HUMANITY   TOLERANCE

UNITY   REASON

WEVALUE

INTEGRITY   HARMONY

LOVE

