range of CSOs and project types. Thus, a parallel activity over 7

months was to disseminate the first-stage results - to actively seek other CSO groups who would be interested in the project results - and by the point of the second-stage results, to invite 50-80 other CSOs to test the indicators and/or give feedback while the project carried out a second iteration in parallel. They were finally invited to engage in active discussion at a series of workshops over three days in month 24. This event allowed the views of many more CSOs to be collected and summarised in the conclusions of the workshops, ready to publish and share internationally. It was anticipated that this would naturally lead, by the end of this FP7 project, to a new community of CSOs involved in developing and using common indicators for the impacts of spiritual values-based education for sustainable development for the future.

4.1.3: Description of Main S&T Results (Foregrounds)

ESDinds has produced results indicating that values-based outcomes can indeed be measured, and has furthermore produced a prototype tool to facilitate this. The work focussed on the needs of civil society organisations (CSOs) which wanted to be able to make visible the 'invisible' outcomes of their work not captured by traditional indicators. However, the results are pertinent to business and workplace groups, and relevant to households and community groups. This has implications for measuring values in society, and progress relating to them.

The early results have several interesting and significant points to offer those who are developing well-being/ quality of life/ happiness indicators for general society. The main research question was rather different, but its results seem to offer insights in several related fields including theories of values, participation, evaluation, and organisational change. More time and work is needed to draw out the implications in each field, but as indicators for general society is such a current topic we have attempted a preliminary analysis here.

In brief:

- Values-based outcomes and processes can indeed be measured meaningfully for groups (i.e shared values)
- A prototype tool has been produced and trialled, which is suited for civil society organisations, many businesses and workplace groups (See section I: below).
- In developing this tool, an interim set of indicators linked to 6 CSO Values was developed which may be useful to other researchers (Set 1: given in detail below).
- In developing this tool, a final pooled set of values-based indicators for CSOs was determined which has proved highly effective (Set 2: detailed below).
- The 'measurement' tool has shown significant impact as a transformational tool in its own right (See section II: below).
- The design methods developed in this project can be transferred to produce similar tools for formal education, health services, social services, local authority groups, faith groups, households and community groups.
- It is very possible the tool can lead to societal measurements of shared values and progress towards them
- Lessons from the research project will be valuable for other researchers trying to devise societal measures which are values related

I: ESDinds indicators as a novel tool for project monitoring and evaluation

Two distinct applications of the ESDinds Set 2 SDIs in project monitoring and evaluation can be identified. We have termed the first of these the `Indicators Pathway'.  This can help organisations to assess whether, in a general sense, `those values that tend to promote the success of civil society projects' are actually <u>in use</u> within their own activities (beyond being espoused in websites, brochures and mission statements).

The values in question have deliberately been left undefined, in that the specific names given to them – "engagement" versus "democracy" versus "empowerment" versus "participation", for example - are somewhat arbitrary.   It is still helpful, however, for a working group within the organisation to reach its own consensus about what to call the values that are being assessed, in order to be able to communicate the findings effectively to others. Thus, it is recommended that either before or after data collection, the chosen indicators are classified into subsets and a discrete value term selected to identify each subset. The data can then be analysed through the lens of those values: "because of our observations in relation to these indicators, we can say this about transparency, and that about democracy". However, it should be recognised that these terms are, in this case, only a shorthand: the organisation should not attempt to claim that it has 'measured transparency and democracy' in a rigorous way.

The second application, which we have termed the `Values Pathway', is intended for organisations that already have a clear statement of espoused values (such as a values-based mission statement) and wish to evaluate the extent to which *those* values are actually in use. Before turning to the indicator list, it is important to establish a working group that will spend some time talking about the espoused values and achieving a shared understanding of what they mean. As a separate exercise, the same group then reviews the indicator list and selects those indicators that are perceived as the most relevant to the project. By comparing the local definitions of the values side by side with the subset of indicators chosen, a consensus can be reached about which indicators are appropriate for measuring the values in question. The next step is to identify whether any fundamentally important dimensions of the values (as they have been locally defined) are missing from the standard indicator list, and either to acknowledge the gaps and move on anyway, or to explore the feasibility of creating new indicators. We would hypothesise that the gaps would be smaller in the case of espoused values that closely resemble those from which the indicators were initially derived (Empowerment, Integrity, Justice, Trust, Unity in Diversity, and Care & Respect for the Community of Life) than espoused values that are very different, such as 'Spirituality' or 'Fun'. Once all such gaps have been addressed, i.e. sampling validity is established, the scene has been set for an assessment of specific values with a reasonable degree of scientific rigour.
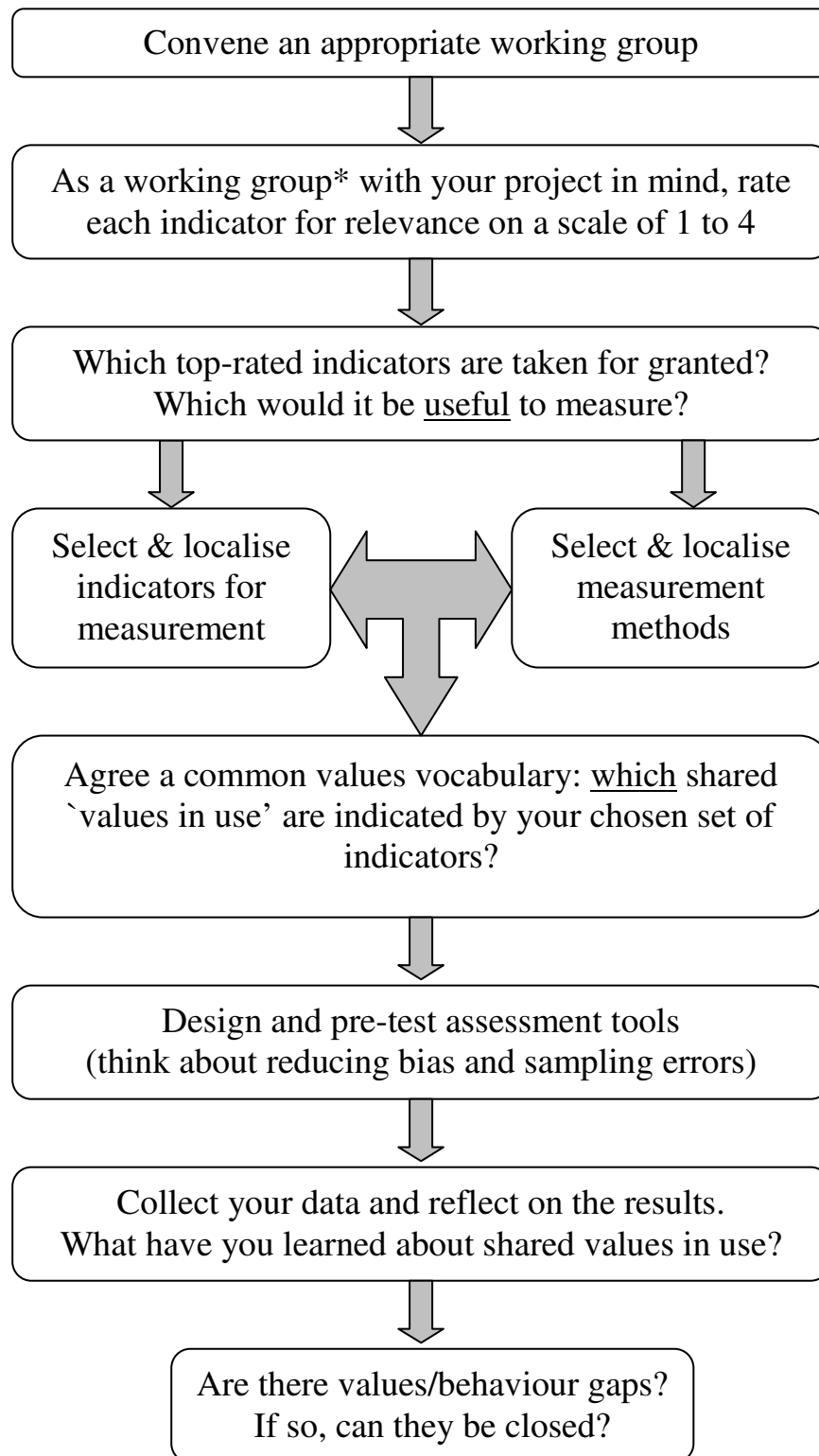
It is important to note that the indicators themselves are only one component (albeit the central one) of the `ESDinds system', which we have named *WeValue*, and that in isolation

they are of little practical use. The utility of WeValue for project evaluation depends entirely on the ability of external or, ideally, internal evaluators to customise the indicators to fit the respective projects; to identify context-appropriate methods of assessment; and to develop specific assessment tools with which to collect relevant data. The data analysis phase requires these same evaluators to draw conclusions about the functioning of the project and which values are in use within it. Thus, in this instance, the WeValue process can be represented as a chain from shared values, through indicators, assessment tools and data, to explicit conclusions about the extent to which shared values are in use within the project.

The ESDinds project has generated scientific findings that are new to the professional discipline of monitoring and evaluation, namely indicators which can help to provide insights into intangible values dimensions of projects that were previously considered difficult or impossible to evaluate. The results of the field trials also illustrate that in addition to enhancing evaluation influence in the primary (internal) arena, values-based indicators can also have an impact on donor and partner organizations, and potentially at national and transnational levels. The concept of arenas of evaluation influence (Table 3) is a new contribution to the academic literature on evaluation, and is currently being written up as a paper for a specialist journal. Another is the observation that what was previously described as "process use" (benefits accruing to the evaluator as a result of participating in an evaluation) is not a distinct category of evaluation influence. Rather, in a participatory evaluation with values-based indicators, specific beneficial outcomes can be attributable to the processes of the evaluation, to its outcomes, or to a combination of the two (Table 4).

Figure 1: Using WeValue for project monitoring and evaluation

(a) Indicators Pathway: Assessing generic `values-in-use'

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┌─────────────────────────────────────────────────┐
│        Convene an appropriate working group      │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│  As a working group* with your project in mind,  │
│  rate each indicator for relevance on a scale of │
│                    1 to 4                         │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│  Which top-rated indicators are taken for        │
│  granted? Which would it be useful to measure?   │
└─────────────────────────────────────────────────┘
           ↓                              ↓
┌──────────────────┐          ┌──────────────────┐
│ Select & localise│   ⟷      │ Select & localise│
│  indicators for  │          │   measurement    │
│   measurement    │          │     methods      │
└──────────────────┘          └──────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│  Agree a common values vocabulary: which shared  │
│  `values in use' are indicated by your chosen    │
│              set of indicators?                   │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│      Design and pre-test assessment tools        │
│  (think about reducing bias and sampling errors) │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│   Collect your data and reflect on the results.  │
│  What have you learned about shared values in    │
│                    use?                           │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│      Are there values/behaviour gaps?            │
│            If so, can they be closed?            │
└─────────────────────────────────────────────────┘
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* If preferred, users can rate the indicators individually first and then discuss their ratings.

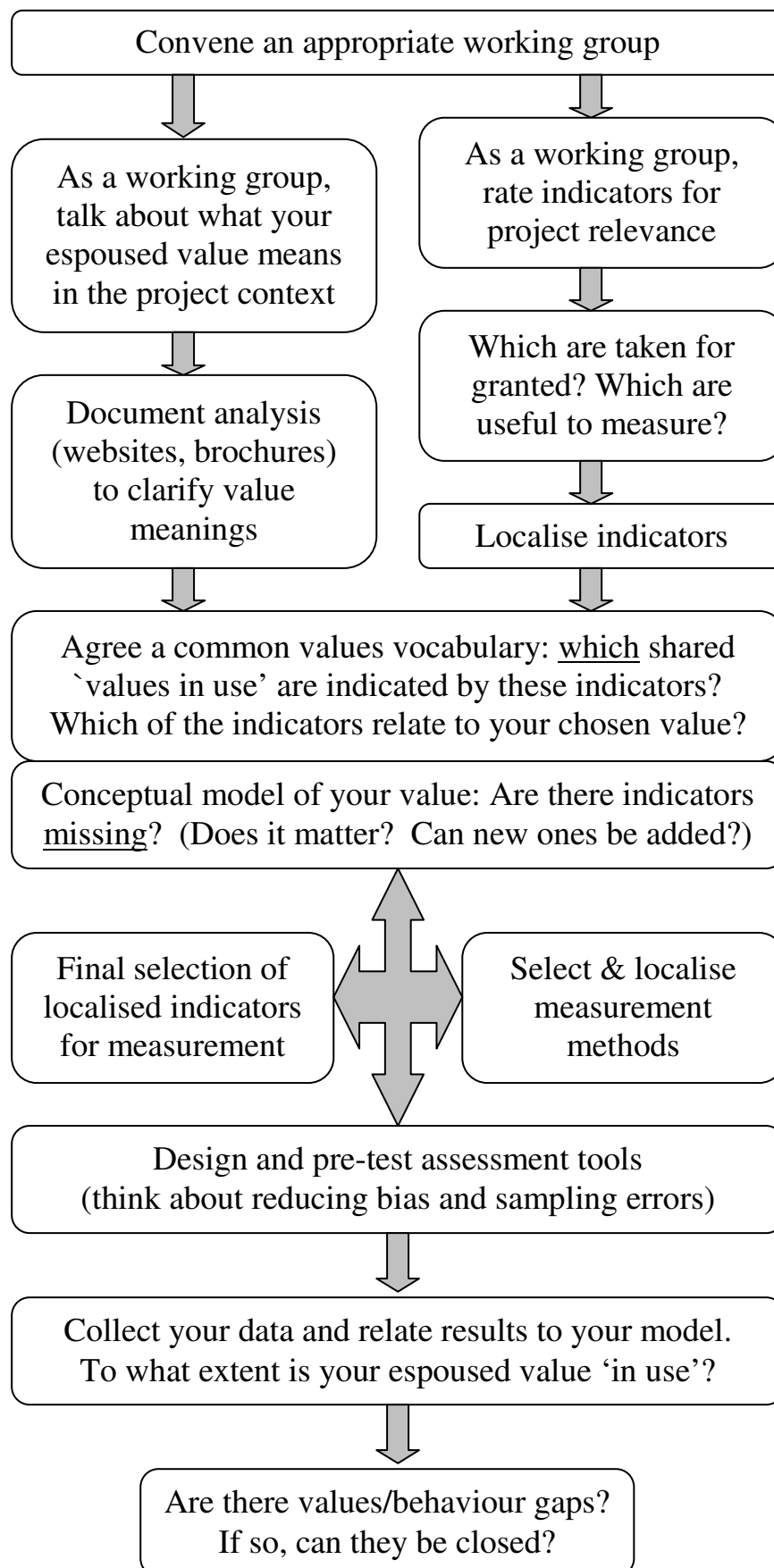(b) Values Pathway: A rigorous approach to 'measuring' a specific espoused value

Convene an appropriate working group

As a working group, talk about what your espoused value means in the project context

As a working group, rate indicators for project relevance

Document analysis (websites, brochures) to clarify value meanings

Which are taken for granted? Which are useful to measure?

Localise indicators

Agree a common values vocabulary: which shared `values in use' are indicated by these indicators? Which of the indicators relate to your chosen value?

Conceptual model of your value: Are there indicators missing? (Does it matter? Can new ones be added?)

Final selection of localised indicators for measurement

Select & localise measurement methods

Design and pre-test assessment tools (think about reducing bias and sampling errors)

Collect your data and relate results to your model. To what extent is your espoused value 'in use'?

Are there values/behaviour gaps? If so, can they be closed?

Table 1: How five dimensions of evaluation influence (Forss, Rebien & Carlson, 2002) might be experienced in different arenas

Dimension	Primary arena of influence: Internal	Secondary arenas of influence		Tertiary arenas of influence	
		Partner arena	Donor arena	National arena	Transnational arena
Creating shared understanding	Within the evaluated project, and/or in other departments or projects within the same organization	Between CSO and current or prospective partner organizations or target groups; may enhance recruitment	Between CSO and current or prospective donors, and within donor organization (impact & significance of evaluated project)	Within government agency, wider society, or a national-level NGO, umbrella organization or network	Within intergovernmental institution (e.g. UN agency), regional or international NGO, umbrella organization or network
Boosting morale	Within the evaluated project or organization	Within partner organization	Within donor organization	May not be applicable	May not be applicable
Strengthening the project	Strengthening the evaluated project, and/or other projects of the organization	Strengthening partner organization (beyond evaluated collaborative project)	Strengthening donor organization (beyond its involvement with the evaluated organization)	Strengthening national NGO, umbrella organization or network, or promoting beneficial change in national policy	Strengthening intergovernmental institution, regional or international NGO, umbrella organization or network
Learning how to learn	New strategies for internal M&E within the evaluated project or organization	New strategies for internal M&E within a partner organization	New strategies for internal M&E within a donor organization, or new M&E requirements for all projects funded by the same donor	New strategies for internal M&E within national-level NGO or umbrella organization, or new statutory M&E requirements	New strategies for internal M&E within inter-governmental institution, regional or international NGO, umbrella organization or network
Developing professional networks	Between departments or projects within the organization	Recruitment of new partner or new beneficiaries	Recruitment of new donor (successful grant application)	May not be applicable	May not be applicable

Table 2: A continuum of process influence and findings influence

Source of influence	Criteria
Processes only	The stated benefit was entirely due to the evaluation processes. The benefit *would not* have been achieved if different processes had been used. The benefit *would* still have been achieved if the evaluation had not generated these (or similar) findings, provided that similar and equally valid processes had been followed.
Processes crucial	The processes of the evaluation and its findings were both important, to a greater or lesser extent, in generating this benefit; however, the processes were of major importance. The benefit *would not* have been achieved if different processes had been used. It *might* still have been achieved if the evaluation had not generated these (or similar) findings, although this is uncertain.
Both processes and findings crucial	The processes and the findings of the evaluation were both of critical importance in generating this benefit. The benefit *would not* have been achieved, either if different processes had been used, or if the evaluation had not generated these (or similar) findings.
Both processes and findings	The processes and the findings of the evaluation were both important in generating this benefit, to a greater or lesser extent. The benefit *might* still have been achieved if different processes had been used, or if the evaluation had not generated these (or similar) findings, although this is uncertain.
Findings crucial	The processes of the evaluation and its findings were both important, to a greater or lesser extent, in generating this benefit; however, the findings were of major importance. The benefit *might* still have been achieved if different processes had been used, provided that these (or similar and equally valid) findings were obtained, although this is uncertain. The benefit *would not* have been achieved if the evaluation had generated different findings, or no valid findings at all.
Findings only	The stated benefit was entirely due to the evaluation findings. The benefit *would* still have been achieved if different processes had been used, provided that these (or similar and equally valid) findings were obtained. The benefit *would not* have been achieved if the evaluation had generated different findings, or no valid findings at all.

Using values-based indicators in a project evaluation predisposes to increasing the depth and breadth of local participation, which, in turn, can contribute to making the evaluation an enjoyable and beneficial experience for local stakeholders. We have identified several mechanisms through which increasing local participation might enhance the positive influence of process evaluation. Firstly, local stakeholders can help to ensure that evaluation methodologies are context-appropriate, and - provided that the evaluation incorporates space for reflection and iteration – respond rapidly and effectively to context-related challenges that arise. Secondly, meaningful involvement of project staff at all stages of the evaluation contributes to the establishment of trust between co-evaluators, thus creating an environment in which open and honest dialogue can flourish. Finally, in translating 'empowerment' from rhetoric to reality, a genuinely participatory evaluation can lead to the acquisition of skills that sustainably transform monitoring and evaluation practices within the host organization.

II: ESDinds indicators as a novel tool for organisational development

Early field trials of WeValue have highlighted that it is more than just a project evaluation system, and can fulfil other purposes than those for which it was originally designed. Rather, it has two distinct functions that are closely intertwined, namely evaluation and transformational learning, and according to the needs of the CSO, either of these may take precedence at any given time. From one perspective, it can be viewed as primarily a monitoring and evaluation tool, which may (or may not) have the useful side-effect of

catalysing transformational learning experiences within the host organization and affiliated organisations. From the opposite perspective, however, it is essentially a powerful *tool for organizational development*. By helping a working group to clarify and communicate its shared values, the WeValue indicators can influence the group members to adopt behaviours that truly reflect those values - rather than behaviours driven by habit, imitation of others, or their personal self-enhancement values such as desire for wealth and social recognition. The values thus shift from being merely espoused to being `in use', and the values/behaviour gaps are closed. These processes of organizational change may (or may not) trigger a review of internal monitoring and evaluation strategies.

Catalysing organisational transformation with WeValue does not inevitably require data collection and analysis processes. As our field studies have shown, substantial and lasting change can be achieved in an organisation simply by talking about the indicators and relating them to shared values. There are, however, at least three other essential elements that must be present. The first of these is a *functional working group* – a group of people who are already interacting with one another in the context of a specific activity – rather than a diffuse and ill-defined group of individuals, with little in common beyond their interest in values. The second is *meaningful participation by appropriate stakeholders*. What this means is that the roles of different groups of people – directors, managers, staff, volunteers, beneficiaries, etc - in the WeValue process must be congruent with the nature of the hoped-for change. It would be equally unrealistic to expect the senior management team of a CSO to effect a transformation in the way in which the members of its youth group interact with one another, without involving these young people in the WeValue process, as to imagine that the youth could transform the organization's investment policy or five-year strategic plan without consulting the management. Thirdly, the success of the exercise is dependent on the existence of *conducive interpersonal processes* within the targeted working group, with or without an external facilitator. By 'conducive interpersonal processes' is meant many of the values-in-use that are described in the indicators themselves, but in particular, those that relate to interacting in a courteous, respectful, open and honest way.

While we have discussed `evaluation' and `organizational development' separately, for the sake of convenience, it is important to acknowledge that in reality they are difficult to separate. Whichever of the two is given priority, some element of the other will probably be desirable.

III: Specific lessons learned which are valuable for research in related areas

This project did not start with any existing values frameworks, but instead developed one empirically in the field. **This grounded theory, action research approach was later understood to be absolutely key to the success of the work**. A wide range of civil society organisation types, active all over the world, were asked questions to elicit their values and related statements. For example, "Think of a recent project that you consider had some really good aspects to it. What were those characteristics? Why are they important to you?" Discourse analysis was also carried out on key documents of these CSOs. The values evident in this data were drawn out by the researchers, and then checked with the participants for 'face' validity (i.e. did the participants recognise them as coming from them). A subset of these values was chosen, and indicators for them that had already been suggested in the interviews were noted, as well as others from literature. These lists of indicators for each value were taken back to the participants to check their validity. The final list of Values and their associated Indicators

were then taken to ground-level projects in the field to determine if they were useful, relevant and measurable.

In the field it was found that presentation of the Values had some use and generated good discussions. However, the pooled lists of Indicators (Values-based) was found to be very much more – tremendously - useful, universal and very welcomed by the CSOs. The fact that the Indicators were so specific, compared to the Values which had multiple nuances, meant that groups had little difficulty agreeing which were important to them, and which they wanted to be able to measure. In the end it was found much more effective to skip explorations on Values and go straight to the Reference List of Indicators, which everyone found easy to use and relate to. Later work showed that once a group agreed on a subset of the Indicators which were important to it, they had little difficulty in articulating which Values these represented. **A lesson learned here was that for discourse purposes the language of the Indicators is very much easier to use than that of Values underlying them.**

Originally it was thought that the indicators would have to be very precisely and rigidly defined in order to be useful, e.g. in allowing comparisons across organisations. However, the field work clearly showed that the CSOs needed to be able to slightly modify the wording of the indicators to feel comfortable using them – and then they were very comfortable. In the end this was seen as a strength rather than a weakness, and a framework could still be devised which remained a framework but also allowed some flexibility in interpretation of individual indicators. **A lesson learned was that some localisation of the indicators needed to be permitted.**

Once CSOs had identified 3-6 Indicators they would like to be able to measure, they were assisted to develop assessment tools which were consistent with the culture and resources of their group. Some preferred questionnaires or interviews; others very creative methods such as painting activities, drama or word elicitation. This localisation of assessment methods was key to the CSOs' acceptance and ownership of the measurement part of the process. The assessment taking place was not an external processes applied *to* them, but one which they developed *themselves*. The results were in a form laden with meaning for them, expressing outcomes that were close to their hearts; suddenly they could see tangible assessments that informed not only their group but their supporters and funders of previously intangible outcomes. **A lesson learned here is that *localisation of assessment methods* is key to local ownership, and results in considerably deeper engagement and enthusiasm.**

Moreover, in the process of developing their localised assessment methods, CSOs had to explore and deepen their understanding of their own values and manifestations of them in various activities. Because this inherently involved more than one person, the end result was a much firmer group understanding and agreement on these, in real, visible terms throughout their operations. Inevitably what followed was that because the group now had a crystallised and shared vision, they considered how to increase the alignment of their (previously un-crystallised) values with the group behaviours and outcomes – a closing of the Values-Behaviour Gap. **A lesson learned is that, in the 'doing' the CSOs deepened their 'knowing' of their own aims, and this fed back in to the 'doing'. A second lesson is that the groups learned how to measure; after taking the time to develop their own assessment methods and apply them, it was found that even months later they were applying similar forms of logical thinking to different aspects of their work; they had developed a new transferable skill.**

Some of the CSOs then reported back to their funders on their new Indicators – about empowerment, emotional connection to nature, opportunities for everyone to have a voice, the active elicitation of minority views. Funders were surprised to learn these activities were taking place and even now being assessed; some funders then reciprocated by indicating they would be willing to support further activities focused in these newly highlighted areas. A new shared vocabulary between the funders and CSOs had been set up; both could now articulate more precisely which values-based activities were of interest. **A lesson learned here is that once a simple framework (such as our Reference List of Values-based Indicators) is used to draw our and crystallise values, its vocabulary can quickly become useful for wider communication.** Note: this is not true for Values vocabulary, which is generally too non-specific for effective communication, regardless of being put into a framework.

The most exciting finding of the EU project has not yet been mentioned. So far, it has been recounted how a values-led approach led to a framework of Values-based Indicators that is easily used by CSOs, and how they can go on (usually with some assistance) to learn how to make useful assessments. However, along the way something extra happens; each CSO goes through a significant shift in their thinking.

Basically, when the participating CSOs first look at the Reference List of Indicators, they have in mind, already, what things are important to them. Because that very list has been drawn from other CSOs who are also values-based, the language and content is very comfortable to the CSOs reading the list, and they relate easily and strongly to the indicators and are able to quickly identify ones matching those important to them. But then we have what the research team has come to call the 'Haagen-Dazs Effect'. The CSO has come to the list with its own choice of favourite indicator in mind, and is searching for it on the list. This favourite indicator comes from the limited, somewhat isolated conversations that CSO has had within its own group, using the limited vocabulary around values that society currently has. It is rather like someone coming to an ice-cream parlour thinking chocolate or vanilla is their favourite flavour, because they have not been exposed to much else. But the Reference List contains a rich variety of indicators drawn from many CSOs – some which the participating CSO had never considered before. It is like seeing, in the ice-cream parlour, a large choice of flavours never before considered; it is not surprising that suddenly something like 'passion fruit sorbet' seems a better representation of 'my favourite'. Similarly, the participating CSO usually finds that some other Values-based Indicators are much more representative of what is important to them, and, in continuing through the list, goes through a series of steps of self-realisation. By the end, most CSOs end up with a significantly modified list of what indicators are important to them. When more than one person from a CSO does the same, the two compare notes and in so doing learn a great deal about what is important to them jointly. During this discussion they draw out and crystallise what indicators – and thus values – are important to them. What has occurred is a 'transformational learning' event of the highest quality – something organisational change specialists and educators often try to design and implement in vain. It is highly valuable for many reasons, not least for its effect of crystallising a joint vision drawn out from values-frames of individuals which were probably lying below conscious level – even beyond 'deep frames'. **A lesson learned is that there is a Values-Discourse Gap i.e. between what values people hold and what they can articulate, yet it only takes a brief event with the right tool to draw out those values into a shared vocabulary.**

There are several consulting companies which currently try to trigger such transformational learning events through discussions of values, e.g. to develop mission statements – but those discussions are known for their hours of going around in circles trying to agree on the meaning

of words. It seems that this EU project has unwittingly found a process that is very much more effective and only takes about 2 hours to produce significant change: through use of the Reference List of Indicators, drawn from values from similar organisations. However, for application in other domains such as health it would be necessary to derive a new list from relevant organisations. The new list would not be very different from the existing one, but contain some crucial new indicators of specific interest to that field. **A lesson proposed is that the existing list will probably not work beyond the fields it was drawn from (CSOs, businesses) but the method of producing one can be used to derive new lists.**

IV Full details of the project processes and outcomes

First set of indicators

The ESDinds Project used a systematic qualitative research methodology, co-designed with CSO partners and implemented according to their own priorities, to identify values that are of fundamental importance for the progress and success of civil society projects. Six specific values, namely *Empowerment*, *Integrity*, *Justice, Trust, Unity in Diversity*, and *Care & Respect for the Community of Life*, were prioritised for indicator development, and a preliminary set of values-based indicators (Set 1) was developed, as shown in Appendix 1. These are intangible processes and outcomes which can be said to indicate that the values in question are both shared (implicitly or explicitly) and `in use' within a project, organisation or community. The indicators were organised according to the six values, and classified into 'headings' and 'sub-headings' for each value.

Transformational leaning as an unexpected result of field trials

The success of the field trials of the Set 1 indicators exceeded expectations, showing that the indicators resonated strongly with diverse organisations, although some changes were suggested to both wording and organization of the indicators. This demonstrated that the indicators are broadly useful for project evaluation, and can also catalyse transformational learning, strengthening interpersonal relationships as CSO staff (paid and voluntary) and the beneficiaries of their projects work together to crystallise and communicate core values.

While intended as no more than small pilot studies to test the relevance, validity and usability of values-based indicators, **four of the five field visits had at least one of the following outcomes** in the host CSOs:

- Highlighting previously invisible outcomes and impacts of the CSO's work
- Identifying ways to improve the CSO's work
- Changing the CSO's internal monitoring and evaluation strategies
- Influencing strategic planning (helping the CSO to prioritise and/or develop activities)
- Enhancing beneficiaries' self-awareness and skills
- Enhancing staff members' self-awareness and skills
- Creating shared understanding between staff and beneficiaries
- Assisting the CSO to communicate its impact to donors, beneficiaries and the public

- Improving the CSO's ability to provide donors with replicable examples of good practice
- Helping donors to recognise the significance of the CSO's work
- Enhancing the CSO's ability to influence government policy

The reason for this remarkable and unexpected impact was not clear, but thought to be due to the fact that the list of indicators used was CSO-generated, and thus directly relevant and in appropriate language. We also became aware that the processes of interpersonal interaction in the CSOs, and between CSOs and researchers, made a difference to the efficacy and impact of the ESDinds work. Specifically, the extent of participation by different stakeholders seems to have a notable effect. These findings have been written up as a draft academic paper that is expected to make a substantial contribution to Monitoring and Evaluation literature.

It was recognised that an important aspect of the 'ESDinds method' is its flexibility, and that localisation is critical. Users select those indicators with the greatest relevance to their own activities, and then modify the wording as necessary to fit their local context – changing, for example, 'people' to *staff, volunteers, patients, congregants, residents, youth, parents, children, teachers, pupils* or *group members*, and 'entity' to *project, team, organisation, company, group, community, church* or *school*. Thus, the usefulness of the tool is no longer restricted to CSOs promoting ESD; it can be applied in an extremely wide variety of settings. In addition, the assessment approach can also be localised. We identified effective combinations of conventional assessment methods (e.g. interview, questionnaire, focus group, structured observation and self-assessment) that can be used with the indicators in different settings. During the field visits, researchers also worked with host CSOs to develop novel assessment methods based on physical movement and the arts that mirror the CSOs' existing activities and can easily be incorporated into their regular programmes.

CASE STUDY 1 - Echeri Consultores, Mexico

Echeri Consultores is a non-profit organisation based in Michoacan, Mexico that promotes environmental conservation through values education and the arts. It is affiliated with ECI, a consortium partner.

The indicators were used in two separate Echeri programmes in February 2010:

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.

The facilitator chose four values from a shortlist of six recommended by the ESDinds project team (Unity in Diversity, Trust, Empowerment and Justice) and, for each value, asked them to think of real-life examples illustrating it. The group compared their answers and decided to focus on Unity in Diversity, which they renamed Collaboration in Diversity, and Care and

Respect for the Community of Life. They felt that these two indicators 'included all the others within them'.

The Echeri staff chose 12 indicators that related to 'Collaboration in Diversity', and 10 indicators relating to the value of 'Care and Respect for the Community of Life'.

To measure these indicators, Echeri staff (in close collaboration with a researcher from the WeValue team) selected creative ways of getting evidence that were suitable for children and youth, many of them with low levels of literacy. These methods were mainly based on the arts and physical movement, rather than questionnaires or paper-based surveys.

Evidence based on what people think and feel

Stand on a Colour (spatial survey): Some of the indicators were turned into questions with a three-point scale of responses (A lot – More or less – A little). For example, the indicator 'People follow the group norms' was changed to 'Do you feel that people follow the group norms?' A large spiral was formed with coloured cloths of three different colours, each colour representing one of the three possible answers. The questions were read out aloud, and the members of the Juatarhu youth group were asked to go and stand on the colour that best reflected their response. After the survey, the facilitators held a **group discussion** with all the youth, to explore their different answers and gain a deeper sense of what the indicators meant to them.

Vote with your Feet (spatial survey): In the schools programme, the playground was divided into three areas representing the three possible answers (A lot – More or less – A little). The children were asked to go and stand in the area that best reflected their response. Posture Vote (corporal survey): Questions were asked and the children could answer 'Strongly agree' by standing up and raising their arms, 'Agree' by staying in their seats, 'No opinion' by folding their arms, or 'Disagree' by leaving their chairs.

Hand Painting Circle (word elicitation): This method was used to help the youth put their emotions into words. Each member of the youth group 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. The coordinator recorded the emotional vocabulary used by all the individual members of the group, and then put the lists together for a wholegroup perspective.

Theatrical Comprehension Test: Theatre was used as a vehicle for a traditional comprehension test, with the facilitators either role-playing multiple choice answers and letting the school children choose the one they felt was accurate, or role-playing a process (e.g. tree planting) with errors, and asking children to spot and explain all the errors.

Key Informant Interviews: In-depth interviews with project coordinators were used to supplement the information obtained through other methods.

Evidence based on things that can be seen, counted or measured

Tree Nurseries: The team collected information on the state of the tree nurseries in participating schools – looking at whether the plastic sheeting was intact or torn, whether there was any litter or graffiti, etc, and recording numerical data on the survival of seedlings and trees.

- The field visit transformed the way in which Echeri evaluates its youth programme. Beyond reflecting on the outcomes of the actions carried out by the group, the director can now get clear and specific information on the **"human results" of the group's activities**, i.e. the individual processes of each group member in relation to the broader vision. It **strengthened her understanding of the inner dimension in the youth group: the participants' motivation and consciousness**.

- The youth publicly expressed a view that **by "making values visible"**, the field visit had helped them to understand one another better and to value much more what they're doing. As the project director explained: **"They've always felt very united, but now they know why they're united."**

- **The processes of talking about values and using the indicators, in themselves, drew the youth participants' attention to aspects of the group's work that needed improvement.** This was reflected in **renewed commitment** to respecting the norms that they had set for themselves, such as arriving on time and updating the group's blog, which in turn transformed the group relationship and greatly enhanced the functioning of the CSO.

- In the schools setting, where evaluation used to be done by giving every child a two-page questionnaire to fill out, **using the 'Vote with your Feet' and 'Posture Vote' exercises saved paper and time, as well as being more fun** for the children to do.

- For the schools programme, **the results confirmed the extent to which pupils had assimilated the values** that were promoted as a core goal of the project.

- The ESDinds indicators **significantly affected the CSO's strategic planning, assisting it to prioritise activities** in the context of time and funding constraints. Echeri decided that in the coming year they would not carry out as many activities, but would **focus on those with the highest impact on themselves, their communities and their ecosystem**, on the basis of information provided by the indicators.

- The findings from the measurement were incorporated into Echeri's report to its major donor, providing a way to **demonstrate the scale of its achievements** by relating the results obtained with the 1500 children in the schools programme to the overall demographics of the area.

- As a result of the ESDinds field visit, **the donor has reconceptualised the work of Echeri as something of international relevance, no longer just a local project**. This is of critical importance to the future of the CSO in a highly competitive funding climate, in which the donor has been forced to cut the number of projects that it can support by over 50%.

CASE STUDY 2 - People's Theater, Germany

People's Theater (PT), a consortium member, is a non-profit program based in Offenbach, Germany. It is staffed mainly by youth volunteers aged 18-25 and 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 staff, in collaboration with RTD Research Officers from CUEC, took part in a workshop in the summer of 2009 in which they were asked to make a list of their values and then arrange them in order of priority. The same exercise was repeated with the PT youth volunteers.

`Unity in Diversity' and `Integrity' were found to be the two most important values for PT.

In February 2010, 11 of the indicators were selected for measurement. These indicators related to the values of Unity in Diversity, Empowerment, Justice and Trust, which are among the values that had been selected by PT during the first workshop as being the most relevant to its work.

To measure these indicators, the organisation chose the following ways of collecting evidence:

Evidence based on what people do and say during their day-to-day activities

Structured Observation: Three observers (two from PT, and one external researcher) watched a small group of youth volunteers during a rehearsal. Each observer completed a structured assessment sheet for every volunteer, and another for the whole group, by marking statements about their behaviour 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. Where there were differences between the observers, the consensus of two out of three was taken as valid.

Self-Assessment and Follow-Up Dialogue: After the structured observation exercise, each youth volunteer was given a copy of the same assessment sheet 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 the youth in a short face-to-face dialogue.

Evidence based on what people think and feel

Questionnaire: The youth volunteers were asked to complete an anonymous questionnaire with closed-ended questions, and the responses to each question were counted.

In this case study, different methods 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.

Benefits of the ESDinds Field Visit for PT

These are just a few of the benefits described by the project director:

- After the first workshop (Exploring Values), the preparation phase for new volunteers was changed to centre around values, rather than themes related to acting or the performance itself. Although values were always important to PT, the project helped to put them into focus and aided them to see each human being as 'full of values'.

- After taking part in the processes of reflecting on the indicators and collecting data, PT decided to change its evaluation strategy for the youth volunteers. Previously, they had

only been asked to fill out a questionnaire about motivation, but when WeValue evaluation tools were used instead, the conversations `became much deeper' and the evaluation had a greater impact than before. The staff felt that giving feedback based on specific, observable criteria makes the evaluation more structured and objective.

- PT staff were inspired to read about the creative evaluation methods used by Echeri to measure the indicators. The spatial surveys ('Stand on a Colour' and 'Vote with your Feet') and corporal survey ('Posture Vote') were felt to be very useful tools for evaluating PT's performances in schools. Previously, the children were given a questionnaire, but project volunteers had observed that younger children did not understand them and often gave inappropriate answers. PT staff members are planning to try out some of these approaches in the coming academic year.

- Being able to measure indicators, and interpret them to indicate the presence of values, will give schools more clarity about the work of PT. Youth volunteers will be able to state more clearly what happens (in terms of values) as a result of its performances, without necessarily having to show a full performance as an example for every prospective new school in order to persuade them to join.

Additional case studies are available on the WeValue web platform:
(http://www.wevalue.org/peopleandprojects/casestudies.php)

A broader view of the indicators: not just six values, but many values

Another significant result of the field visits was the recognition that the potential applicability of the indicators was much broader than initially suspected, and that they could be linked to other values besides the six from which they were initially derived. Indeed, it emerged that the value headings were not always helpful and could even be detrimental to the process. At Echeri Consultores, for example, the term `empowerment' was perceived to have undesirable political connotations, while in the Cross-Faculty Environmental Action Group at Guanajuato University, users were more interested in relating the indicators to their own predetermined values than in assessing the six values specified.

Further investigations revealed that there is no direct one-to-one correspondence between indicators and values: rather, many of the individual indicators can represent several values simultaneously. As an example, an affirmative answer to the statement "People feel encouraged to express their opinions" could be taken to indicate any of the six values in the original list, as well as numerous other values such as engagement, participation, democracy and cooperation. This important observation was taken into account when developing the second set of indicators for 'values in use' (now in a generic sense rather than focusing on specified values), as detailed below.

Second set of indicators

To develop the second set of indicators, all those from the first set were combined (regardless of the values from which they were originally derived). In addition, those that appeared to express two or more distinct concepts at once (e.g. "People /teams/ organisations are given autonomy and trust to fulfil responsibilities, at the same time receiving encouragement and support") were split into separate indicators. Where there was repetition, a

consultative process with the CSO partners was used to delete those that were surplus to requirements.

The resulting set consists of 166 indicators. These are organised into broad, overlapping thematic domains, but no lines are drawn between the different groups, as shown in the current reference list of indicators (see next page). While the terminology of 'headings' and 'sub-headings' has been removed from the indicator coding, 64 indicators (shown in blue in Appendix 2) are still designated as 'headings' in the online version in order to avoid displaying the full list. The user can click on these to see all the indicators that are similar.

Appendix 2 shows all the Set 2 indicators, together with measurement suggestions, as they were presented in the document versions (PDF and MS Word) of the WeValue web platform content.

It is worth noting that the indicators initially derived from the value of 'Respect and Care for the Community of Life' are heavily over-represented in the list, as an artefact of the timescale of the research process which meant that the prioritisation stage was omitted for this value. This issue may need addressing in the future. In addition, the indicators may need to be reorganised – perhaps even randomised – so that those concerned with environmental issues are not all placed at the end, as there is a tendency for these to be neglected due to time constraints.

Testing the second set of indicators in relation to the framework criteria

1. Relevance/Importance

The field testing phase for the Set 1 SDIs revealed that most of the tested indicators were both *relevant* and *important* within the specific contexts where they were used - three non-profit CSOs, a university-led environmental initiative resembling a CSO project, and a values-driven business. As noted in the CGM3 minutes (Deliverable 12), key questions in relation to the Set 2 indicators were as follows:

- Are the Set 2 indicators relevant and important in **organizations without any explicit prior commitment to 'ethical' or 'higher' values**?
- Are the Set 2 indicators relevant and important across a **wide range of cultural contexts**, beyond those in which they were developed?
- Are the Set 2 indicators relevant and important to **faith-based organisations and religious communities**, despite being developed in and for primarily secular contexts?

2. *Validity/Reliability*

The complex and challenging question of validity was not examined directly in the field visits to test the Set 1 SDIs. It is important to note that "validity is not an inherent property of the test or assessment as such, but rather of the meaning of the test scores" (Messick, 1995: 741). We can envision validity as a chain, in which all the 'links' must be present in order for the overall conclusions drawn from the assessment to be valid. If one's aim is to operationalize values (whether at the level of specific named values, or generic values-content), this chain can be understood as follows:

(a) The link between value(s) and indicator(s), V→I, is valid (which depends on the value(s) being adequately conceptualised);

(b) The link between indicator(s) and assessment tool(s), I→AT, is valid (which depends on the indicator(s) being adequately conceptualised);

(c) The link between assessment tool(s) and data, AT→D, is valid (which depends on unbiased data collection);

(d) The link between the data and the stated conclusion(s), D→C, is valid (which depends on unbiased data analysis).

As the goal of this project was merely to develop potentially usable indicators, rather than to mainstream them within large organizations, any standardization of assessment tools or full-scale project evaluation was beyond its scope. Thus, the crucial question that remained to be answered during the second round of field testing was whether the Set 2 indicators are truly linked to values, i.e. **whether the V→I link is valid** at both generic and specific levels:

Generic: Are the indicators inherently values-related – or is it possible that the observed association of the indicators to values merely reflects pre-existing values commitments in the organisations researched so far, which give CSO staff a vested interest in looking for values? If the indicators are associated with values by staff in an organisation where there is no such prior commitment, it would suggest that they are inherently values-related.

Specific: Are the indicators inherently associated with the six specific values from which they were derived – or do they also indicate other values? Preliminary findings from the Set 1 research suggests that the specific V→I links for the six named values are not always valid. Thus, it may not be meaningful to describe one subset of indicators as "indicators of empowerment" and another as "indicators of integrity", to the exclusion of other values. **The 'mapping' of indicators to values** is an important question that needs to be explored in more than one field study.

3. *Measurability/Usability*

A goal of the second round of field testing was to test the measurability/usability of the Set 2 indicators in organizational settings that were not represented in the first field studies, notably **formal education** and **large organizations** with a complex management structure.

In addition, following the earlier remarks on measurability, it was recognized as important to identify those indicators that are worded in a very general way and thus cannot be measured at all without localization. (This introduces an additional link into the validity chain, I→I*→AT where I is the general indicator and I* is the localized indicator, so extra care is needed to maintain the validity of the conclusions).

4. *Comprehensibility*

The comprehensibility of the indicators was not assessed directly in the first set of field studies (although it was implicitly demonstrated in the discussions arising in each CSO around the indicators, which would not have been possible if they had not been fully understood). Thus, the second round of field testing therefore needed to incorporate explicit checks that the wording of the indicators is clear and easy to understand, especially for people from **diverse cultural backgrounds** who speak English as a foreign or second language. It was also

important to explore whether the indicators are interpreted differently by different individuals within the same organization, or if there is **shared understanding**.

To investigate these research questions, the following field visits were carried out:

(a) Farad Group, an international financial services company in Luxembourg (EBBF contact): **relevance** to organization without explicit values commitment and **validity** of generic V→I link
(b) A follow-up visit to Guanajuato University: **validity** of specific V→I links (value mapping) and **measurability** in a large organization with a complex hierarchical structure
(c) International Federation of Red Cross and Red Crescent Societies, 'Youth as Agents of Behavioural Change' Asia-Pacific Summit in Ajloun, Jordan (following up from YABC Sierra Leone field visit): **relevance** and **comprehensibility** in cross-cultural context
(d) Link with work done by ARC: London East Academy, an Islamic school run by the East London Muslim Centre: **relevance** to faith-based setting

Field Visit to Farad Group, Luxembourg

Farad Group is an international financial services company based in Luxembourg. As a profit-driven commercial enterprise, without any explicit ethical aspirations beyond those associated with regulatory compliance, it provided an ideal test case.

Key Research Questions

1. **Relevance:** Are the indicators relevant in organisations that do not have an explicit prior commitment to values?

2. **Validity**: Is the association of the indicators to 'values' in general (generic V→I link) valid? (It has been suggested that the indicators might be independent of values altogether, and hence their association to values might be arbitrary, an expression of a 'values bias' in the organisations researched so far, and that members of an organisation without such a focus might not spontaneously see a values dimension in the indicators even if they found them relevant)

Research Design

The first research question was tested by simply presenting the indicators to Farad Group's Chief Executive, Managing Director and Compliance Officer, asking them to identify which (if any) indicators were relevant to their company. The indicators were initially presented to Farad Group without any explicit associations drawn to pro-social values, and without prompting, at this stage, for such associations to be made. Discussions around the indicators were recorded and notes were made of any values that were informally associated with them. In a follow-up meeting, held three months after the initial field visit in order to allow for reflection and assimilation, the researchers explicitly prompted the managers to consider whether a given indicator was, in their view, expressive of values; if so, whether specific ones came to mind; and, if not, whether the indicator might be more closely linked to something other than values.

Results

Research Question 1 – relevance to organisations without a prior values commitment
The senior management team were unanimous on the general relevance of the indicators to the Farad context. Each found the process of short-listing challenging because so many were considered relevant. One of the managers spontaneously felt that rather than begin from the relevant ones, which were so many, he would identify the ones he could exclude as irrelevant or already present. This would suggest that the perceived relevance of the indicators in previous field visits was not the outcome of a 'values bias' but a function of the indicators themselves.

Research Question 2 – validity of association between indicators and values

A first look at the indicators, by each member of the reference group separately, spontaneously elicited value associations and discussions. These associations were, given the absence of prompting, not generally catalogued as correlations between each indicator and a given value. In one case, they were associated with clusters of indicators, all of which were identified with the value of 'esprit de corps' (team spirit), or "trust". Others were directly linked to values in the explicit text of the indicator, such as "transparency".

Clearly, the indicators were spontaneously and immediately understood as expressive of values-content, consistently and without priming, among the company executives, including its founder. While the indicators were unanimously understood in terms of values, an important finding is that the values associated to the indicators varied from individual to individual. This reinforces previous findings that, while the indicators seem to be intrinsically expressive of value-content, and the indicators lend themselves to multiple, mutually inclusive, value associations.

Findings from the follow-up meeting showed that the indicators were unanimously understood in terms of values. When specific values were associated explicitly and systematically with each indicator, the findings exactly mirrored the associations that had been made three months earlier without prompting. This consistency reinforced the clarity of the perceived associations, as did the repeated emphasis on seeing the indicators as forming clusters expressing a common value such as "team spirit", "entrepreneurial culture" or trust. However, there was variation between individuals in terms of the actual values associated with each indicator, suggesting that they lend themselves to multiple, mutually inclusive value associations.

Conclusions

- **Relevance:** These indicators, derived from values, were considered very relevant to a non-values based organisation.

- **Validity of generic V→I link:** The indicators were clearly expressive of value content even in an organisation without a values focus, so that in evaluating the indicators, values are being implicitly evaluated.

- **Validity of specific V→I links (value mapping):** The mapping of indicators to values seems to be an interpretive decision, rather than a category intrinsically attached to each individual indicator. This highlights the fact that the measurement of one indicator is unlikely to ever be a useful measure of a particular targeted Value; the combined results from several indicators would be needed.

Follow-Up Field Visit to Guanajuato University, Mexico

Key Research Questions

The initial (Phase 2) field visit to the PIMAUG environmental coordination unit in Guanajuato University brought up the following research questions, which were explored in greater depth during the follow-up visit in July/August 2011:

1. **Validity of specific V→I links (value mapping):**
   a. Can the indicators be linked to any of PIMAUG's own priority values?
   b. Given that the mapping of indicators to values appears to be an interpretive decision, rather than an inherent property of the indicators, is it ever possible for different individuals to reach a consensus about it?

2. **Measurability/Usability:** Is there any potential for ESDinds to be scaled up and mainstreamed into a large organisation with a complex management structure, and if so, how might this be achieved?

3. **Comprehensibility:** Are the indicators interpreted in a consistent way by different individuals within the same organization, or are there differences in understanding?

Research Design

Validity (Value mapping): Two members of the PIMAUG team were separately asked to identify indicators that she felt were relevant to the work of PIMAUG, and then write down the value(s) that they felt each indicator expressed. Through discussion, they then arrived at a consensus regarding the final value associations.

Measurability (Scaling up and mainstreaming): Professor Sucar's aim is to incorporate the indicators to the evaluation processes of the entire university. To achieve this, she considered a staged process was necessary, beginning by mainstreaming the indicators at the level of her own cross-cutting unit. The next stage would be to pilot them at departmental level, and if successful, to then embed them in the entire university system. Three key target populations were identified for this first stage of upscaling, namely peer education facilitators, Environmental Management System (EMS) coordinators, and the cross-sectoral network of institutional allies and collaborators of PIMAUG. A workshop was held with each target population to identify key barriers and enablers for mainstreaming the indicators.

Comprehensibility (Shared understanding): The comprehensibility of a shortlist of 21 indicators (selected by the coordinator) was tested through memory work and scenario analysis with ten EMS Coordinators. Each participant was asked to identify a personal experience illustrating a successful application of the indicator in their EMS work as EMS coordinators, together with an example of an experience where the indicator was not felt to be present. This exercise generated rich and specific qualitative information about the way the indicator might be understood locally, and allowed for comparisons. Each example given was then presented to the whole group, to establish whether the subjective illustration might have inter-subjective validity. The anecdotal examples were converted into scenarios, and the participants were asked to visually rank on a spectrum how typical each example, positive and negative, was of their day to day experience as EMS coordinators.

Results

Research Question 1 – Value mapping

The PIMAUG team had no difficulty whatsoever connecting the indicators to their own organisation's priority values, which were generally a very different vocabulary to that used for the values that generated the original indicators.

Different individuals were able, without difficulty or controversy, to reach a consensus on a shared assignation of values to the specific behaviours and attitudes denoted by the indicators. What this means is that the links between certain values and indicators (V→I) are neither wholly objective (universally valid) nor purely subjective (valid only for one individual). They can be described as *inter-subjective*, **based on a locally valid consensus** that may nonetheless be rejected in other settings.

Research Question 2 - Scaling up and mainstreaming

Clearly, the PIMAUG field visit consisted primarily of a design experiment, rather than implementation. Time will be needed to receive the final implementation results. Certain conclusions, however, may already be drawn. It is possible to up-scale ESDinds, even in an inauspicious resource environment, subject to high levels of commitment by key stakeholders at different levels of an organisation. It is also clear that to do so rigorously and sustainably is a time-consuming and iterative process, that is best framed in a medium-term (1-3 years) timescale. The process can be accelerated and facilitated by the engagement and ownership of senior management, and the availability of designated resources, and is likely, even in such a propitious environment, to depend on, or benefit greatly from, a systematic approach to the cultivation, training and accompaniment of project champions at each hierarchical level in the project delivery chain.

Research Question 3 – Shared understanding

The memory exercise generated rich and specific qualitative information about the way that individual indicators were understood locally, and allowed for comparisons. In every case, each individual example provided was considered relevant by every other participant. This suggested that the indicators, while evoking different concrete associations, were nevertheless understood in a mutually relevant manner within the context of the EMS.

Conclusions

- **Validity:** It is possible for a group to build a consensus around V→I links, such that within the group, subsets of indicators can clearly and unambiguously express a given value or values. While extra indicators might need to be added in order to cover all the different dimensions of the value according to its local (inter-subjective) definition, **the possibility that individual, named values could be 'measured' in a locally-valid way is a very real one**. This is an enormously significant scientific finding, with far-reaching implications for the field of values research as well as that of sustainable development indicators.

- **Measurability:** The hypothesis that the indicators can be upscaled and mainstreamed in a large organization with a complex management structure has yet to be fully proven in

practice, but initial signs are promising. Specific enablers and barriers have been identified.

- **Comprehensibility:** Using real examples, it is possible for a group to build shared understanding around the meaning of the indicators.

Field Visit to International Federation of Red Cross (IFRC) `Youth as Agents of Behavioural Change' Asia-Pacific Summit 2010, Ajloun, Jordan

An additional field visit was planned after CGM3, following an invitation by the International Federation of Red Cross & Red Crescent Societies (IFRC) for two ESDinds team members to attend the 'Youth on the Move' Summit of the in Ajloun, Jordan and run a workshop with the indicators. The summit delivered training for over 80 youth involved in the Youth as Agents of Behavioural Change (YABC) programme, mainly from the Middle East and Asia-Pacific regions.

Key Research Questions

1. **Relevance:** Do the indicators resonate with individuals and groups involved in projects in different cultural contexts?

2. **Validity of specific V→I links (value mapping):** In a larger study, are the indicators associated with different values, other than those from which they were originally derived?

3. **Comprehensibility**: Are indicators understood by individuals from different cultural backgrounds, including those who speak English as a foreign or second language?

Research Design

In the first phase of the research, participating youth were asked to reflect on the full list of 166 indicators and identify them as "very relevant" (2 points), "relevant" (1 point), "not relevant" (0 points), or "not understood" (0 points). This was followed by a brief spatial survey to gauge whether the group found the exercise itself relevant to their work. A mean score was calculated for each indicator. The second phase of the study was a focus group with the team of 10 trainers, who were invited to reflect on the usefulness of the indicators and map them to values.

Results

Research Question 1 – cross-cultural relevance

The list was completed by 61 youth from 35 different countries. All indicators were selected as relevant by at least 15 individuals. The top five received mean scores of between 1.40 (indicator #113 of Set 2) and 1.20 (indicators #118 and 127). In relation to a maximum possible score of 2.00 (which would indicate that every individual understood the indicator and found it very relevant), these scores indicate very high overall relevance to the youth.

Results from the spatial survey carried out at the end of the exercise corroborate the apparently high relevance of the indicators for the group at the Youth Summit. When the 55 youth who were still present were asked whether they found going through the indicators relevant, 22 raised their hands signifying they thought it was very relevant, and 33 remained standing. Nobody crouched down to signify they found it irrelevant.

Research Question 2 – value mapping

We have results from the group of 10 trainers who were asked to map values onto the indicators they chose as 'very relevant'. This gives us **80 values** associated to 126 indicators. The value which was most cited by the group was *respect* (43 times) which includes occurrences of the term *respect for diversity* (10 times). The other values in the top five were *inclusion / inclusiveness* (25 times), *trust* (19), *responsibility* (18), and *understanding / mutual understanding* (15).

Of the six original ESDinds values, *empowerment* was cited 6 times, *integrity* 7 times, *trust* or *trustworthiness* 19 times, and justice not at all. *Care and Respect for the Community of Life* was not explicitly cited as a complex value, although *care* alone was cited once, *respect* 43 times, and *love for the environment* once. *Unity in Diversity* was also not cited directly, but *unity* was mentioned 10 times and *respect for diversity* 10 times. It is important to note that this study draws out those values which were cited with a common vocabulary, not a common concept. For example, *inclusion / inclusiveness* could be linked to Unity in Diversity, but this conceptual link would not be valid unless it was made by YABC Initiative trainers themselves.

Research Question 3 – cross-cultural comprehensibility

A general overview of the results from the whole YABC group (n=61) suggests that the level of comprehension of the indicators is not based on nationality or linguistic ability. In total, 11 indicators were understood by the whole group and the indicator with the most 'X' (not understood) was marked by 15 youth – a quarter of the group. The six indicators that were the least well understood were #11 in Set 2 (15 'X' votes), #94 (13 votes), #14 (11 votes), #136 (10 votes), #97 and #32 (9 votes each).

It is not clear why these specific indicators were poorly understood, but we can make some initial conjectures as to the reasons. Indicator #94 contains an English idiom; indicators #11, #32 and #136 may be too complex, and #14 and #97 are worded in very general ways.

Conclusions

- **Relevance:** These results might suggest that the indicators resonate with the YABC project, but also show that they appear to be relevant across a very diverse spectrum of national and social contexts: every participant found at least 15 indicators relevant.

- **Validity of specific V→I links (value mapping):** This study provides strong evidence that the indicators can be associated with other values, beyond those from which they were originally derived, and that the specific links between named values and subsets of indicators are not universally valid.

- **Comprehensibility:** Most of the indicators were well understood by a large majority of the youth, in spite of the different cultural backgrounds and varying levels of linguistic ability. However, six indicators were difficult for 15% or more of the youth and may need revision.

Link with work done by ARC: London East Academy

Key Research Question (Relevance): Are the indicators relevant and important in a faith-based organization, and specifically a Muslim school?

Research Design

The full list of 166 Set 2 SDIs was presented to the Deputy Headmaster of the school, the form tutors for years 7 and 11, and another year 11 teacher. They were asked to reflect on the overall relevance of the indicators and, in particular, to mark any that they felt it would be useful to measure at the school. Following the measurement (see next paragraph), a focus group was conducted with the four participating teachers and the Headmaster. Questions included the potential relevance of the indicators to the Academy and other Muslim schools.

The secondary research design, which will not be discussed in detail here, involved the actual use of the indicators for a purpose chosen by the school. The headmaster identified from the outset that the key area he would like to explore was how values worked to foster or inhibit in the Academy's students the desire to pursue the school's primary goal: to produce a new generation of Islamic scholars (*ulama*) and leaders (*dai*).

Results

Two indicators were unanimously regarded by the four teachers as both relevant and a high priority for measurement at the school, while another four indicators received three out of the four possible votes. Due to time limitations, only one indicator (#4 in Set 2) was ultimately selected for measurement. The findings were considered important enough to invest significant resources into disseminating and applying them to the entire school, from Governors to the student body, including all the staff and reaching out to the parents.

In the focus group, teachers commented very clearly and explicitly on the relevance of the indicators to Muslims. One remarked that the indicators originated in values first taught by the Prophet; another described the list of indicators as "the essence of Islam"; and a third commented that "every value and process in this list is Islamic".

In relation to the question of whether the indicators would be useful in other Muslim schools, one teacher said that they would recommend ESDinds to any school that wants an objective judgement of its success. And another commented that it would be useful where the school had a clear focus but not all Muslim schools would be ready for this type of project.

Conclusions

- Despite being generated by a consortium in which no Muslims were directly involved, the indicators were unanimously perceived by the group as being in harmony with the teachings of Islam and highly relevant to Islamic organisations.

- In particular, the indicators were very relevant to the London East Academy, a school whose explicit aim is to produce a new generation of Islamic leaders and scholars.

4.1.4: The potential impact (including the socio-economic impact and the wider societal implications of the project so far) and the main dissemination activities and exploitation of results

<u>The 'WeValue' web platform</u>

The WeValue interactive web platform (www.WeValue.org) has been developed, in close partnership with the design and communications firm Anderton & Boyd, to provide a simple way for potential users to engage with the indicators and learn about appropriate assessment methods. It serves simultaneously as an informative website about the ESDinds project, with a repository of case studies; a step-by-step guide to working with the Set 2 SDIs in real projects; a free online storage space for participating CSOs to upload their chosen indicators, their data, and their reflections on values; and an online community of practice with almost 100 members where users can develop their professional networks and share their experiences.

As well as enabling members to view, select and modify indicators, the WeValue platform incorporates information on a wide variety of different assessment methods, such as surveys, interviews, focus groups and observation, and offers guidance in developing customised assessment tools for specific organisations.

The functional content of the WeValue platform has also been presented in document form, containing written information and blank forms that can be filled in manually or with MS Word, for the benefit of CSOs with limited internet access. This, along with the URL, has been disseminated to all the CSOs signed up to the mailing list as well as the 86 with current profiles on the site. UoB issued monthly newsletters, and regularly posted project updates on Twitter and Facebook sites. The ESDinds website has also been kept up-to-date with resources, deliverables and field visit summaries. One scientific paper has been published in an international peer-reviewed journal, and another in an online peer-reviewed journal in the Czech language.

The success of the dissemination efforts spearheaded by Anderton & Boyd and the University of Brighton was evidenced by the fact that the expectation of involving 50-80 additional CSOs was quickly met and then surpassed. A total of 86 organisations engaged with the project to the extent of creating a profile on the WEVALUE web platform, and a further seven are known to have worked with the indicators offline without creating a profile, making a total of 93 active participants. These 93 organisations came from a total of 34 countries, and included several that are working regionally or internationally. They were distributed as follows: 41 *non-profit, charitable or humanitarian organisations;* 28 *companies / social enterprises;* 13 *academic or educational institutions;* 3 *faith groups / religious communities;* 3 individuals; 2 public sector organisations; 1 family, 1 professional association, and 1 festival organisation. With respect to regional distribution, 48 organisations were based in Europe, 15 each in North America and Asia, 8 each in Latin America and Africa, and 5 in Australasia and the Pacific. The attached tables and charts (Appendix 3) provide a graphical representation of these data.

Of the 86 with profiles on the web platform, 29 organisations (34%) reached the stage of selecting the indicators that they regarded as relevant to their work. An analysis of these indicator lists highlighted that the indicators had very broad relevance to our diverse set of organisations:

- The mean number of indicators selected per organisation was 32.0, with a standard deviation of 23.9
- Thirteen organisations selected more than half of the 65 headline indicators (i.e. those listed on the front page of the web platform)
- 29 organisations selected more than three-quarters of the headline indicators
- Three organisations also selected indicator variations that did not appear on the front page of the web platform, and could be accessed only by clicking on the links
- The mean number of votes per main indicator was 11.1, with a standard deviation of 2.8.
- 48 indicators were selected by more than a third of the organisations
- Three indicators were selected by more than half of the organisations.

The most popular indicators were "People participate actively in reaching the entity's goals" (selected by 20 CSOs); "Different points of view are heard and incorporated" (17 CSOs); "Decision-making takes into account the social, economic and environmental needs of future generations" (15 CSOs); "Decision-making processes are ethical" (15 CSOs); "Everyone has their place in the team" (15 CSOs); and "Work is viewed as a form of service" (15 CSOs).

An overview of all 93 organisations actively engaged with the project is provided in Appendix 3, while Appendix 4 incorporates short case reports and two full case studies from some of the organisations whose involvement was deeper, focusing specifically on what was learned about the indicators.

Other dissemination activities

The conference held at the University of Brighton, attended by over 100 people, brought together representatives of civil society, academia and business with an interest in one or more of the emerging fields of Values, Indicators and Sustainability. This enabled the rapid and effective dissemination of the findings from the ESDinds project to high-level audiences. It took place over three days and featured keynote addresses by representatives from UoB, CUEC, EBBF, ARC, ECI and Echeri Consultores, as well as a theatre performance by youth members of PT and feedback from some of the organisations that tested the indicators. It also included practical workshops on using the WeValue platform, and developing creative assessment tools, which were well attended.

To follow up on the interest generated at the conference, UoB Research Officers have conducted two public training sessions to disseminate the principles of WeValue further and to share the 40-page Toolkit with other interested parties who were unable to attend the conference. The first of these was a one-hour workshop conducted during the Business Community Partnership Conference, "Why Being Ethical is Good for Business", on 18 March 2011, and the second was a full day of training held at UoB on 25 March 2011 for interested CSOs recruited via the mailing list.

The consortium has published a paper in the Journal of Education for Sustainable Development entitled "The Earth Charter and the ESDinds Initiative: developing indicators and assessment tools for civil society organisations to examine the values dimensions of sustainability projects". The abstract of the A section on ESDinds has also been incorporated into a paper co-authored by a UoB Research Officer, entitled "Bringing together scientific and indigenous knowledge to promote sustainability: case studies of intercultural education in

Mexico and Tanzania", which has been provisionally accepted for a special issue of the journal Ecology and Society and is expected to be published in 2011.

ECI used the indicators with an on-line e-GLO course delivered to 25 individuals across the globe. Results from the first evaluation were used to make positive changes in the course structure and delivery. ECI also created a mini-website about ESDinds and WeValue on the ECI website and continued to publish global newsletters. The list of indicators and other key documents have been translated into Spanish for ECI affiliates. The ESDinds partners led a workshop at a conference for the celebration of ECIs 10th Anniversary in India from 1st – 3rd November 2010.

CUEC has disseminated information about the project to the Research Institute of Education in Prague, which has included it in an online repository of best practice, and to other educational websites. One of its Research Officers presented a paper at the 4th International Multi-conference on Society, Cybernetics and Informatics, International Institute of Informatics and Systemics, Orlando, Florida, USA, and the abstract is available online. A paper has also been published in the Czech online peer-reviewed journal Envigogica. CUEC conducted a workshop for policy-makers in the Information Agency of the Czech Ministry of the Environment.

EBBF disseminated information about the conference through various channels and identified key marketing and communications strategies to engage businesses in WeValue. A modified version of the WeValue platform ('WeValue for Business') is now being developed in collaboration with Anderton & Boyd, in order to develop effective ways in which medium-sized and larger companies can engage with the indicators for both evaluation and organisational change.

PT, in collaboration with CUEC, developed a questionnaire to ask their alumni about the values they consider important in the organisation and this became an additional tool on the WeValue website.

Wider societal implications and the ESDinds project consortium

Co-design

Co-design has been a central element of the ESDinds project from the outset. The initial design of the project was very innovative in terms of the role given to CSO (Civil Society Organisation) partners within the Consortium. This led to several challenges, especially administrative and financial, at the outset of the project. The social implications of this initial project design are apparent: the project is challenging the vision of research institutions as the experts and CSOs as the 'receivers' by recognising that both types of partners have expertise, albeit in different areas. More concretely, this innovative project design led the EU to invite Prof. Marie Harder to give a talk about the challenges of implementing such a project within the current administrative and financial structures of European research grants, thus making it easier for future such projects to be funded and carried out (Harder 2009a). Prof. Harder also spoke on the topic at a UK Design Conference (Harder 2009b) and intends to publish an academic paper on this topic.

During the project, co-design has had an important impact on the project outcomes. While partner research institutions have focused on making the research process as rigorous as possible, input from CSO partners has been crucial in order to make sure that the project

outputs were as useful as possible, before even going into the field. This focus on the usefulness of project outputs has also meant that these have been more ambitious than originally intended. This led to a repeated visit to the University of Guanajuato in a subsequent phase in an effort to test whether the indicators could be applied at an institutional level, but also to enable the organisation to continue doing the evaluation 'on their own'.

Engagement and collaboration

The highly collaborative nature of the project and deep engagement of all Consortium partners also has important social implications. One of the project partners, the European Bahá'í Business Forum (EBBF), has chosen to employ their own project manager for ESDinds applications within EBBF, dedicating organisational resources which will enable them to move forward with the work beyond the end of the ESDinds project in January 2011, thus providing the opportunity for their member organisations to continue to use and further develop the values-based evaluation systems developed in ESDinds. Furthermore, the deep involvement of the Consortium member from the Earth Charter Initiative (ECI) has led the organisation to acquire the capacity to advise their affiliates on using the ESDinds indicators and assessment tools, and become committed to using them with their affiliates and related projects. ECI's full participation in the project also led their representative in the Consortium to trial the indicators with the Earth Charter's online course, e-GLO, which involves over twenty participants from all over the globe. Thus, the implications of this engagement from both ECI and EBBF are potentially huge as both are umbrella organisations that can directly influence projects and business practices around the world: ECI affiliates, youth groups and projects are present in over 80 countries and EBBF have 20 national representatives in key areas across Europe and the USA, and over 600 individual members (ECI annual report 2009; EBBF annual report 2009).

EBBF's engagement with the project was also crucial in facilitating a partnership with a socially responsible marketing company who were instrumental in envisioning the potential for a much wider impact than the project partners anticipated. Translating the evaluation methods and assessment tools developed into a free and accessible web-platform (www.wevalue.org) means that we are anticipating input from around the world and communicating our research findings to networks that our project dissemination efforts might not have accessed so successfully. These are still early days for the 'We Value' website, but the platform will remain live after the end of the project, increasing the potential impacts of the ESDinds project.

Diversity, faith and gender

The diversity of individuals involved in the project has been important in several ways. Firstly, this means that the project has had input from a variety of individuals with different social and cultural backgrounds. At each Consortium General Meeting (CGM), the group openly discussed issues of faith-balance and gender occurring in the project implementation and design. The Consortium did not identify any instances of discrimination, faith imbalance or gender issues to date (see notes from CGM1, 2 & 3).

The mixture of researchers' backgrounds was important in terms of research design and implementation. Although the primary data collection may have some European bias due to the nature of the project, data was collected from people from broad cultural and faith backgrounds, and several individuals from projects across the world were interviewed. Further, this diversity meant that the identification and development of indicators was not influenced by

one or more faiths. The Consortium agreed at CGM2 that the indicators developed thus far were faith neutral, and possibly over-leaning toward secular, and that testing them in a faith context as well as different cultural contexts would be important in order to see if they are more widely relevant.

Furthermore, the Consortium actively sought to include as many socially and culturally diverse groups as possible in the field visits. In the first field phase, four out of the five organisations visited were youth groups, so the focus in the second field phase has shifted to businesses, larger organisations and groups involving adults rather than youth. The cultural and social diversity within the Consortium has also facilitated field visits to be carried out in linguistically and culturally diverse settings; projects visited to date were based in Germany, Luxemburg, Hungary, Austria, Italy, Switzerland, Mexico and Sierra Leone.

The list is by no means comprehensive and much work still needs to be done in order to address the challenges of understanding the relevance of the values-based indicators developed in the ESDinds project in different contexts. Indeed, the Consortium has found it challenging so far to include a faith-based organisation in the field testing phase. The issue was brought up at Core Group Meeting 3, where the Consortium identified, with insight from the Alliance for Religions and Conservation (ARC), that many faith-based organisations work on long-term timescales that do not fit with those of a two-year research project. This has been an important lesson to learn within the project consortium, and future projects which seek to involved faith-based groups should incorporate this into planning and implementation measures, perhaps involving an organisation from the outset to enable a more longitudinal engagement. Having said this, we are hoping to partially bridge this gap by engaging with a faith-based organisation in the UK during the final phase of the project.

Staff changes and transferability

Another note on the societal implications from ESDinds as a project relates to the changing nature of the team involved in the project. Personal circumstances and organisational changes have led to several changes in the membership of the Consortium over the last year and a half. Three individuals left the group, albeit one temporarily, four members joined and one member changed roles. Firstly, this means that more people have been directly involved in the project thus increasing the potential reach of the concepts driving the project and its outcomes. Second, the project has also built capacity within the research institutions and partner CSOs. Third, the project has had input from researchers and CSO members with diverse skills, adding to the richness of the project. Fourthly, these changes have not jeopardised the success of the project, and have rather strengthened it through ensuring transferability and collective understanding at every stage of the project.

Towards a community of practice

Building a community of practice involves bringing together people from all fields, academic and non-academic. A first step towards engaging the academic field has been the publication of a journal article in the special edition of the Journal of Education for Sustainable Development, co-authored by the research team and a CSO member (Podger et al. in press). Furthermore, as the ESDinds project has been moving forward and evolving, the need for an event that would bring together workers in the different but overlapping fields of Indicators, Sustainability and Values became apparent. Benefits stemming from the highly interdisciplinary approach taken in the project are already emerging, and the Consortium partners felt that a conference would

provide the space and opportunity for civil society, academics, businesses, international donors, governmental programmes, international foundations, faith-based organisations and more to report on activities and share ideas and experience. Originally a 3-day workshop had been planned, but with in-kind contributions by the University of Brighton it was possible to upgrade that to an international conference, involving not only participants in ESDinds but workers in related fields.

Social Implications and ESDinds field visits

The ESDinds project partners have successfully designed project-level indicators designed for values-based learning and behaviour change. The field visits were the locus for testing these evaluation tools and methods, and although designed as trials, several project evaluations were effectively carried out.

The experience of the field visits was essential in order to understand the complexities of different social contexts and ways in which this might influence the evaluation process. In this sense, the report presents lessons learnt from the influence of macro social processes such as national discourses or social norms, relationships between individuals within the project to be evaluated or the relationship between a CSO and their donor. Second, the evaluation exercises carried out in the field visits had varying social impacts. The importance and nature of project evaluation impacts are extensively covered in the social sciences academic literature (see Henry & Mark 2003) but drawing out these impacts was not the aim of the ESDinds project. However, after the first set of field visits, the Consortium realised that recording the impacts of the different evaluations would provide the project with a small but growing body of evidence for the indicators' usefulness and applicability at the project level as well as enable us to anticipate some of the wider social implications stemming from the use of values-based indicators.

Lessons learned
One important lesson learnt during the field visits was the influence of national contexts and discourses. For instance, when initially presented with the indicators sorted into the five values chosen by the project partners (Justice, Integrity, Unity in Diversity, Empowerment, Respect and Care for the Community of Life), the director of Echeri Consultores chose to ignore all indicators associated with the value empowerment due to her perception of national discourse on empowerment and women, which she thought condescending for indigenous women. However, after having read through the indicators at a later stage, she found that these would have been relevant for the context of the projects evaluated if associated with a different value.

Another important observation in several field visits was that indicators that had initially been derived from a specific value were found by the CSO to be relevant to, and expressive of, multiple values. This demonstrated that the indicators provisionally associated with the six initial values (Justice, Empowerment, Integrity, Unity in Diversity, Trust and Care and Respect for the Community of Life) potentially have much wider applicability than the project team initially thought. In later field visits, and in the `We Value' web platform, a different approach was taken: CSOs were presented initially with the full list of indicators, and after measuring the indicators, invited to explore their own values and to reflect on the links between the indicators and their values. The potential utility of this approach is demonstrated by the fact that at least one nascent CSO has incorporated the ESDinds indicators into its business plan at start-up stage, helping the CSO to crystallise its own values and illustrating how the indicators will be used in monitoring and evaluation activities throughout the project.

The field visit carried out with the Sierra Leone Red Cross (SLRC) presented challenges in term of gender equality for the evaluation process. The list of indicators developed contains gender-specific ones, and the absence of a woman who could speak both Serra Leone Creole and English was limiting when addressing gender issues and splitting the group into two for example.

The project drew important lessons from these two instances. First, it is important to anticipate issues of gender inequality at a societal level that might impede women from taking on certain roles in organisations or create discourses around gender and development. This is especially important when the evaluation itself is best achieved through full participation of an organisation or project's members, and where individual and group perceptions, experiences and feelings are key. Second, the Consortium noted, at the third Core Group Meeting, that the presence of female research assistants and/or interpreters might be important for extracting information in the next field phase. Third, that the impact of linguistic and cultural differences and translation issues can potentially be reduced by presenting the values-based indicators without associating them with specific values in the first instance.

Field visit impacts

We have discovered that the use of the values-based indicators being developed in the ESDinds project has had an impact on certain individuals involved in the process of evaluation, influenced interpersonal interactions, collective actions and decision-making, both within the CSOs themselves and even in other, affiliated organisations. All of these levels of impact are interlinked and equally important: an impact on an individual can lead to interpersonal effects, which in turn may lead to future collective impacts (Henry & Mark 2003).

This section presents a few examples of the impacts that the evaluation process and results have had in four of the projects visited. A distinction is made between processes and findings, as the ESDinds project has identified that the way in which the evaluation was carried out, and the findings of the evaluation per se, both have important implications (this distinction is more or less easy to make, depending on the context). A list of the recorded outcomes and benefits of the evaluations carried out in the five first field visits can be found in Appendix 1.

People's Theater

The evaluation carried out in the field visit gave People's Theater (PT) staff a practical way to see 'how values become visible', and to check on how people in the organisation are changing their values as a result of using the indicators with multiple evaluation methods. This led PT to change the nature of the preparation phase for new volunteers, centring it on values rather than themes related to acting or the performance itself. Although values were always important to PT, the project helped put them into focus and aided them to see each human being as 'full of values'.

Furthermore, results of the values-based evaluation showed that Justice was a very important value for both PT staff and volunteers, although it had not been included in PT's original list of core values. Taking this into account, it was decided that justice would be incorporated into the end-of-year evaluation for the youth in the summer.

Being able to measure values will also give schools more clarity about the work PT is doing, as PT volunteers will be able to state more clearly what happens (in terms of values) as a result of

their performances, without necessarily having to show a full performance for every prospective new school in order to persuade them to join.

Echeri Consultores

The field visit with Echeri Consultores (EC) in Mexico resulted in significant and unexpected impacts, some of which are presented here. The measurement and analysis of the indicator "Women feel that they are valued" helped make the youth conscious that the Juatarhu youth project generated a space of gender equity, in which (in contrast to national and regional norms) women and men have equal access to information and decision-making. The project director had been working consciously to create this space of equity, but had not made it explicit.

The participative way in which creative assessment tools were developed during the field visit empowered the organisation as well as the youth in the Juatarhu project to continue using the ESDinds indicators beyond the field visit. For instance, youth participants used some of the ESDinds Unity in Diversity assessment exercises as 'ice-breaker' activities (integration games) for other youth at national workshop hosted by Reforestamos Mexico (Echeri Consultores' major donor).

Furthermore, the director of EC used the indicators and assessment tools developed during the field visit to evaluate an Environmental Education project carried out in schools across the region; using the spatial and corporal surveys instead of questionnaires saved paper and time, as well as being more dynamic and participatory for the children. The results of this evaluation also strengthened the organisation's relationships with participating schools by enabling it to demonstrate clearly to headmasters that the work has pedagogical impact (beyond the actual trees planted) and helps the children to develop their values, whereas personal investment from headmasters was previously a major challenge.

Finally, the results from the evaluations carried out using the methodology developed through the ESDinds project were incorporated into Echeri Consultores' annual report. This led the organisation's major donor, Reforestamos Mexico (RM), to recognise the international relevance of the work done by EC and to explore the possibility of creating a tailor-made values-based indicator system to be used at the national level.

Youth as Agents of Behavioural Change, Sierra Leone Red Cross

During this field visit, the measurement and analysis of the indicators, 'Entities act in a manner that is impartial and non-discriminatory' and 'Women believe they are valued' in particular, demonstrated that youth experience significantly less discrimination in the RC project teams than in their villages and opened discussions about gender equality that might be beneficial for the future of the project. The use of the ESDinds indicators and creative assessment tools also inspired the national-level youth coordinator for the Sierra Leone Red Cross to implement them in the future.

Environmental Institutional Programme of Guanajuato University (PIMAUG)

Two field visits were carried out at the University of Guanajuato, as the Consortium agreed that the first visit was short and a second visit would allow us to test whether the indicators could be scaled up to be used in a project at the institutional level.

During the first visit, simply reading the indicators provided the project director and other members of the group with information and ideas on how to improve processes within the university environmental programme, for example by creating confidential channels for reporting violations of ethics. In the subsequent field visit, the project members were successfully empowered to use the indicators and assessment tools explored during the first field visit on a greater scale, by developing a values survey based on the ESDinds indicators to be delivered to all the administrative and academic coordinators of the university's Environmental Management System, as well as to the network of key environmental influencers and decision-makers in the institution. The indicators and participatory assessment tools were also incorporated into the core activity of their peer education project.

The potential impact of scaling up the application of values-based indicators to an educational institution is significant. By involving administrators, teaching staff and key decision-makers, the importance of values at the University of Guanajuato will be apparent not only for those who take part in the PIMAUG, but might create an institution-wide awareness and recognition of the importance of values in education for sustainable development and equip future citizens with that vision.

Conclusions: Summary of societal implications and potential for new applications

By linking the ESDinds findings about the significance of ethical values in sustainability to the academic and policy literature on sustainable development, the project has contributed to a deeper conceptualization of the process of social transformation towards sustainability. Incorporating the indicators into monitoring and evaluation activities can create shared understandings, strengthen projects, boost morale, and help CSOs 'learn how to learn'.

In some cases, reflecting on the indicators can even generate sustainable behaviour change. It helps CSOs to clarify their own values and assess the extent to which they are actually in use within day-to-day activities, rather than merely espoused in mission statements. Thus, they learn to recognise and address values/behaviour gaps (ways in which they are failing to 'walk their talk'). This has enormous implications for civil society in general.

Thus, the ESDinds project has created a tool (WeValue) with two separate, but interlinked, functions:

1. Incorporating values dimensions into project monitoring and evaluation
2. Promoting behaviour change by closing values/behaviour gaps within organisations

It has also emerged that there is great potential for applying the ESDinds process far beyond its initial mandate of CSOs promoting education for sustainable development. Possible applications include schools, health services, faith-based and neighbourhood-based social cohesion projects, family counselling, international development in a broad sense, and even systematic attempts to develop soft indicators at the national level in the context of monitoring social and economic progress 'beyond GDP' as recommended in the Stiglitz Review of 2009.

In most of these contexts, however, the Set 2 SDIs would not be transferable in their current form. Rather, what is potentially transferable is the 'ESDinds method'. This can be summarised as eliciting relevant values and indicators through qualitative analysis of interview

transcripts and other documents (Phase 1); field-testing localised indicators with context-relevant assessment tools (Phase 2); reviewing the list in the light of field results, and finally, conducting a second round of field trials with the revised indicators (Phase 3).

4.1.5. Contact details

The ESDinds public website can be found at www.ESDinds.eu and the interactive WeValue web platform at www.WeValue.org. The project team can be contacted via skype: ESDinds.brighton, or email: sdecu@brighton.ac.uk

Appendix 1: Set 1 Sustainable Development Indicators (SDIs)

In these tables, indicators that were not tested in field trials at all are shown in red; new variations that arose as a result of the field trials are shown in yellow; and entirely new indicators that were suggested by participating CSOs during the field trials are shown in green. Italics indicate words and phrases added during field trials. Indicators designated as headings (H…) are in shown bold type, and sub-headings (SH…) in normal type.

Set 1 Indicators for 'Justice'

Code	Indicator
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

Set 1 Indicators for 'Empowerment'

Code	Indicator
E_H1	**People/partners become aware of how their existing knowledge, skills, networks, resources, and traditions can contribute to the project/organisation/team.** *Their contribution is encouraged, and people/partners feel that their talents, ideas and skills have contributed to the outcomes of the project/organization/team.*
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 the wellbeing and prosperity of all creation*
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.**

Set 1 Indicators for 'Integrity'

Code	Indicator
I_H1	**Ethical values and principles are used by individuals/team/organisation in guiding decision-making and activities**
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	**Individuals/team/ organisation/partners follow through on their commitments**
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	**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_H3´	Individuals have an attitude of learning towards their development
I_H3´´	Individuals reflect critically on what is necessary to learn
I_H3´´´	Individuals strive to bring their lives into accordance with ethical values
I_SH3a	Individuals investigate what is right and good for themselves, rather than adopting other people's opinions

Set 1 Indicators for 'Trust / Trustworthiness'

Code	Indicator
T_H 1	**Individual/ organisation/partner is trusted to fulfil their commitments**
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	**Individuals, colleagues, organisations, partners are perceived to be trustworthy, truthful, honest, transparent, respectful and practice integrity in their interactions with others**
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	**The organisation is transparent about the process and outcomes of decision-making, openly sharing information with employees**
T_H3´	The organisation is transparent about the process and outcomes of decision-making, openly sharing information with people
T_SH3a	Trust in peoples capacities leads to active participation
T_H4	**Individuals/partners/ organisation live the values they promote**

Set 1 Indicators for 'Unity in Diversity'

Code	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**
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	**Everyone has his/her place in the team. Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)**
U_H2´	Everyone has his/her place in the team.
U_H2´´	Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)
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	**People feel they create something better/greater as a group than on their own.**

Set 1 Indicators for 'Respect and Care for the Community of Life'

N.B. The value of Respect and Care for the Community of Life was added at CGM2 in response to concerns, especially from ECI, that the Set 1 Indicators focused almost exclusively on human interpersonal relationships at the expense of humanity's relationship with the wider community of life. Due to the timescale of the project, this set of draft indicators could not be subjected to a process of prioritisation by the CSO partners before the field testing phase. Thus, there are 79 Set 1 Indicators in this value category (in contrast to the other values, which all had fewer than 25 Set 1 Indicators after prioritisation). The majority of these could not be field tested.

Code	Draft indicator
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.

Set 1 Indicators for `Respect and Care for the Community of Life' (continued)

Code	Draft indicator
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.

Set 1 Indicators for `Respect and Care for the Community of Life' (continued)

Code	Draft indicator
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 valuate natural world as a source personal fulfilment
3080	Entity is aware of the interconnectedness between the environment and their sphere of activity

Appendix 2: Set 2 Sustainable Development Indicators (SDIs)

Code	Indicator
1	**Everyone has their place in the team**
2	Everyone knows what their responsibilities are within the team
3	Everyone feels responsibility for their part of the work
4	Everyone knows what the final goal of his/her work is, as well as the work of the whole entity
5	**People feel that they are encouraged to fulfil their responsibilities**
6	People feel that they are given autonomy and trust to fulfil their responsibilities
7	People feel that they are supported to fulfil their responsibilities
8	**Work environment is supportive of people being able to fulfil their responsibilities in their families or personal relationships**
9	Work environment is supportive of people being able to act with care in their families or personal relationships
10	**People follow through on their commitments**
11	Partners are trusted to follow through on their commitments without the need for formal agreements
12	People feel that they are trusted to follow through on their commitments
13	**Goals are reviewed between committed parties to determine what has and has not been achieved**
14	**Decision-making processes are ethical**
15	Decision-making processes are democratic
16	Decision-making processes provide for equal representation
17	**Decision-making takes into account the social, economic and environmental needs of future generations**
18	**People participate actively in reaching the entity's goals**

Appendix 2: Set 2 Sustainable Development Indicators (SDIs), continued

Code	Indicator
19	People participate actively in making decisions about issues that affect their lives
20	People participate actively in developing the entity's code of ethics
21	People participate actively in developing procedures to deal with unethical conduct
22	**People feel that there is transparent communication**
23	Entity is transparent about the processes of decision-making
24	Entity is transparent about the outcomes of decision-making
25	People feel that there is the right information flow
26	Entity shares information openly with people
27	**Regular monitoring of how people are treated**
28	Action is consciously taken to improve the ways that people are treated
29	**Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)**
30	**Different points of view are heard and incorporated**
31	People feel that different approaches are valued
32	Trusted partners are given flexibility to do things differently within prescribed structure
33	Learning processes accommodate different learning styles
34	**People feel that their own individual identity and approach is respected**
35	People feel that their worth is acknowledged
36	**Women feel that they are valued**
37	Women feel that they have equal access to information
38	Women feel that they are given equal opportunities to participate in decision-making processes
39	**People have self-respect**
40	**People are inclusive (talk to everyone and no one is left out)**
41	**People respect the differences in others**
42	People appreciate the differences in others
43	People find ways to understand the differences in others
44	**Entity acts in a manner that is impartial and non-discriminatory (not discriminating on the basis of nationality, ethnic origin, colour, gender, sexual orientation, creed or religion)**
45	People learn freely together, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion
46	People share information freely, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion

Code	Indicator
47	People share their skills and abilities freely with one another, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion
48	**Differences of opinion are acknowledged and valued through dialogue**
49	Conflicts are resolved through dialogue
50	Open dialogue exists between project partners
51	People are able to suspend their own standpoints during dialogue and listen to those of others
52	Conflict resolution leads to learning and growth
53	**Individuals express their own opinions**
54	People feel that they have an equal opportunity to express their opinions
55	Action is consciously taken to give everyone an equal opportunity to express their opinions
56	People feel encouraged to express their opinions
57	Action is consciously taken to encourage people to express their opinions
58	**People feel that their opinions are respected**
59	People feel that everyone's opinions are respected
60	**People become aware of how their existing knowledge, skills, resources and/or traditions can contribute to a project or the whole entity**
61	People feel that they are encouraged to contribute their existing knowledge, skills, networks, resources and/or traditions to a project or the whole entity
62	Action is consciously taken to encourage people to contribute their existing knowledge, skills, networks, resources and/or traditions to a project or the whole entity
63	People feel that their own knowledge, skills, networks, resources and/or traditions have already contributed to the outcomes of the project or entity
64	People feel that their contributions to the entity are acknowledged
65	Entity respects and acknowledges the contributions of others to its work, and gives credit for the outcomes to those who contributed
66	**People feel that they are encouraged to explore their own ideas and/or reflect on their own individuality**
67	People are taking the opportunity to explore their own ideas and/or reflect on their own individuality
68	People 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
69	**People feel that they are encouraged to develop their own visions and goals for projects, and/or for the whole entity**
70	People are taking the opportunity to develop their own visions and goals for projects, and/or for the whole entity

Code	Indicator
71	People feel that they are encouraged to develop programs, identify problems and deliver solutions on their own
72	People are taking the opportunity to develop programs, identify problems and deliver solutions on their own
73	**People investigate what is right and good by themselves, rather than adopting other people's opinions**
74	**Entity's activities or events have a motivating effect on participants**
75	Entity's activities or events connect participants emotionally to the community of life
76	**People feel that they are encouraged to reach their potential**
77	People feel that their personal needs for development in the work place are met
78	People feel that they are provided with opportunities for personal growth
79	**Entity has a culture of learning**
80	People have an attitude of learning towards their development
81	People reflect critically on what is necessary to learn
82	**People are not afraid to make mistakes**
83	Mistakes are understood as opportunities to learn and improve
84	**People feel that the work environment is pleasant and harmonious**
85	**People are perceived to be respectful in their interactions with others**
86	People treat each other with kindness
87	People speak courteously to each other
88	People introduce ideas to others with respect, humility and patience
89	**People are perceived to be trustworthy**
90	People are perceived to be truthful
91	People are perceived to be honest
92	People are perceived to be transparent
93	People are perceived to practice integrity in their interactions with others
94	**People do not back-bite about others within the entity**
95	**People feel that they create something better or greater as a group than on their own**
96	**People feel that they can participate in the vision and activities of the entity or project without compromising their personal beliefs or values**
97	**Group norms exist**

Set 2 Sustainable Development Indicators (SDIs), continued

Code	Indicator
98	People follow the group norms
99	**People's behaviour is consistent with their words**
100	People strive to become conscious of their value system
101	People can identify applicable ethical values in a given context
102	People strive to put their personal values into practice
103	**Actions of individuals are consistent and in harmony with the core principles promoted by the entity**
104	People strive to bring their lives into accordance with the entity's values
105	Leaders act as living representatives of the principles they espouse
106	People feel inspired by the way that leaders live their principles
107	**As a result of the entity's messages or activities, people start their own personal initiatives with similar goals**
108	As a result of the entity's messages or activities, people's personal lifestyles include more conscious pro-environmental behaviours
109	As a result of the entity's messages or activities, people establish new organisations or groups
110	People have demonstrated the ability to replicate a project or approach in other communities or organisations
111	People invest their own time and resources in activities that benefit the environment or society
112	Entity aims to provide people with educational opportunities that empower them to contribute actively to sustainable development
113	**People have a sense of power that they can effect change**
114	**Entity allows local groups who have an interest in their work to contribute their ideas or become partners on a project**
115	**Partners trust that each shares a commitment and willingness to collaborate for a similar vision**
116	Entities are willing to work with each other because they respect each other
117	**People are productive**
118	**People are creative**
119	**Decisions made in the entity are supported**
120	**People feel that they are treated equitably and with fairness**
121	Recruitment processes are conducted in a way that is perceived as fair to all applicants
122	Remuneration/payment policies are perceived as fair by all involved
123	Human resource management policies are perceived as fair by all involved

Set 2 Sustainable Development Indicators (SDIs), continued

Code	Indicator
124	People treat each other with equity and fairness
125	**Truth-seeking, non-judgmental, confidential channels are in place for individuals/teams seeking guidance on the application of ethics, reporting violations and examining violations of ethics**
126	People trust the channels that are in place for individuals/teams seeking guidance on the application of ethics, reporting violations and examining violations of ethics
127	**Performance goals are measured**
128	Performance goals are communicated internally or externally
129	Financial integrity is assessed
130	Financial integrity is communicated internally or externally
131	Resource use efficiency is measured
132	Resource use efficiency is communicated internally or externally
133	**People have respect for nature**
134	Action is consciously taken to contribute to a greater respect for nature
135	People understand the complexity of natural systems
136	**Action is consciously taken to contribute to a greater understanding of the way nature is organised in systems and cycles**
137	**Action is consciously taken to contribute to a greater valuing of the natural world as a source of personal fulfilment**
138	**The environment and community of life is celebrated**
139	**Entity is aware of the interconnectedness between the environment and their sphere of activity**
140	People are aware of the connectedness between their religion and the environment
141	**Entity acts to reduce its environmental impact or remedy its contribution to environmental problems**
142	Entity is aware of its environmental impact or its contribution to environmental problems
143	Entity has successfully reduced its environmental impact or remedied its contribution to environmental problems
144	**Entity strives to have a positive effect on the natural environment.**
145	Entity recognises its role as a protector of the natural environment
146	Entity acts to protect the environment, without waiting for governments or others to act first
147	Entity is open to dialogue about alternative means of production that have less negative impact, no impact, or a positive impact on the environment
148	**Entity implements a policy of purchasing environmentally sustainable products, e.g. recycled paper, even if cheaper alternatives exist**
149	Entity implements a policy of procuring some or all of its energy from renewable sources

Set 2 Sustainable Development Indicators (SDIs), continued

Code	Indicator
150	Entity implements a policy of reducing carbon emissions
151	Entity implements a policy of sustainable waste management, e.g. recycling or reducing waste
152	**Number of activities/projects towards goal of environmental sustainability**
153	Number of activities/projects for raising awareness of environmental sustainability
154	Quality of process of activities or projects aiming to achieve or promote environmental sustainability
155	**Action is consciously taken to share with others how to protect and restore the natural environment**
156	Education is undertaken to raise awareness and capabilities for the organisation to act according to principles of environmental sustainability
157	Entity actively seeks to work with others who will increase their ability to improve the environment
158	**Long term commitments to protect the environment are created**
159	Long term commitments to protect the environment are adhered to
160	**Entity contributes positively to society by working to address social problems or global issues**
161	Entity implements a policy of ethical investment
162	Number of activities/projects towards goal of addressing the social aspects of sustainability
163	Number of activities/projects for raising awareness of the social aspects of sustainability
164	Quality of process of activities or projects aiming to achieve or promote social aspects of sustainability
165	**Entity's activities or events create a safe environment for people**
166	**Work is viewed as a form of service**

Appendix 3: Overview of Participating CSOs

Name of entity	Location	Type	Brief description of activities as self-reported by representative (some abbreviated)	Involvement with ESDinds	Feedback provided
42virtual	Austria	Company or social enterprise	Small consultancy company interested in the WeValue approach	Online only	Indicator list: selected all 65 headline indicators as relevant
Accompany	Luxembourg	Company or social enterprise	Private consultancy helping with CSR, Corporate Culture, Gender Balance, Diversity	Online only	No feedback
Alexander Pavlov	Bulgaria	Company or social enterprise	Notary	ebbf affiliate	Field visit by EBBF project manager: selected a total of 26 indicators as relevant (not presented as headline vs. sub-indicators)
Association for Research on Environmental Management & Sustainable Development (AREMD Cameroon)	Cameroon	Non-profit, charitable or humanitarian organisation	Education and research on sustainable development, environmental management, conflict transformation, good governance and election monitoring in partnership with local communities	Online only	No feedback
AZULI Nouvelle Ethique	France	Company or social enterprise	AZULI: consulting and formation specialised in CSR	Online only	The General Manager reported that overall, the indicators are very relevant to AZULI's work and they might consider using them in a future evaluation.
Badi Foundation	Macau, China	Non-profit, charitable or humanitarian organisation	The Badi Foundation is a non-governmental development organization dedicated to releasing the potential of individuals and institutions in China to advance their own communities.	Online only	Indicator list: selected 34/65 headline indicators as relevant
Bahá'í Community of Kenya: External Affairs Office	Kenya	Faith group or religious community	Bahá'í Faith is an independent religion like Islam, Christianity	Online only	No feedback
Carpio Perez Foundation	Tanzania	Non-profit, charitable or humanitarian organisation	We provide quality education, IGA's (Income Generating Activities), sanitation and nutrition programs to support poor and disadvantaged beneficiaries in Tanzania	Personal contact	No feedback
Catholic Agency for Overseas Development (CAFOD)	Worldwide	Non-profit, charitable or humanitarian organisation	International humanitarian relief and development	Contacted by UoB	See short case report
CEC International	USA	Company or social enterprise	Consultants in value-based strategic change	Online only	No feedback
Centre for Global Sustainability Studies, Universiti Sains Malaysia (USM)	Malaysia	Academic or educational institution	Taking a global view in solving pressing sustainability issues while considering local and regional concerns	ECI affiliate	See short case report
Centre of Learning for Sustainability	Australia	Company or social enterprise	Sustainability education provider	Founded by UoB staff member	Indicator list: selected 2/65 headline indicators as relevant

Charnwood Trust Nursery & Family Centre	UK	Non-profit, charitable or humanitarian organisation	Inclusive Nursery, supporting children to play and learn together	Online only	No feedback
Clear Perspectives Limited	UK	Company or social enterprise	Organisation specialising in values-based leadership development	Online only	No feedback
Climate Outreach Information Network (COIN)	UK/Worldwide	Non-profit, charitable or humanitarian organisation	Directly engaging public about climate change; use of action learning methods to inspire change in attitude and behaviour	Contacted by UoB	No feedback
Community-University Partnership Programme (CUPP) of the University of Brighton	UK	Academic or educational institution	Community-University Partnership Programme	UoB affiliate	No feedback
Comrades of Children Overseas (COCO)	UK/Worldwide	Non-profit, charitable or humanitarian organisation	Charity aiming to improve children's lives in the global South	Personal contact	See short case report
Dr Gary Reusche (EBBF Research Committee)	Ukraine	Non-profit, charitable or humanitarian organisation	Member of the EBBF Research Committee	Online only	No feedback
Earth Charter Communities Network	China	Non-profit, charitable or humanitarian organisation	ECCN is in China, Nigeria and Israel. We create EC communities.	Online only	Indicator list: selected 60/65 headline indicators as relevant
EcoLabs	UK	Non-profit, charitable or humanitarian organisation	EcoLabs is an ecological literacy initiative.	Online only	The Director reported that overall, the indicators are very relevant to the CSO's work and generated one or two new insights. EcoLabs might consider using the indicators in the future.
Ecophanie	France	Company or social enterprise	CSR and SD consulting agency	Online only	No feedback
Eco-Stewards International	Nigeria	Non-profit, charitable or humanitarian organisation	Agriculture, environment, livelihood development & management	ECI affiliate	No feedback
Educate Together	Ireland	Academic or educational institution	The movement has up to 60 Primary Schools in the Republic of Ireland and operates an Ethical Curriculum	ECI affiliate	See short case report
e-GLO (Earth Charter Global Learning Opportunity)	Costa Rica	Non-profit, charitable or humanitarian organisation	Online course	ECI program	Indicator list: selected 40 indicators as relevant 9not presented as headline vs. sub-indicators)
Eleanor Jackson	Australia	Individual	Masters student at University of Queensland	Online only	No feedback
Epoch International Trading Company Ltd	China	Company or social enterprise	Manufacture and export of vehicle spare parts	ebbf affiliate	See short case report
ESDi Higher School of Design	Spain	Academic or educational institution	Teaching and research in Ecodesign, Local Development, Biomimicry	Online only	No feedback
FairGround	Netherlands	Company or social enterprise	Organizer of learning journeys and international CSR programs	Online only	No feedback
Farad Group	Luxembourg	Company or social enterprise	International financial services company	ebbf affiliate	See Phase 3 Field Visit Report
FAVA	Netherlands	Association	FAVA = An association of independent professionals committed to spatial solutions and social empowerment	Online only	No feedback
Festival 'Ground Connections'	Germany	Festival organisation	Arts festival and laboratory on the relationship of humans to earth	Online only	No feedback

FidLy	France	Company or social enterprise	Loyalty and Relationship Marketing Consulting	Online only	Indicator list: selected 6/65 headline indicators as relevant. A consultant reported that overall, the indicators are very relevant to the company's work and generated several new insights. FidLy might consider using the indicators in the future.
Fourfront Resources	Malaysia	Company or social enterprise	Project management company in the field of social development	Online only	Indicator list: selected all 65 headline indicators as relevant
Fundación Charles Darwin	Galapagos	Non-profit, charitable or humanitarian organisation	Starting a programme based on Earth Charter Principles in the smallest of the Galapagos Islands. Organization of scientific research and technical information.	Online only	No feedback
Gibb's Farm	Tanzania	Company or social enterprise	Spa resort located between Lake Manyara and the Ngorongoro Crater, with resident naturalists, artists and indigenous healers	Personal contact	Indicator list: selected 6/65 headline indicators as relevant. Project Manager reported that a workshop was conducted in which a group of colleagues discussed the indicators.
Global Vision Institute	USA	Academic or educational institution	Global Vision Institute is a think-tank and catalyst for creating a universal-values-driven international system	Online only	See short case report
Grupo Eco Cultural Organizado de Galapagos (GECO Galapagos)	Galapagos	Non-profit, charitable or humanitarian organisation	Youth organisation aiming to inspire sustainable living, through the arts, in the Galapagos Islands	Online only	No feedback
Habitat for Humanity Bulgaria	Bulgaria	Non-profit, charitable or humanitarian organisation	Habitat for Humanity works to eliminate poverty housing in Bulgaria and to make adequate housing a matter of conscience and action. We build and/or renovate houses in partnership with the people in need and other organizations.	Online only	No feedback
Horizon Institute for Health Promotion and Learning	Australia	Company or social enterprise	Curriculum development in health promotion, learning and sustainability	Online only	No feedback
Human Values Foundation	UK	Non-profit, charitable or humanitarian organisation	Provider of inspiring Values Education resources for the 21st century	Online only	Indicator list: selected 54/65 indicators as relevant. CEO reported that the indicators are very relevant to HVF's work overall, and have generated one or two new insights. HVF representatives attended the International Conference, Sharing Day and Training Day, and might consider using the indicators in the future.
Informing Change	USA	Company or social enterprise	Consulting company	Online only	Indicator list: selected 11/65 headline indicators as relevant
Ingmar Nieuwold	Netherlands	Nonprofit & social enterprise	Art of hosting, deep democracy, change, social responsibility	Online only	Indicator list: selected 57/65 headline indicators as relevant

Institute of Agricultural Economics	Bulgaria	Academic or educational institution	Leading national center for fundamental, applied, and policy-forwarded research in the area of Agricultural, Rural, and Food Economics and Policies	Online only	No feedback
International Environment Forum	Switzerland	Non-profit, charitable or humanitarian organisation	Bahá' í-inspired organization for environment and sustainability	Founded by Arthur Dahl	See short case report
International Federation of Red Cross and Red Crescent Societies	Switzerland and worldwide	Non-profit, charitable or humanitarian organisation	The IFRC is the world's largest humanitarian organization, providing assistance without discrimination as to nationality, race, religious beliefs, or political opinions	Via ebbf conference	See Phase 3 Field Visit Report
Just for Students	Portugal	Academic or educational institution	Study centre with study rooms and remedial tutoring.	Online only	No feedback
Kalliopeia	USA	Non-profit, charitable or humanitarian organisation	Kalliopeia was founded to support a cultural shift to ways of living that celebrate life's extraordinary diversity, yet are rooted in the recognition of life's sacred unity.	Online only	No feedback
LASA Development UK Ltd	UK	Company or social enterprise	We help organisations renew themselves and ensure their sustainability	Online only	Indicator list: selected 51/65 headline indicators as relevant.
London East Muslim Centre / London East Academy	UK	Faith group or religious community	Islamic religious institution with associated school	ARC affiliate	See Phase 3 Field Visit Report
London East Research Institute	UK	Academic or educational institution	LERI conducts research on regeneration focussing on East London	Online only	No feedback
Lotus Tribe	USA	Non-profit, charitable or humanitarian organisation	A nonprofit arts, education and ecology organization and collaboration	Online only	No feedback
Lucas County Academic or Educational Institution Service Center - Alternate Learning and Career Center (LCESC-ALCC)	USA	Academic or educational institution	Alternate Learning and Career Center serves students in grades K-12	Online only	No feedback
M. Ortega Sustainability Consulting	Netherlands	Company or social enterprise	Consultancy firm about sustainability and innovation.	Online only	No feedback
Michael U. Taijeron, Jr.	Guam	Individual	Business student at University of Guam, School of Business & Public Administration	Online only	No feedback
Midlands Meander Education Project	South Africa	Non-profit, charitable or humanitarian organisation	Assisting teachers to integrate Environmental Education, Life Skills and Values, Food Gardens, Libraries, Art and Craft and Eco-Tourism into the curriculum in 15 rural schools.	Online only	No feedback
Millennium Education for Sustainable Development Programme (MESDP)	India	Non-profit, charitable or humanitarian organisation	Experiential and contextual learning projects relating to the environmental, social and economic dimensions of ESD in over 30 schools across India	ECI affiliate	No feedback
Montfort Social Institute	India	Non-profit, charitable or humanitarian organisation	Resource and training centre for HR and ESD. ECI affiliate.	ECI affiliate	Response pending

More Than Outputs	UK	Company or social enterprise	Specialist training and consultancy in understanding and measuring value	Online only	No feedback
NHS Stockport	UK	Public sector	Improving the health and wellbeing of diverse people and communities	Online only	No feedback
Nigel Barraclough (DEFRA)	UK	Government	UK Government - DEFRA	Personal contact	No feedback
Noonkodin Secondary School	Tanzania	Academic or educational institution	Secondary school for 200 pupils aged 14-25 in rural Tanzania, promoting intercultural education, gender equality and cooperative research	Founded by UoB staff member	See short case report
Noosphere Laboratory of Ecological Education	Russia	Academic or educational institution	Non-profit lab supported by the Ural Division of the Russian Academy of Academic Sciences	Online only	No feedback
One World Week	UK	Non-profit, charitable or humanitarian organisation	Through a network of a co-operating individuals and organisations OWW works to provide opportunities for people from diverse backgrounds to come together to: acknowledge our interdependence; learn about global justice, spread that learning and use it to take action to increase equality, justice and sustainability, locally and globally.	Personal contact	Indicator list: selected 59/65 headline indicators as relevant
OneSoul Institute	Canada	Non-profit, charitable or humanitarian organisation	not provided	Online only	Indicator list: selected 53/65 headline indicators as relevant. A representative reported that a group of colleagues discussed the indicators in person using a question and answer approach.
Onno B. V.	Netherlands	Company or social enterprise	Oracle database services, trainings	Online only	Indicator list: selected 12/65 headline indicators and 1 additional indicator as relevant. A representative reported that a group of colleagues discussed the indicators in person, using a consensus-building approach with full group ownership of the results.
Oxfam GB	Worldwide	Non-profit, charitable or humanitarian organisation	International humanitarian relief and development	Contacted by UoB	Indicator list: selected 9/65 headline indicators as relevant. Identified "Empowerment, Inclusiveness, Accountability" as core values but did not link them to indicators on a one-to-one basis. The Learning and Accountability Adviser reported "The lack of generalizability meant that we didn't find them that useful", but might still consider using them in the future.

Peace Child International	UK and worldwide	Non-profit, charitable or humanitarian organisation	Peace Child's mission is to empower young people to be the change they want to see in the world. PCI supports young people around the world to produce books, musicals, Academic or educational institution materials, workshops and training courses on their major generational challenges: climate change, peace, human rights, poverty, and sustainable development.	Online only	The Director expressed strong interest in the indicators, and attended the International Conference and Sharing Day.
PIRC	UK	Non-profit, charitable or humanitarian organisation	Charitable sustainability think-tank based in mid-Wales	Online only	No feedback
Plot22	UK	Non-profit, charitable or humanitarian organisation	PLOT 22 gives local people the opportunity to develop a relationship with the land and in so doing experience a greater sense of well-being, participate in growing their own food and build skills and knowledge to live more sustainable, healthy lives.	Online only	Indicator list: selected 33/65 headline indicators as relevant
Quaker Institute for the Future (QIF)	UK	Faith group or religious community	NGO/Faith organisation concerned for enhancing Quakers' capacity	Online only	No feedback
Quaker United Nations Office	Switzerland	Non-profit, charitable or humanitarian organisation	Quaker reps at UN, work includes peace, human rights, environment.	Online only	No feedback
RED House	Tanzania	Non-profit, charitable or humanitarian organisation	Early childhood teacher training, nursery school, day care, tuition and services for homeless	Personal contact	No feedback
REEDUCA - Educacion y Capacitacion Ambiental	Mexico	Non-profit, charitable or humanitarian organisation	Civil organization dedicated to sustainable education	ECI affiliate	No feedback
Reforestamos Mexico	Mexico	Non-profit, charitable or humanitarian organisation	National donor organization supporting reforestation projects	As a result of Phase 2 field visit to Echeri Consultores	Response pending
Rhythm of Change	UK/South Africa	Non-profit, charitable or humanitarian organisation	Social change through music	Personal contact	See short case report
SNC Lavalin Environnement	Canada	Company or social enterprise	Leading engineering & construction company	Online only	No feedback
SoulBranding Institute Intl./ Maio & Company, Inc.	USA	Company or social enterprise	Since 1997 helping values leaders (Triodos, SustainAbilityLtd) perform	Online only	No feedback
Stacanov-Lisenco Family	Moldova	Family	Bahá' í family wants to learn about values for teaching purposes	Online only	Indicator list: selected one headline indicator as relevant
Susan McRae (SJHC)	Canada	Non-profit, charitable or humanitarian organisation	Health care facility	Online only	Indicator list: selected 55/65 headline indicators and 1 additional indicator as relevant
Sustain Hawaii	USA (Hawaii)	Non-profit, charitable or humanitarian organisation	Promoting sustainability in Hawaii by balancing ecological, socio-cultural and economic needs through experiential education, triple bottom line innovation and advocacy.	Online only	Indicator list: selected 18/65 headline indicators as relevant

Sustentrends	Brazil	Company or social enterprise	Sustentrends is a company specialized in sustainability consulting	Online only	No feedback
Swindon Young People's Empowerment Programme	UK	Faith group or religious community	An initiative of the Bahá' í community of Swindon to promote the spiritual development of children and youth	Personal contact	See short case report
SYNERGY	UK	Non-profit, charitable or humanitarian organisation	An umbrella organisation to facilitate Stockport based voluntary and community groups to work together for the benefit of local residents	Online only	Indicator list: selected 13/65 headline indicators as relevant
The Janus Institute	USA	Company or social enterprise	Healthcare consultancy	Online only	No feedback
Thriving Valley	Australia	Company or social enterprise	Learning & Development, Coaching	Online only	Indicator list: selected 5/65 headline indicators as relevant
Together Trust	UK	Non-profit, charitable or humanitarian organisation	not provided	Online only	No feedback
TogetherComoros	UK, Comoros	Informal group	Community group based in the UK, acting for the development of Comoros	Online only	Indicator list: selected 3/65 headline indicators as relevant
Tripbod	UK/Worldwide	Company or social enterprise	Promoting responsible tourism	Personal contact	No feedback
Universidad Intercultural Maya de Quintana Roo	Mexico	Academic or educational institution	Intercultural university in which all students have two years of compulsory education in the Maya language and faculty work closely with local community elders.	Personal contact	See short case report
URBANAG	UK	Company or social enterprise	URBANAG seeks to mainstream urban agriculture to benefit disadvantaged communities	Personal contact	No feedback
WeMakeChange	USA	Company or social enterprise	Addressing SIRs with subtle, powerful economic action by individuals & groups via the Unsocial Network Marketplace.	Online only	No feedback
Wistman Assembly	USA	Faith group or religious community	Small biocentric/eartcentric druidic oriented celtic recon group	Online only	Indicator list: selected all indicators (65 headline indicators and 101 additional indicators) as relevant
Zulay Posada	Colombia	Individual	I am a biologist and have been employed at entities public and deprived in the environmental area. Also I am a member of the Bahá' í community.	Online only	Indicator list: selected 13/65 headline indicators as relevant. Dr. Posada reported that the indicators were very relevant to her personally and had provided her with several new insights. She has already used a small number of indicators in a real evaluation (fewer than 5).

Appendix 4: Specific Indicator Feedback - Short Case Reports from Selected CSOs

CATHOLIC AGENCY FOR OVERSEAS DEVELOPMENT (CAFOD), UK

CAFOD is the official Catholic aid agency for England and Wales, which works with over 500 partners in more than 40 countries across the world (of all faiths and none) to reduce poverty and injustice. The work of CAFOD is inspired by Scripture, Catholic Social Teaching, and the experiences and hopes of people living in poverty.

Representatives from CAFOD's Leadership Team for the Catholic Community (LTC) met Prof. Marie Harder at a CSO workshop on values co-hosted by CAFOD and WWF. Members of the UoB group were later invited to attend an LTC meeting and present the ESDinds project. The LTC representative subsequently reported that this encounter had challenged them to consider whether they really measure what they value most, and to review the list of indicators that they had already generated. However, they felt that the ESDinds approach would find more synergy with smaller project-based organizations. This is because in the CAFOD context, indicators need to be based on the aggregation of a large number of projects and programmes. Thus, rather than specific usable indicators, what CAFOD gained from the ESDinds project was a greater awareness that indicators can and should reflect the CSO's core values.

CENTRE FOR GLOBAL SUSTAINABILITY STUDIES, UNIVERSITI SAINS MALAYSIA

The Centre for Global Sustainability Studies (CGSS@USM) functions as the sustainability research center within the larger institution of Universiti Sains Malaysia – a public university. CGSS@USM is affiliated with the Earth Charter Initiative.

CGSS@USM created a profile on the WE VALUE web platform and selected 34/65 headline indicators as relevant. A group of CGSS representatives worked together through every stage of the online process: discussing the indicators and choosing those that were most relevant, reflecting on measurement methods, creating assessment tools, collecting data and measuring the indicators. In the Indicator Feedback Form posted on the web platform, a representative explained:

> *"The Values exercise confirmed our conviction that while the university's current indicators do indeed take into consideration the hard skills and output of its various schools, centers and activities, the university's values and other soft skills are currently in need of a device that would enable their assessment or at least recognition. The more recent Indicator Framework and Worksheets project devised by CGSS@USM was assessed against the Values that were made available at the wevalue.org website, and it was clear to see that these soft skills do indeed exist within the establishment, and are included within CGSS@USM's Indicator project. Values and ethics within the Centre have a strong presence and this confirms our belief that a tool which allows for the recognition of these soft skills via the utilization of proxy indicators which facilitate a holistic and more balanced overview and assessment of the university's sustainability transformation is crucial and has a pivotal role within the university's sustainability agenda. Efforts are currently underway to reform the university's current indicators and to include the more inclusive indicators that have been devised by the Centre.*

> *"Intangibles, by definition, escape conventional assessment systems and are more elusive in nature to capture and analyze. That being said, the values exercise made available at your*

website was very beneficial with regard to this aim. It was a little difficult at times however, to differentiate between the proposed values found at the website. In other words, there seemed to be a bit of overlap between the proposed values. Then again, this may very well reflect the nature of intangibles themselves, as entities that are fluid and interconnected."

In the follow-up survey the Research Officer reported that overall, the indicators were very relevant to the Centre's work. They had generated several new insights and the Centre might consider using them in the future.

COMRADES OF CHILDREN OVERSEAS (COCO), UK & AFRICA

COCO is a registered international children's charity working on closely monitored education and healthcare initiatives, aimed at making a difference to the lives of children living in poverty in Tanzania, Uganda, Kenya, South Africa and Ghana. It funds small projects that encourage community involvement and capacity building, and represent a commitment to brighter futures for children.

The Projects Coordinator of COCO described the values-based indicators as extremely relevant to the charity's work, and commented, "Considering the list was designed to be used by a diverse group of organizations, there were many that were directly relevant. An impressive achievement." Merely reading the list of indicators had generated several new insights: in particular it sharpened a desire to firm up the ethical underpinnings of the organisation and to assess how COCO interacts with environmental issues. The indicators have not yet been used because of time pressure, but COCO might consider using them in the future, either at head office or by integrating them into monitoring and evaluation strategies for field projects.

EDUCATE TOGETHER, IRELAND

Educate Together is the patron body for multi-denominational schools in the Republic of Ireland. It has 60 schools nationwide, all teaching the full primary curriculum. The ethos of Educate Together is that participating schools should be child-centered learning communities where boys and girls learn together and parental involvement is encouraged.

Representatives of Educate Together found the indicators very relevant to the Educate Together ethos and values. They selected several that they wanted to include (alongside their own indicators) in an ethos self-evaluation form that would be offered to schools on a voluntary basis.

Following the participation of Educate Together representatives in both the ESDinds conference at UoB in December 2010 and the Training Day held in March 2011, a staff member from UoB was invited to conduct a workshop on *WeValue* at Educate Together's own Reimagining Learning Conference, held in Limerick in May 2011. Ten people voluntarily participated in the workshop, in preference to the four competing events scheduled during the same time slot. Of these, two were from the Educate Together secretariat, two were secondary school students and the other six were teachers (some in Educate Together primary schools and others in mainstream secondary schools). The workshop included an opportunity for these participants to select indicators that they felt were relevant within their own work/school context. Although there was insufficient time for the exercise, due to the late running of a previous session, all of the participants identified several indicators as relevant and there were some stimulating discussions. There was a feeling, however, that the wording of the indicators would need to be modified substantially for school settings.

EPOCH INTERNATIONAL, CHINA

Epoch International Trading Company Ltd, based in Ningbo City, Zhejiang, China, was founded in 2005 and specializes in the manufacture and worldwide export of vehicle spare parts. Its President, Foad Ghalili, is a long-term EBBF member and founded Epoch, as well as its fully owned subsidary Pacific Trinetics Corporation, on innovative values-based principles. The ESDinds indicators were thus felt to be potentially useful for process evaluation of the company.

EBBF project manager Serge Thill worked closely with Epoch senior management, via e-mail, to facilitate the selection of relevant indicators. Senior managers initially selected 28 indicators from the full list, translated them into Chinese with slight modifications to the wording in some cases, and added two new indicators of their own (`*People are encouraged and sponsored to continue their education, or participate in trainings that improve their quality of life'* and '*The company is supportive of people who need to take care of their families'*). The resulting list of 30 indicators was presented individually to 23 staff members, each of whom was asked to select the 15 indicators that they regarded as most relevant to the company. Counting the votes for each indicator then generated a consensus list of 15 indicators that were prioritised for measurement.

GLOBAL VISION INSTITUTE, USA

Global Vision Institute (GVI), based in New York, is a think-tank and catalyst for creating a universal-values-driven international system. Through knowledge generation, sharing and application, GVI focuses on the role of the individual actor in identifying with the UN's universal values - peace, justice, equality, human dignity and environmental sustainability - and translating them into behaviours, relationships and organizational culture, as well as the processes, mechanisms, programming and policies of the international system.

GVI representatives have not yet short-listed indicators on the WE VALUE platform, but have expressed interest in hosting a live event in New York with Skype participation by UoB representatives. The President of GVI has provided the following feedback on the indicators in response to an e-mail request:

> *"I believe the potential of the WeValue indicators is significant because it provides another possible dimension for the quantification of values in UN work, particularly in the development field. For GVI, we can add it to the toolbox of other measurement approaches we currently employ that includes Barrett and Hall-Tonna, with application depending on the context and the needs identified. From that basis of assessment, we can more fully target areas of concern and ensure impact, as well as monitor and evaluate the outcomes of our interventions. This could further contribute to our own learning and evolution, and refinement of the services and support we offer."*

INTERCULTURAL MAYA UNIVERSITY OF QUINTANA ROO, MEXICO

The Intercultural Maya University of Quintana Roo (UIMQRoo) is the seventh of nine Intercultural Universities to be established in areas with a high concentration of indigenous populations throughout Mexico. It has developed an educational model based on the assumption that there are different forms of learning and thus different systems of construction of knowledge, and that their coexistence and interaction can provide a legitimate space to generate new knowledge and strategies

for addressing local and global challenges. An example is the creation of the field of `agroecology' by integrating the science of ecology with Mayan knowledge of traditional agricultural systems.

Professors and researchers at UIMQRoo expressed great interest in the WE VALUE indicators, immediately seeing the potential of values-based approaches for evaluating the university's distinctive model of intercultural education. In particular, it was felt that the WE VALUE indicators could be usefully incorporated into an existing end-of-course evaluation for professors and students. Three headline indicators have been selected for this purpose and translated into Spanish. In addition, two UIMQRoo faculty members have collaborated with Gemma Burford, Research Officer at UoB, in preparing a draft academic paper for the journal *Ecology and Society*. The paper presents two case studies, UIMQRoo itself and Noonkodin Secondary School (see below), and refers to the ESDinds Project as follows:

> *"Even with broad and deep community participation, conventional evaluation activities may not be sufficient to capture the distinctive learning outcomes associated with intercultural education. There is also a need to address the intangible dimensions of impacts such as changes in values and perceptions. One possible methodology for achieving this is the Values-Based Indicators approach developed in an EU-funded project led by a team at the University of Brighton (Podger et al. 2010; ESDinds 2010)…"*

> *"Applying this principle [of values-based indicators] to intercultural education could provide teachers and learners with novel ways of demonstrating impact on participants' values and perceptions. This, in turn, may constitute a valuable lobbying tool to convince governments and the wider public of the importance of intercultural education for promoting sustainable development, as well as a useful method for comparative analysis of the outcomes reached by different projects."*

INTERNATIONAL ENVIRONMENT FORUM

The International Environment Forum (IEF) is a Bahá'í-inspired non-governmental professional organization whose members from the Bahá'í Faith and the wider community promote the application of spiritual and ethical principles to the challenges of the environment and sustainable development. Founded in 1997, and now with over 290 members in 56 countries on five continents, the IEF maintains links with many more individuals and groups. The Forum was accredited by the United Nations to the World Summit on Sustainable Development (Johannesburg 2002) as a scientific and technological organization.

Arthur Dahl, as President, reported that the ESDinds indicators were extremely relevant to IEF's work and that the organization might consider using them in the future. He made the following additional comments:

> *"As a scientific organization interested in the relationship of values to environment and sustainability, an approach that gives scientific credibility to assessments of individual and group values is of great interest. The indicators provide a link between general statements about values and the specifics of their implementation. While the vocabularies about values may differ between cultures, religions and institutional contexts, there is a commonality about values-based behaviour that is reasonably universal. Values-based educational projects can use indicators to increase their impact.*

> *"As an organization that works largely over the internet, we need to explore how the WE VALUE methodology can be adapted to our principal means of communications and networking. The present case studies have all been in face-to-face situations."*

Case studies that generated new learning about the indicators

**NOONKODIN SECONDARY SCHOOL, TANZANIA**

Noonkodin Secondary School, located in a Maasai-dominated rural area of northern Tanzania, was established by the CSO Aang Serian ('House of Peace') in 2004. The former Founder/Director and current International Liaison Officer of the school is Gemma Burford, now Research Officer at UoB. She is also a Trustee of the British registered charity Serian UK, which has been established to support the school's aim of promoting education for sustainable ways of living. Noonkodin uses solar energy, rainwater harvesting and organic agriculture; offers a structured intercultural education program (the Unity in Diversity Project) helping students to share ideas and experiences relating to indigenous knowledge, oral heritage and traditional skills; and trains its students to conduct simple community-based participatory research on medicinal plants and local health traditions.

The WE VALUE indicators were recognised by stakeholders in the UK and Tanzania as a potential way of evaluating the impact of Noonkodin's distinctive whole-school approach to sustainability might be evaluated. It was also hoped that this novel form of evaluation, focusing on 'soft' indicators and less tangible outcomes, might help to catalyse wider conversations about the goals of education in a country where examination success is currently the only recognised indicator of school performance. Thus, as part of the school's international internship program, an evaluation protocol was designed and implemented by a British Masters student and a Bachelors degree student from the Netherlands. It aimed to use ESDinds indicators to compare the values of final-year students at Noonkodin and at two mainstream state-run secondary schools in Tanzania.

In close consultation with the headmaster and the course facilitator for the Unity in Diversity Project, the interns selected a total of 40 indicators and assigned them to seven specific values, namely *Team Cooperation* (5 indicators), *Communication* (5), *Respect* (5), *Freedom of Speech* (5), *Work Environment* (9), *Environment* as understood to mean the natural environment (8), and *Society* (3). Each indicator was translated into Swahili and converted directly to a survey question. Questionnaires were completed by 26 final-year students, 30 third-year students and 37 second-year students at Noonkodin, as well as 65 final-year students at Mazinde Day Secondary School and 29 final-year students at Tanga Technical School. These were supplemented by three qualitative measurement methods, namely semi-structured interviews, focus group discussions and unstructured non-participant observation of lessons. The interns felt that this combination of methods helped to demonstrate a clear difference between Noonkodin final-year students and those attending other schools, and also distinguished more clearly between students who were participating in the Unity in Diversity Project and those who were not.

Sample data from Noonkodin study: Comparison of survey findings for indicators linked to 'Respect' across three Tanzanian secondary schools

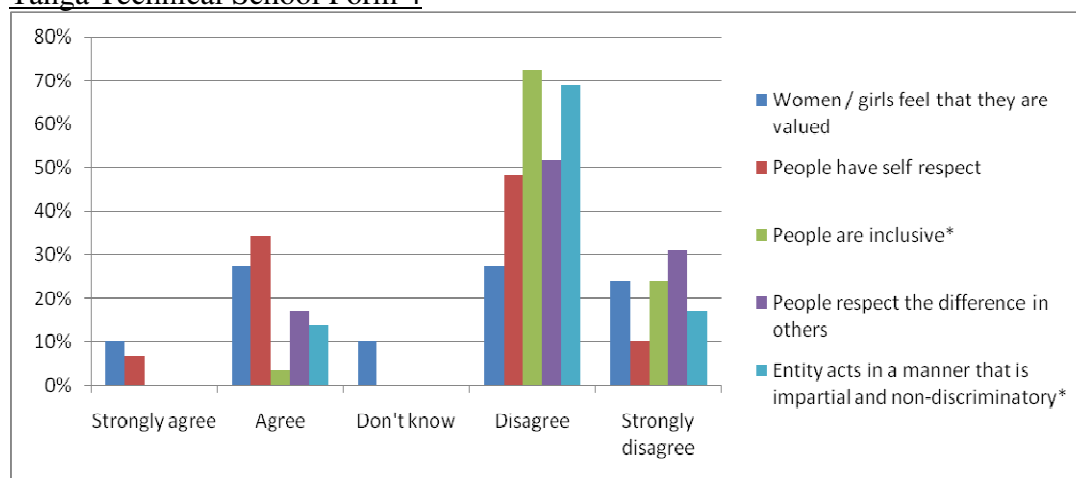<u>Noonkodin Form 4</u>
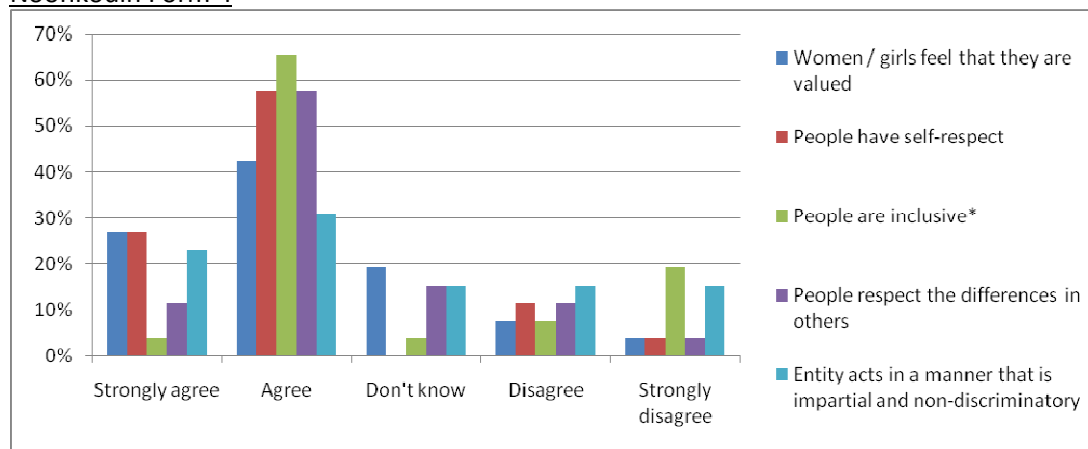
<u>Mazinde Form 4</u>
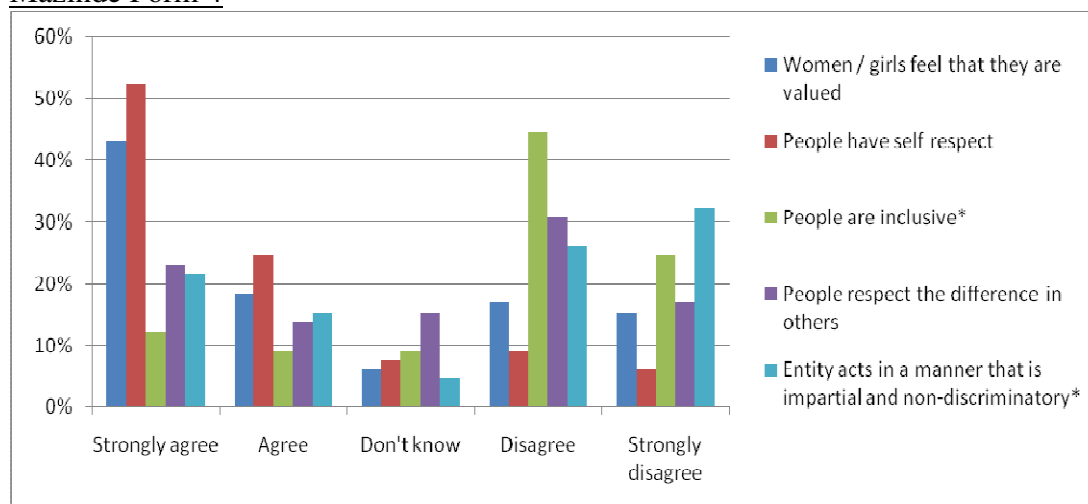
<u>Tanga Technical School Form 4</u>

<u>List of full indicators</u>
*People are inclusive (talk to everyone and no-one is left out)
*People investigate what is right and good by themselves, rather than adopting other people's opinions

The Noonkodin case study illustrates that neither the participatory localization of indicators, nor the co-design of customized assessment tools, is necessarily *essential* for a successful ESDinds evaluation. On the contrary, **useful results can be obtained by integrating the original Set 2 indicators directly into 'conventional' evaluation protocols,** implemented by external (or semi-external) evaluators and based on standard research methods such as surveys and interviews. This means that in addition to being potentially localizable, **the WE VALUE tool is also potentially *generalizable* across different institutions**. Case-control studies can thus be used to provide preliminary evidence that a specific intervention or strategy has a measurable effect on human values.

This finding has important implications for larger CSOs. A criticism levelled by both CAFOD and Oxfam GB was that they felt the WE VALUE approach lacked generalizability, and thus would not be practical to implement in very large organizations. For their purposes, they needed a tool that would allow for the aggregation of data from diverse projects and programmes, in order to give an overall picture of whether the organization was meeting its intangible goals. It would clearly be impossible to generate separate sets of localized indicators and creative assessment tools for every mini-project, and then to draw meaningful conclusions from the resulting sea of data. Yet we have shown, through the Noonkodin case study, that WE VALUE does not inherently lack generalizability. Rather, this perception stemmed from the nature of the Phase 2 case studies, which focused on participatory localization and prioritised transformational learning.

RHYTHM OF CHANGE, UK & SOUTH AFRICA

Rhythm of Change (ROC) is a nascent social enterprise aiming to link youth across borders as a creative force for positive individual and social transformation. Its goals are to uplift communities and effect positive shifts in the music industry, through 'community enrichment' music, dance, graffiti-art and media programmes that bring together youth from diverse backgrounds. Another aspiration is that participating youth will be empowered to plan and implement their own creative community service projects, and to teach others what they have learned at the centre.

As the CEO learned about WE VALUE at the earliest stages of developing the project concept and business plan, the ESDinds indicators were extremely useful in helping the project team to crystallise the mission and vision of ROC. The process of selecting and localizing relevant indicators enabled them to conceptualise the desired outcomes clearly, even before any project activities had been implemented. ESDinds also contributed significantly towards ROC's emerging vision of an arts-based participatory monitoring and evaluation strategy that would be fully congruent with the regular activities of the organization. Inspired by the Echeri example, ROC staff realised that evaluation could entail using creative outputs as sources of data, rather than requiring external specialist evaluators or cumbersome form-filling.

Using the values section of the WE VALUE website, the ROC senior management team identified their values as *Authenticity, Creativity, Initiative, Positive Energy, Respect, Community* and *Fun.* For all of these with the exception of 'Fun', they were able to identify several ESDinds indicators that they regarded as relevant, although in some cases extensive localization was needed, as shown in capitals in the following examples.

> People are taking the opportunity to explore their own ideas and/or reflect on (or EXPERIENCE… GET IN TOUCH WITH) their own individuality/ UNIQUE ESSENCE > ENTITY HAS A CULTURE OF EXPLORING

Mistakes are understood (REFRAMED AS) opportunities to learn and improve

People feel that they are encouraged to reach their potential….CONNECT WITH THEIR GREATEST SELF, HIGHEST POTENTIAL… AND LIVE IT!!!

As a result of the entity's messages or activities, people's personal lifestyles include more conscious pro-environmental (SOCIALLY UPLIFTING) behaviours (INCLUDING INCOME GENERATING ACTIVITIES)

Conflict resolution leads to learning and growth (INDIVIDUAL AND SOCIAL – THESE ARE LINKED)

This case study illustrates that **although the Set 2 indicators can be related to multiple values, they still cannot be treated as a comprehensive indicator set capable of evaluating the values-content of an organization in its entirety**. We would suggest that values that are conceptually quite unrelated to *Empowerment, Unity in Diversity, Trustworthiness, Integrity, Care and Respect for the Community of Life,* and *Justice* may not map to any indicators in the current set. 'Fun' is a good example, but there could be many other values that are relevant to different stakeholders, such as health care providers, artists, educators, business leaders or even households. Thus, **we should beware of treating WE VALUE as a universal toolkit for evaluating everything: in some cases, it may be the *methodology* of user-led indicator development that is transferable, rather than the indicator set itself.**

SWINDON YOUNG PEOPLE'S EMPOWERMENT PROGRAMME

The Swindon Young People's Empowerment Programme (SYEP) aims to develop a healthy human spirit in young people, through an innovative training programme called the Tranquillity Zone and Discovery Zone. In the Tranquillity Zone, participants undertake an inner journey of visualisation and music in a peaceful and beautifully decorated environment. This is aimed at helping them to discover their hidden "gems of inestimable value", human qualities such as confidence, respect, honesty and helpfulness. In the Discovery Zone that follows, they reflect on their experiences, learn to articulate their feelings, and participate in activities and moral choice games intended to give them a better understanding of their positive human qualities. Before the WE VALUE indicators, SYEP staff had identified three desirable outcomes for the youth participants: namely an increased sense of self-worth, improvements in behaviour, and increased motivation to learn and become involved in service to others.

In contrast to all the other field studies, the SYEP trial of WE VALUE was based on testing what we have termed the Values Pathway: first focusing on a specific named value (in this case `Empowerment') and defining it in the local context, and only then linking it to indicators. To do this, UoB staff interviewed the SYEP Project Coordinator and another co-founder about their understanding of the type of empowerment that they wanted to achieve. In addition, document analysis was used to identify words and phrases that were associated with `empowerment' (together with 'empower', 'empowering', etc.), in the SYEP website and in the draft text of a book about the SYEP approach that had been written by a third co-founder.

During the indicator selection phase, the SYEP co-founders were encouraged to reflect on the meaning of each indicator in the context of the project and to change the generic wording to

something more specific. This triggered the realisation that rather than focusing exclusively on desired outcomes for the children, it was also essential to think about the implementation processes of the project and about the feelings and perceptions of the teachers. Further work with the head teacher, deputy head teacher and Tranquillity Zone project coordinator at Ruskin Primary School, a school that SYEP regarded as its beacon of excellence, led to the inclusion of a third category of stakeholders: *parents* for whom special training programmes had been established. Thus, some indicators ultimately had several variants, as follows:

74	**Entity's activities or events have a motivating effect on participants**
74a	Training has a motivating effect on teachers to run and sustain the programme
74b	Training motivates teachers to be committed to a process of personal transformation (i.e. making choices that will develop a healthy human spirit)
74c	The programme has a motivating effect on young people to help others to go through the same process they have gone through
74d	The programme motivates parents to be committed to a process of personal transformation

In addition, indicators 85 and 89-92 were aggregated to create a brand new composite indicator, 85*, that reflected the distinctive vocabulary and 'theories' of the SYEP project. This, too, could be modified in multiple ways to reflect very different outcomes, as shown below:

85	**People are perceived to be respectful in their interactions with others**
89	**People are perceived to be trustworthy**
90	**People are perceived to be truthful**
91	**People are perceived to be honest**
92	**People are perceived to be transparent**
93	**People are perceived to practice integrity in their interactions with others**
85*	*People are perceived as mines rich in gems of inestimable value*
85*a	Teachers perceive the children as mines rich in gems of inestimable value
85*b	Children perceive others (teachers and their peers) as mines rich in gems of inestimable value
85*c	Children perceive themselves as mines rich in gems of inestimable value
85*d	Parents perceive themselves as mines rich in gems of inestimable value
85*e	Parents perceive the children as mines rich in gems of inestimable value

Combining these insights led to the construction of a 'spiral' model of empowerment based on successive stages of developing AWARENESS of one's higher nature and spiritual qualities (A); developing a BROADER VISION of society and one's place in it (B); and CHANGING AND CONTRIBUTING to society (C). Each of these stages is associated with specific indicators, although in the case of 'Change and contribution', the indicators are different according to the respective level of empowerment. At Level 1, participants are empowered only to change their own attitudes and behaviour; at Level 2, they are empowered to contribute to society in a general way; and at Level 3, the ultimate goal of SYEP, they are empowered to help other people to achieve the three 'ABC' objectives by passing on what they have learned. The spiral design both reflects and

highlights the fact that it is first necessary for the SYEP trainer to achieve the ABC objectives, and then assist the teacher to achieve them, so that the teacher in turn can help the pupils and/or their parents to do the same.

The SYEP case study demonstrates that, as shown in earlier case studies, merely reading the indicator list can often catalyse collective reflection on a CSO's mission and values. This may generate several important new insights and broaden the shared understanding of what requires evaluating. In this case, the emphasis was shifted away from an exclusive focus on the children's behaviour, towards a more nuanced and holistic model that emphasises the interdependence of trainers, teachers, pupils and parents in creating a new mindset.

Another important conclusion from the SYEP case study is that it is possible to start from values rather than indicators: to conceptualize a specific value within the context of a project, create a model of the value construct, and attach indicators to the different components of this model. Thus, the initial goal of **using ESDinds indicators to "measure" specific named values** such as *Empowerment* or *Integrity*, rather than merely measuring generic values-content, may not be unreachable after all. We believe, however, that **such measurements could only ever be valid in relation to a local (inter-subjective) definition of the value** – there cannot be a universal definition. If data were to be collected in Swindon schools according to the SYEP spiral model, for example, the result would not be a universally accepted measure of 'empowerment' *per se*, but only a locally relevant measure of 'the kind of empowerment that matters to SYEP'. Other CSOs would undoubtedly have very different understandings of the types of empowerment that matter to *them*, and would accordingly require completely different indicators.

A second caveat is that greater consideration would need to be given to the question of sampling validity, i.e. whether there are any additional indicators, 'missing' from the current set, that would be needed to represent the value adequately. Further research would be needed to explore these intriguing questions.

4.2. Use and dissemination of foreground

Section A (public)

This section includes two templates

- ▪ Template A1: List of all scientific (peer reviewed) publications relating to the foreground of the project.

- ▪ Template A2: List of all dissemination activities (publications, conferences, workshops, web sites/applications, press releases, flyers, articles published in the popular press, videos, media briefings, presentations, exhibitions, thesis, interviews, films, TV clips, posters).

These tables are cumulative, which means that they should always show all publications and activities from the beginning until after the end of the project. Updates are possible at any time.

TEMPLATE A1: LIST OF SCIENTIFIC (PEER REVIEWED) PUBLICATIONS, STARTING WITH THE MOST IMPORTANT ONES										
NO.	Title	Main author	Title of the periodical or the series	Number, date or frequency	Publisher	Place of publication	Year of publication	Relevant pages	Permanent identifiers[4] (if available)	Is/Will open access[5] provided to this publication?
1	The Earth Charter and ESDinds Initiative: Developing Indicators and Assessment Tools for Civil Society Organisations to Examine the Values Dimensions of Sustainability Projects	Dimity Podger	Journal of Education for Sustainable Development	2010 4: 297	SAGE on behalf of Centre for Environment Education	Internet	2010	All	http://jsd.sagepub.com/content/4/2/297	No
2	Promoting and measuring	Svatava	The 4th	June 29th –July	International	Orlando,	2010	s. 363-	http://www.iiis.org/CD	?

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[4] A permanent identifier should be a persistent link to the published version full text if open access or abstract if article is pay per view) or to the final manuscript accepted for publication (link to article in repository).

[5] Open Access is defined as free of charge access for anyone via Internet. Please answer "yes" if the open access to the publication is already established and also if the embargo period for open access is not yet over but you intend to establish open access afterwards.

	values in non-formal education	*Janoušk ová*	*International Multi-conference on Society, Cybernetics and Informatics.*	*2nd 2010. Proceedings Volume II (Post Conference Edition)*	*Institute of Informatics and Systemics*	*Florida, USA*		*366*	*s2010/CD2010SCI/EISTA_2010/ PapersPdf/EA098IK.pdf*	
3	*Bringing together scientific knowledge and local (indigenous) knowledge to promote sustainability: case studies of intercultural education in Mexico and Tanzania*	*Gemma Burford*	*Ecology and Society*				*2011*			*?*
4	*Nature and Category of Sustainable Development Indicators and Indicators of Education for Sustainable Development on the International Level. Analytical Study*	*Svatava Janoušk ová*	*Envigogika*							

	TEMPLATE A2: LIST OF DISSEMINATION ACTIVITIES							
NO.	Type of activities[6]	Main leader	Title	Date	Place	Type of audience[7]	Size of audience	Countries addressed
1	*Web*	*DAHL (Arthur Dahl)*	*Values-Based Indicators page on International*	*20/01/2009*	*World Wide Web: http://iefworld.org/elind.htm*	Scientific Community (higher education, Research), Civil Society,		*International*

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[6] A drop down list allows choosing the dissemination activity: publications, conferences, workshops, web, press releases, flyers, articles published in the popular press, videos, media briefings, presentations, exhibitions, thesis, interviews, films, TV clips, posters, Other.

[7] A drop down list allows choosing the type of public: Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias ('multiple choices' is possible.

			Environment Forum web site					
2	*Web*	*UoB, Georgia Piggot*	*ESDinds Website*	*20/03/2009*	*World Wide Web: http://www.esdinds.eu*	*Scientific Community (higher education, Research); Civil Society; Policy makers*		*Global*
3	*Conference*	*DAHL (Arthur Dahl)*	*Presentation at Consumer Citizenship Network 6th International Conference*	*23/03/2009*	*Technical University of Berlin, Germany*	*Scientific Community (higher education, Research); Civil Society; Policy makers*	*200*	*Europe*
4	*Web*	*DAHL (Arthur Dahl)*	*Links to ESDinds from professional web site*	*30/03/2009*	*World Wide Web: http://yabaha.net/dahl/prof_e.htm and http://yabaha.net/dahl/CV_ind.htm*	*Scientific Community (higher education, Research); Civil Society; Policy makers*		*International*
5	*Web*	*CUEC Svatava Janouskova*	*The websites of the CUEC*	*01/04/2010*	*Charles University Environment Center, Czech Republic, Prague http://www.czp.cuni.cz/czp/bezici-mezinarodni-projekty-aaa/blog_cs*	*Scientific Community (higher education, Research); Policy makers*		
6	*Workshop*	*DAHL (Arthur Dahl)*	*Sustainability Perspectives Day*	*11/06/2009*	*AIESEC and EBBF Conference, Latin America Institute, Vienna*	*Scientific Community (higher education, Research); Civil Society ;Industry*	*50*	*Austria*
7	*Publications*	*UoB, Georgia Piggot*	*ESDinds Brochure*	*06/08/2009*	*University of Brighton, Brighton, UK*	*Scientific Community (higher education, Research); Civil Society; Industry*		
8	*Workshop*	*DAHL (Arthur Dahl)*	*ESDinds Workshop at International Environment Forum/ABS International Conference*	*13/08/2009*	*Washington, D.C., USA*	*Scientific Community (higher education, Research); Civil Society*	*30*	*International*
9	*Conference*	*DAHL (Arthur Dahl)*	*Opening Keynote at International Environment Forum/ABS 14th*	*13/08/2009*	*Washington, D.C., USA*	*Scientific Community (higher education, Research); Civil Society*	*1000*	*International*

10	*Web*	*ECI, Alicia Jimenez*	*New project to develop indicators for values-based educational experiences*	*22/08/2009*	*Earth Charter News Article August 2009 http://www.earthcharterinaction.org/content/articles/329/1/New-project-to-develop-indicators-for-values-based-educational-experiences/Page1.html*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*	*20,000 approx*	*Global*
11	*Presentation*	*DAHL (Arthur Dahl)*	*UNEP/University of Geneva Environmental Diplomacy course*	*28/08/2009*	*Geneva, Switzerland*	*Policy makers; Civil Society*	*20*	*International*
12	*Presentation*	*UoB, Marie Harder*	*The Need for Better Design of Research Projects with CSO Partners*	*27/05/2009*	*EU Conference "Sustainable development: a challenge for European research", Brussels*			
13	*Presentation*	*DAHL (Arthur Dahl)*	*Lecture on indicators of sustainability including ESDinds*	*18/11/2009*	*Graduate course in sustainable development, University of Lausanne, Switzerland*	*Scientific Community (higher education, Research); Civil Society*	*15*	*Switzerland*
14	*Presentation*	*DAHL (Arthur Dahl)*	*University of Freiburg, Masters in Environmental Governance*	*17/02/2010*	*International Environment House, Geneva, Switzerland*	*Scientific Community (higher education, Research); Civil Society*	*30*	*International*
15	*Presentation?*	*UoB, Dimity Podger*		*23/02/2010*	*PP4SD (Professional Practice for Sustainable Development) Values and Sustainability Conference: Sustainability Sense: Linking personal and organisational values*			
16	*Presentation*	*DAHL (Arthur Dahl)*	*American International Women's Club, Sustainability Days*	*13/03/2010*	*Geneva, Switzerland*	*Civil Society*	*15*	*International*
17	*Presentation*	*DAHL (Arthur Dahl)*	*Faculty Seminar, Science of Sustainability, University of*	*28/04/2010*	*University of Brighton, Brighton, UK*	*Scientific Community (higher education, Research); Civil Society*	*30*	*UK*

					Brighton			
18	*Workshop*	*EBBF, Daniel Truran*	*' We Value' workshop*	22/05/10	*EBBF's 'Make it Meaningful 'international conference in Rome, Italy.*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*		
19	*Presentation (incl. extended abstract in proceedings)*	*CUEC, Svatava Janouskova*	Promoting and measuring values in non-formal education	29/06/2010-02/07/2010	*The 4th International Multi-conference on Society, Cybernetics and Informatics, International Institute of Informatics and Systemics, Orlando, Florida, USA*	*Scientific Community (higher education, Research)*		
20	*ALUMNI meeting*	*PT, Curtis Volk: CUEC, , Svatava Janouskova*	*The presentation of ESDinds during the ALUMNI meeting*	31/07/2010	*People´s Theater, Dietzenbach, Germany*	*Scientific Community (higher education, Research); Civil Society;*		
21	*Web*	*UoB, Gemma Burford*	*We Value Website*	07/09/2010	*World Wide Web* *http://www.wevalue.org*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*		*Global*
22	*Press Releases*	*UoB, Marie Harder*	*Promotion of We Value Website*	07/09/2010	*Business Wire (Reported on-line in USA Today; Forbes; Reuters; Evri, CBS Money Watch, Yahoo Finance)*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*		
23	*Web*	*UoB, Gemma Burford*	*Facebook Site for We Value*	07/09/2010	*World Wide Web* *http://www.facebook.com/*	*Scientific Community (higher education, Research), Industry, Civil Society, Medias*		*Global*
24	*Web*	*UoB, Gemma Burford*	*Twitter Site for We Value*	07/09/2010	*World Wide Web* *http://twitter.com/*	*Scientific Community (higher education, Research), Industry, Policy makers, Medias*		*Global*
25	*Web*	*UoB, Marie Harder*	*Making the Invisible Visible Conference Website*	07/09/2010	*World Wide Web* *http://www.brighton.ac.uk/sdecu/research/esdinds /conference/index.html*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers*		*Global*

26	Web	DAHL (Arthur Dahl)	Announcement of Making the Invisible Visible Conference on International Environment Forum web site	07/09/2010	World Wide Web http://iefworld.org/conf14.html	Scientific Community (higher education, Research), Industry, Civil Society		International
27	Web	EBBF, Daniel Truran	Promotion of We Value Website	07/09/2010	World Wide Web http://www.ebbf.org/ebbf/news/press-releases	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias		Global
28	Conference	UoB, Julie Carter	Publicity stall at Work, Employment and Society Conference	07/09/2010	Brighton Dome, Brighton, UK	Scientific Community (higher education, Research), Industry, Civil Society,	200 approx	UK
29	Web	ECI, Alicia Jimenez	We Value mini-website, embedded in ECI Website	08/09/2010	World Wide Web http://www.earthcharterinaction.org/content /articles/563/1/The-new-Values-based-Indicators-are-ready-to-be-tested-/Page1.html	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers	20.000 approx	Global
30	Workshop	DAHL (Arthur Dahl) and EBBF (Serge Thill)	We Value Workshop at European Bahá'í Business Forum Annual Conference	24/09/2010	de Poort Conference Centre, The Netherlands	Civil Society; Industry	20	International
30	Workshop	UoB, Gemma Burford	Research with CSOs for sustainable development: reflecting on experience.	29/09/2010	Cooperative Research on Environmental Problems in Europe (CREPE), Open University, London, UK	Scientific Community (higher education, Research), Civil Society,	15	International
31	Web	ECI, Alicia Jimenez	The New 'We Value' Indicators are ready to be tested	1/10/2010	Earth Charter News Article September 2010	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers	20.000 approx	Global

32	*Presentation*	*EBBF, Daniel Truran*	*MBA class presentation of the WeValue indicators methodology*	*11/10/2010*	*European School of Economics, Masters in Management for Sustainability, Rome*	*Scientific Community (higher education, Research)*	*30*	*Italy*
33	*Press Releases*	*UoB, Marie Harder*	*Promotion of 'Making the Invisible Visible' International Conference*	*12/10/2010*	*Business Wire*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*		*Global*
34	*Press Releases*	*EBBF, Daniel Truran*	*Promotion of 'Making the Invisible Visible' International Conference*	*12/10/2010*	*World Wide Web http://ebbf.org/ebbf/news/press-releases*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*		*Global*
35	*Publication*	*UoB, Gemma Burford*	*Values-Based Indicators Toolkit and Guidance Notes*	*13/10/2010*	*University of Brighton, Brighton, UK http://www.wevalue.org*	*Scientific Community (higher education, Research), Industry, Civil Society,*		
36	*Workshop*	*ECI, Alicia Jimenez*	*Methodologies to evaluate and monitor the UNESCO Decade of Education for Sustainable Development processes*	*20/10/2010*	*UNESCO Chile*	*Policy makers*	*20*	*Latin America*
37	*Flyers*	*UoB, Ismael Velasco*	*Case Studies: Individual summaries from first five field visits made from January to March 2010.*	*26/10/2010*	*University of Brighton, Brighton, UK http://www.brighton.ac.uk/sdecu/research/esdinds/documents/*			
38	*Presentation*	*UoB, Marie Harder*		*1-3/11/2010*	*ECI Conference 'Ethical Framework for a Sustainable World', Ahmedabad, India*	*Scientific Community; Industry; Civil Society; Policy Makers*		*UK, India,*

39	Presentation	DAHL (Arthur Dahl)	Presentation on WeValue indicators to NGO committees on Environment and on Faith-based organizations, United Nations	23/11/2010	Palais des Nations, Geneva, Switzerland	Civil Society	20	International
40	Flyer	UoB, Ismael Velasco	Case Study Summary from field visits to Jordan	23/11/2010	University of Brighton, Brighton, UK			
41	Publication	ECI, Alicia Jimenez	Evaluation of e-GLO 2 (Earth Charter Global Learning Opportunity)	Nov 2010	World Wide Web http://www.earthcharterinaction.org /invent/images/uploads/Evaluation%20Report%20e-GLO%202.pdf	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers	20.000 approx	Global
42	Presentation	ECI, Alicia Jimenez	Ethics based assessment framework	23/11/2010	Earth Charter + 10 Celebration for Middle East and North Africa Region	Industry, Civil Society, Policy makers	24	Presentation
43	Web	EBBF, Daniel Truran	WANT TO MEASURE PRESENCE AND IMPACT OF VALUES IN YOUR COMPANY? Blog entry promoting the new methodology worldwide	03/12/2010	World Wide Web http://ebbf.org/blog/want-to-measure-presence-and-impact-of-values-in-your-company/ plus sites on Facebook , LinkedIn and Twitter	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias		Global
44	Web	ECI, Alicia Jimenez	Promotion of 'Making the Invisible Visible' International Conference	07/12/2010	World Wide Web http://www.earthcharterinaction.org/ content/articles/611/1/Making-the-Invisible-Visible-Conference/Page1.html	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers	20.000 approx	Global

45	Publication	UoB, Marie Harder	We Value 'Understanding and Evaluating the Intangible Impacts of Your Work' and Master List of Indicators	15/12/2010	University of Brighton, Brighton, UK	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers		
46	Conference	UoB, Marie Harder	Making the Invisible Visible International Conference	15-18/12/2010	University of Brighton, Brighton, UK	Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias	200 approx	Belgium, Brazil, Bulgaria, Costa Rica, Czech Republic, France, Gambia,Germany, Ghana, India, Ireland, Italy, Kenya, Korea, Nepal, Netherlands, Nigeria, Norway, New Zealand, Serbia, Spain, Sudan, Switzerland, Turkey, UK, Uganda, Zimbabwe
47	Web	DAHL (Arthur Dahl) and Jason Maude	Electronic version of Making the Invisible Visible International Conference as forum posts on International Environment Forum web site	15-18/12/2010	World Wide Web http://iefworld.org/forum/119	Scientific Community (higher education, Research); Civil Society		International
48	Web	DAHL (Arthur Dahl)	Report on the Making the Invisible	22/12/2010	World Wide Web http://iefworld.org/conf14.html	Scientific Community (higher education, Research); Civil		International

			Visible International Conference (paper summaries, presentations, video links)				*Society*	
49	*Workshop*	*UoB, Gemma Burford*	*Sharing Day 'Promoting Sustainability Education and Values-Based Education in Schools*	*24/01/2011*	*University of Brighton, Brighton, UK*	*Scientific Community (higher education, Research), Industry, Civil Society,*		*UK, Tanzania*
50	Videos	UoB, Marie Harder	Recordings of speakers from the Making the Invisible Visible Conference	31/01/2011	World Wide Web http://www.brighton.ac.uk/sdecu/research/esdinds/ conference/programme.html	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*		Global
51	*Web*	*ECI, Alicia Jimenez*	*Promotion of Testing WeValue Indicators: e-GLO 2 evaluation*	*01/02/2011*	*World Wide Web*	*Scientific Community (higher education, Research), Industry, Civil Society, Policy makers, Medias*	*20.000 approx*	*Global*
52	*Workshop*	*CUEC, Tomas Hak*	*Indicators for sustainable development, educational indicators and values-based indicators.*	<mark>February and March 2011</mark>	*Charles University Environment Center, Czech Republic, Prague*	*Policy makers (Information Agency of the Ministry of Environment (CENIA))*		Czech Republic
53	*Web*	*UoB, Gemma Burford*	*Community of Practice: Values, interculturalism and sustainability in education' (vision:2050)*	*01/03/2011*	World Wide Web Community-University Partnership Programme (CUPP) Network, University of Brighton. www.cuppcop.ning.com	*Scientific Community (higher education, Research), Industry, Civil Society*		

54	Presentation	DAHL (Arthur Dahl)	Presentation on WeValue indicators to Partnership for Education and research about Responsible Living (PERL) International Conference	15/03/2011	Maltepe University, Istanbul,Turkey	Scientific Community (higher education, Research); Civil Society		20	International
55	Presentation	DAHL (Arthur Dahl) and EBBF	Lecture on sustainability including We Value	16/03/2011	Middle East Technical University, Ankara, Turkey	Scientific Community (higher education, Research); Civil Society			Turkey
56	Presentation	DAHL (Arthur Dahl) and EBBF	Lecture on sustainability including We Value	17/03/2011	Ozyegin University, Istanbul, Turkey	Scientific Community (higher education, Research); Civil Society; Industry			Turkey
57	Workshop	UoB, Elona Hoover	Conference, How being ethical is good for business We Value Workshop	18/03/2011	Business Community Partnership, Brighton, UK	Scientific Community (higher education, Research), Industry, Civil Society,	10		UK
58	Workshop	UoB, Gemma Burford	We Value Training Day 'Crystallising, communicating and evaluating values in organisations'	25/03/2011	University of Brighton, Brighton, UK	Scientific Community (higher education, Research), Industry, Civil Society,	22		UK, Ireland, Switzerland, India
59	Presentations	UoB, Elona Hoover	Spring Festival of Social Sciences; Values-based indicators: Bridging the gap between ethical values and	01/04/2011	University of Brighton, Eastbourne, UK	Scientific Community (higher education, Research), Industry, Civil Society,			

			sustainable practices					
60	*Web*	*CUEC, Svatava Janouskova*	*Websites of the Research Institute of Education in Prague - digifolio*	05/04/2011	*Research Institute of Education in Prague - educational web sites, Czech Republic, Prague http://digifolio.rvp.cz/view/view.php?id=4135*	*Scientific Community (higher education, Research), Civil Society*		
61	*Web*	*CUEC, Svatava Janoušková*	*On-line reviewed journal "Envigogika"*	09/04/2011	*Charles University Environment Center, Czech Republic, Prague, http://www.envigogika.cuni.cz/envigogika-2011-vi-1/esdinds-spolecny-projekt-univerzit-a-nevladnich-neziskovych-organizaci_cs*	*Scientific Community (higher education, Research), Civil Society*		

Section B (Confidential[8] or public: confidential information to be marked clearly)
Part B1

The applications for patents, trademarks, registered designs, etc. shall be listed according to the template B1 provided hereafter.

The list should, specify at least one unique identifier e.g. European Patent application reference. For patent applications, only if applicable, contributions to standards should be specified. This table is cumulative, which means that it should always show all applications from the beginning until after the end of the project.

TEMPLATE B1: LIST OF APPLICATIONS FOR PATENTS, TRADEMARKS, REGISTERED DESIGNS, ETC.					
Type of IP Rights[9]:	Confidential Click on YES/NO	Foreseen embargo date dd/mm/yyyy	Application reference(s) (e.g. EP123456)	Subject or title of application	Applicant (s) (as on the application)
NONE					

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[8] Note to be confused with the "EU CONFIDENTIAL" classification for some security research projects.

[9] A drop down list allows choosing the type of IP rights: Patents, Trademarks, Registered designs, Utility models, Others.

Part B2

Please complete the table hereafter:

Type of Exploitable Foreground[10]	Description of exploitable foreground	Confidential Click on YES/NO	Foreseen embargo date dd/mm/yyyy	Exploitable product(s) or measure(s)	Sector(s) of application[11]	Timetable, commercial or any other use	Patents or other IPR exploitation (licences)	Owner & Other Beneficiary(s) involved
	Ex: New superconductive Nb-Ti alloy			*MRI equipment*	*1. Medical 2. Industrial inspection*	*2008 2010*	*A materials patent is planned for 2006*	*Beneficiary X (owner) Beneficiary Y, Beneficiary Z, Poss. licensing to equipment manuf. ABC*
TOOL KIT	**FOR STIMULATING ORGANISATIONAL CHANGE**	**NO**	**UNKNOWN**	**TOOLKIT OF DERIVED VALUES-BASED INDICATORS, ONCE THEY ARE MADE APPROPRIATE TO A TARGET MARKET AUDIENCE**	**BUSINESS (ORGANISATIONAL CHANGE CONSULTANCY)**	**ATTEMPT TO DEVELOP A MARKET DURING 2011-12**	**WILL CONSIDER THIS AFTER CONFIDENTIAL TRIALS**	**THE ORIGINAL PROJECT MEMBERS HAVE THE RIGHT TO BE INVOLVED BUT MAIN BENEFICIARY WILL BE THOSE WHICH JOIN A COLLABORATION AND PROVIDE RESOURCES FOR ITS DEVELOPMENT AND EXLOITATION.**

In addition to the table, please provide a text to explain the exploitable foreground, in particular:

- Its purpose
- How the foreground might be exploited, when and by whom
- IPR exploitable measures taken or intended
- Further research necessary, if any
- Potential/expected impact (quantify where possible)
-

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[19] A drop down list allows choosing the type of foreground: General advancement of knowledge, Commercial exploitation of R&D results, Exploitation of R&D results via standards, exploitation of results through EU policies, exploitation of results through (social) innovation.

[11] A drop down list allows choosing the type sector (NACE nomenclature) : http://ec.europa.eu/competition/mergers/cases/index/nace_all.html

The foreground is already on public domain, i.e. the WeValue tool published on the website and including its pool of derived Values-based Indicators appropriate for CSOs and values-based businesses. However, the experienced members of the project team can now modify fhose for specific audiences, e.g. more general businesses in different sectors, to provide a tool that can be optimised to a) evaluate or b) transform i.e. help businesses crystalise their mission. It has been agreed that existing members of the original consortium will explore possibilities for one year before firming up agreements for commercialisation, including IPR protection, as it is not yet clear whose expertise is needed or who can generate client interest. It is very likely that ll partners will have the opportunity to develop their own client areas, and to be of assistance for delivery to the other client areas. Thus there is no competition between members at this time.

In most cases it will be necessary to carry out brief e.g. 6 months FTE research to develop or adapt the indicators needed for new client pools, and also marketing tools.

Impat coul be anything from a specialised tool for one company, to a strand in an international evaluation package such as GRI (Global Reporting Index), to a range of a variety and family of tools e.g. for schools, civil authorities, etc.

4.1 Report on societal implications

Replies to the following questions will assist the Commission to obtain statistics and indicators on societal and socio-economic issues addressed by projects. The questions are arranged in a number of key themes. As well as producing certain statistics, the replies will also help identify those projects that have shown a real engagement with wider societal issues, and thereby identify interesting approaches to these issues and best practices. The replies for individual projects will not be made public.

A	General Information *(completed automatically when Grant Agreement number is entered.*

Grant Agreement Number:	
Title of Project:	
Name and Title of Coordinator:	

B	Ethics

1. Did your project undergo an Ethics Review (and/or Screening)? • If Yes: have you described the progress of compliance with the relevant Ethics Review/Screening Requirements in the frame of the periodic/final project reports? Special Reminder: the progress of compliance with the Ethics Review/Screening Requirements should be described in the Period/Final Project Reports under the Section 3.2.2 *'Work Progress and Achievements'*	*0Yes*
2. Please indicate whether your project involved any of the following issues (tick box) :	*YES*
RESEARCH ON HUMANS	
• Did the project involve children?	
• Did the project involve patients?	
• Did the project involve persons not able to give consent?	
• Did the project involve adult healthy volunteers?	Y
• Did the project involve Human genetic material?	
• Did the project involve Human biological samples?	
• Did the project involve Human data collection?	
RESEARCH ON HUMAN EMBRYO/FOETUS	
• Did the project involve Human Embryos?	
• Did the project involve Human Foetal Tissue / Cells?	
• Did the project involve Human Embryonic Stem Cells (hESCs)?	
• Did the project on human Embryonic Stem Cells involve cells in culture?	
• Did the project on human Embryonic Stem Cells involve the derivation of cells from Embryos?	
PRIVACY	
• Did the project involve processing of genetic information or personal data (eg. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?	
• Did the project involve tracking the location or observation of people?	
RESEARCH ON ANIMALS	
• Did the project involve research on animals?	
• Were those animals transgenic small laboratory animals?	
• Were those animals transgenic farm animals?	

• Were those animals cloned farm animals?		
• Were those animals non-human primates?		
RESEARCH INVOLVING DEVELOPING COUNTRIES		
• Did the project involve the use of local resources (genetic, animal, plant etc)?		
• Was the project of benefit to local community (capacity building, access to healthcare, education etc)?	**Y**	
DUAL USE		
• Research having direct military use	0 Yes 0 No	
• Research having the potential for terrorist abuse		

C   Workforce Statistics

3.   Workforce statistics for the project: Please indicate in the table below the number of people who worked on the project (on a headcount basis).

Type of Position	Number of Women	Number of Men
Scientific Coordinator	1(MKH)	0
Work package leaders	1(DP)	2 (TH, IV)
Experienced researchers (i.e. PhD holders)	2 (DP, SJ)	1 (AD)
PhD Students	0	1 (MZ)
Other	(JC, EH, GP, GB, AJ, PH)	(CV, BM, DT, ST, GDM, XF, JS, MP, KV)

4. How many additional researchers (in companies and universities) were recruited specifically for this project?	5	
Of which, indicate the number of men:	1	

D Gender Aspects

5.	**Did you carry out specific Gender Equality Actions under the project?**	○	Yes
		○	No

6. Which of the following actions did you carry out and how effective were they?

		Not at all effective				Very effective
❑	Design and implement an equal opportunity policy	○	○	○	○	○
❑	Set targets to achieve a gender balance in the workforce	○	○	○	○	○
❑	Organise conferences and workshops on gender	○	○	○	○	○
❑	Actions to improve work-life balance	○	○	○	○	○
○	Other:					

7. Was there a gender dimension associated with the research content – i.e. wherever people were the focus of the research as, for example, consumers, users, patients or in trials, was the issue of gender considered and addressed?

○ Yes- please specify

○ No

E Synergies with Science Education

8.   Did your project involve working with students and/or school pupils (e.g. open days, participation in science festivals and events, prizes/competitions or joint projects)?

○ Yes- please specify

○ No

9. Did the project generate any science education material (e.g. kits, websites, explanatory booklets, DVDs)?

○ Yes- please specify

○ No

F Interdisciplinarity

10.   Which disciplines (see list below) are involved in your project?

○ Main discipline[12]:

○ Associated discipline[12]:   ○ Associated discipline[12]:

G Engaging with Civil society and policy makers

11a	**Did your project engage with societal actors beyond the research community?** *(if 'No', go to Question 14)*	○	Yes
		○	No

11b If yes, did you engage with citizens (citizens' panels / juries) or organised civil society (NGOs, patients' groups etc.)?

○ No

○ Yes- in determining what research should be performed

○ Yes - in implementing the research

○ Yes, in communicating /disseminating / using the results of the project

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[12] Insert number from list below (Frascati Manual).

11c **In doing so, did your project involve actors whose role is mainly to organise the dialogue with citizens and organised civil society (e.g. professional mediator; communication company, science museums)?**	O Yes O No

12.   **Did you engage with government / public bodies or policy makers (including international organisations)**

     O   No

     O   Yes- in framing the research agenda

     O   Yes - in implementing the research agenda

     O   Yes, in communicating /disseminating / using the results of the project

13a   **Will the project generate outputs (expertise or scientific advice) which could be used by policy makers?**

     O   Yes – as a **primary** objective (please indicate areas below- multiple answers possible)

     O   Yes – as a **secondary** objective (please indicate areas below - multiple answer possible)

     O   No

13b   If Yes, in which fields?

Agriculture Audiovisual and Media Budget Competition Consumers Culture Customs Development Economic and Monetary Affairs Education, Training, Youth Employment and Social Affairs	Energy Enlargement Enterprise Environment External Relations External Trade Fisheries and Maritime Affairs Food Safety Foreign and Security Policy Fraud Humanitarian aid	Human rights Information Society Institutional affairs Internal Market Justice, freedom and security Public Health Regional Policy Research and Innovation Space Taxation Transport

13c If Yes, at which level?

- ○ Local / regional levels
- ○ National level
- ○ European level
- ○ International level

H   Use and dissemination

14. How many Articles were published/accepted for publication in peer-reviewed journals?	
To how many of these is open access[13] provided?	
How many of these are published in open access journals?	
How many of these are published in open repositories?	
To how many of these is open access not provided?	
Please check all applicable reasons for not providing open access:	
❑ publisher's licensing agreement would not permit publishing in a repository ❑ no suitable repository available ❑ no suitable open access journal available ❑ no funds available to publish in an open access journal ❑ lack of time and resources ❑ lack of information on open access ❑ other[14]: ……………	

15. How many new patent applications ('priority filings') have been made? *("Technologically unique": multiple applications for the same invention in different jurisdictions should be counted as just one application of grant).*		
16. Indicate how many of the following Intellectual Property Rights were applied for (give number in each box).	Trademark	
	Registered design	
	Other	
17. How many spin-off companies were created / are planned as a direct result of the project?		
Indicate the approximate number of additional jobs in these companies:		

18. Please indicate whether your project has a potential impact on employment, in comparison with the situation before your project:

❑ Increase in employment, or	❑	In small & medium-sized enterprises
❑ Safeguard employment, or	❑	In large companies
❑ Decrease in employment,	❑	None of the above / not relevant to the project
❑ Difficult to estimate / not possible to quantify		

19. For your project partnership please estimate the employment effect resulting directly from your participation in Full Time Equivalent (*FTE = one person working fulltime for a year*) jobs:	*Indicate figure:*

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[13] Open Access is defined as free of charge access for anyone via Internet.

[14] For instance: classification for security project.

Difficult to estimate / not possible to quantify	❏

I Media and Communication to the general public

20. **As part of the project, were any of the beneficiaries professionals in communication or media relations?**

    ◯   Yes   ◯   No

21. **As part of the project, have any beneficiaries received professional media / communication training / advice to improve communication with the general public?**

    ◯   Yes   ◯   No

22 **Which of the following have been used to communicate information about your project to the general public, or have resulted from your project?**

❏	Press Release	❏	Coverage in specialist press
❏	Media briefing	❏	Coverage in general (non-specialist) press
❏	TV coverage / report	❏	Coverage in national press
❏	Radio coverage / report	❏	Coverage in international press
❏	Brochures /posters / flyers	❏	Website for the general public / internet
❏	DVD /Film /Multimedia	❏	Event targeting general public (festival, conference, exhibition, science café)

23 **In which languages are the information products for the general public produced?**

❏	Language of the coordinator	❏	English
❏	Other language(s)		

***Question F-10*:** Classification of Scientific Disciplines according to the Frascati Manual 2002 (Proposed Standard Practice for Surveys on Research and Experimental Development, OECD 2002):

FIELDS OF SCIENCE AND TECHNOLOGY

1.   NATURAL SCIENCES
1.1   Mathematics and computer sciences [mathematics and other allied fields: computer sciences and other allied subjects (software development only; hardware development should be classified in the engineering fields)]
1.2   Physical sciences (astronomy and space sciences, physics and other allied subjects)
1.3   Chemical sciences (chemistry, other allied subjects)
1.4   Earth and related environmental sciences (geology, geophysics, mineralogy, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, oceanography, vulcanology, palaeoecology, other allied sciences)
1.5   Biological sciences (biology, botany, bacteriology, microbiology, zoology, entomology, genetics, biochemistry, biophysics, other allied sciences, excluding clinical and veterinary sciences)

2   ENGINEERING AND TECHNOLOGY
2.1   Civil engineering (architecture engineering, building science and engineering, construction engineering, municipal and structural engineering and other allied subjects)
2.2   Electrical engineering, electronics [electrical engineering, electronics, communication engineering and systems, computer engineering (hardware only) and other allied subjects]
2.3.   Other engineering sciences (such as chemical, aeronautical and space, mechanical, metallurgical and materials engineering, and their specialised subdivisions; forest products; applied sciences such as

geodesy, industrial chemistry, etc.; the science and technology of food production; specialised technologies of interdisciplinary fields, e.g. systems analysis, metallurgy, mining, textile technology and other applied subjects)

3.   MEDICAL SCIENCES
3.1   Basic medicine (anatomy, cytology, physiology, genetics, pharmacy, pharmacology, toxicology, immunology and immunohaematology, clinical chemistry, clinical microbiology, pathology)
3.2   Clinical medicine (anaesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, dentistry, neurology, psychiatry, radiology, therapeutics, otorhinolaryngology, ophthalmology)
3.3   Health sciences (public health services, social medicine, hygiene, nursing, epidemiology)

4.   AGRICULTURAL SCIENCES
4.1   Agriculture, forestry, fisheries and allied sciences (agronomy, animal husbandry, fisheries, forestry, horticulture, other allied subjects)
4.2   Veterinary medicine

5.   SOCIAL SCIENCES
5.1   Psychology
5.2   Economics
5.3   Educational sciences (education and training and other allied subjects)
5.4   Other social sciences [anthropology (social and cultural) and ethnology, demography, geography (human, economic and social), town and country planning, management, law, linguistics, political sciences, sociology, organisation and methods, miscellaneous social sciences and interdisciplinary , methodological and historical S1T activities relating to subjects in this group. Physical anthropology, physical geography and psychophysiology should normally be classified with the natural sciences].

6.   HUMANITIES
6.1   History (history, prehistory and history, together with auxiliary historical disciplines such as archaeology, numismatics, palaeography, genealogy, etc.)
6.2   Languages and literature (ancient and modern)
6.3   Other humanities [philosophy (including the history of science and technology) arts, history of art, art criticism, painting, sculpture, musicology, dramatic art excluding artistic "research" of any kind, religion, theology, other fields and subjects pertaining to the humanities, methodological, historical and other S1T activities relating to the subjects in this group]

4.3 Report on societal implications
A. Ethics
**1. Did your project undergo an Ethics Review
(and/or Screening)?**
Yes
**If Yes: have you described the progress of
compliance with the relevant Ethics
Review/Screening Requirements in the frame
of the periodic/final reports?**NO
2. Please indicate whether your project involved any of the following issues :
RESEARCH ON HUMANS
Did the project involve children? YES
Did the project involve patients? No
**Did the project involve persons not able to
consent?**
No
**Did the project involve adult healthy
volunteers?**
Yes

Did the project involve Human genetic material?
No
Did the project involve Human biological samples?
No
Did the project involve Human data collection?
No
RESEARCH ON HUMAN EMBRYO/FOETUS
Did the project involve Human Embryos? No
Did the project involve Human Foetal Tissue / Cells?
No
Did the project involve Human Embryonic Stem Cells (hESCs)?
No
Did the project on human Embryonic Stem Cells involve cells in culture?
No
Did the project on human Embryonic Stem Cells involve the derivation of cells from Embryos?
No
PRIVACY
Did the project involve processing of genetic information or personal data (eg. health, sexual lifestyle, ethnicity, political opinion, religious or philosophical conviction)?
Yes
Did the project involve tracking the location or observation of people?
Yes
RESEARCH ON ANIMALS
Did the project involve research on animals? No

Were those animals transgenic small laboratory animals?
No
Were those animals transgenic farm animals? No
Were those animals cloned farm animals? No
Were those animals non-human primates? No
RESEARCH INVOLVING DEVELOPING COUNTRIES
Did the project involve the use of local resources (genetic, animal, plant etc)?
No
Was the project of benefit to local community (capacity building, access to healthcare, education etc)?
Yes
DUAL USE
Research having direct military use No
Research having potential for terrorist abuse No

B. Workforce Statistics

3. Workforce statistics for the project: Please indicate in the table below the number of people who worked on the project (on a headcount basis).

Type of Position	Number of Women	Number of Men
Scientific manager	1	0
Work package leader	1	2
Experienced researcher (i.e. PhD holders)	3	4
PhD student	0	1
Other	8	5

4. How many additional researchers (in companies and universities) were recruited specifically for this project?

9

Of which, indicate the number of men: 4

C. Gender Aspects

5. Did you carry out specific Gender Equality Actions under the project ?

Yes

6. Which of the following actions did you carry out and how effective were they?

Design and implement an equal opportunity policy

Not Applicable

Set targets to achieve a gender balance in the workforce

Effective

Organise conferences and workshops on gender

Not Applicable

Actions to improve work-life balance Not Applicable

Other:

7. Was there a gender dimension associated with the research content - i.e. wherever people were the focus of the research as, for example, consumers, users, patients or in trials, was the issue of gender considered and addressed?

Yes

If yes, please specify:

At each Core Group Meetin g (i.e. four times within the 27 months of the project) the consortium discussed any notable gender issues which had arisen, considering all aspects of the project i.e. consortium group participation, ground-level projects, distribution of pilot projects etc. These were minuted at each meeting.

D. Synergies with Science Education

8. Did your project involve working with students and/or school pupils (e.g. open days, participation in science festivals and events, prizes/competitions or joint projects)?

Yes

If yes, please specify:

Our project involved working with CSOs which were sometimes focussed on working with children. In particular, Echeri Consultores is a CSO working with indigenous and other rural children in Mexico to increase the emotional connection with nature, raise self esteem and empowerment through environmental projects.

9. Did the project generate any science

education material (e.g. kits, websites, explanatory booklets, DVDs)?
No

E. Interdisciplinarity

10. Which disciplines (see list below) are involved in your project?

Main discipline 5.3 Educational sciences (education and training and other allied subjects)

Associated discipline: 1.4 Earth and related environmental sciences (geology, geophysics, mineralogy, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, oceanography, vulcanology, palaeoecology, other allied sciences)

Associated discipline:

F. Engaging with Civil society and policy makers

11a. Did your project engage with societal actors beyond the research community? (if 'No', go to Question 14)
Yes

11b. If yes, did you engage with citizens (citizens' panels / juries) or organised civil society (NGOs, patients' groups etc.)?
Yes, in communicating /disseminating / using the results of the project

11c. In doing so, did your project involve actors whose role is mainly to organise the dialogue with citizens and organised civil society (e.g. professional mediator; communication company, science museums)?
Yes

12. Did you engage with government / public bodies or policy makers (including international organisations)
Yes, in communicating /disseminating / using the results of the project

13a. Will the project generate outputs (expertise or scientific advice) which could be used by policy makers?
Yes - as a primary objective (please indicate areas below multiple answers possible)

13b. If Yes, in which fields?
Agriculture No
Audiovisual and Media No
Budget No
Competition No
Consumers Yes
Culture Yes
Customs No
Development Economic and Monetary Affairs Yes
Education, Training, Youth Yes
Employment and Social Affairs No
Energy Yes

Enlargement No
Enterprise Yes
Environment Yes
External Relations No
External Trade No
Fisheries and Maritime Affairs No
Food Safety No
Foreign and Security Policy No
Fraud No

Humanitarian aid Yes
Human rightsd No
Information Society No
Institutional affairs No
Internal Market No
Justice, freedom and security Yes
Public Health No
Regional Policy Yes
Research and Innovation Yes
Space No
Taxation No
Transport No
13c. If Yes, at which level? Local / regional levels

G. Use and dissemination

14. How many Articles were published/accepted for publication in peer-reviewed journals?
1

To how many of these is open access provided?
0

How many of these are published in open access journals?
0

How many of these are published in open repositories?
0

To how many of these is open access not provided?
1

Please check all applicable reasons for not providing open access:
publisher's licensing agreement would not permit publishing in a repository
Yes

no suitable repository available No
no suitable open access journal available No
no funds available to publish in an open access journal
No
lack of time and resources Yes
lack of information on open access No
other
If other - please specify

15. How many new patent applications ('priority filings') have been made? ("Technologically unique": multiple applications for the same invention in

0

different jurisdictions should be counted as just one application of grant).

16. Indicate how many of the following Intellectual Property Rights were applied for (give number in each box).

Trademark 0

Registered design 0

Other 0

17. How many spin-off companies were created / are planned as a direct result of the project?

1

Indicate the approximate number of additional jobs in these companies:

3

18. Please indicate whether your project has a potential impact on employment, in comparison with the situation before your project:

Difficult to estimate / not possible to quantify,

19. For your project partnership please estimate the employment effect resulting directly from your participation in Full Time Equivalent (FTE = one person working fulltime for a year) jobs:

0Difficult to estimate / not possible to quantify

H. Media and Communication to the general public

20. As part of the project, were any of the beneficiaries professionals in communication or media relations?

No

21. As part of the project, have any beneficiaries received professional media / communication training / advice to improve communication with the general public?

No

22. Which of the following have been used to communicate information about your project to the general public, or have resulted from your project?

Press Release Yes

Media briefing No

TV coverage / report No

Radio coverage / report No

Brochures /posters / flyers Yes

DVD /Film /Multimedia Yes

Coverage in specialist press Yes

Coverage in general (non-specialist) press Yes

Coverage in national press No

Coverage in international press Yes
Website for the general public / internet Yes
**Event targeting general public (festival,
conference, exhibition, science café)**
Yes
23. In which languages are the information products for the general public produced?
Language of the coordinator Yes
Other language(s) Yes
English Yes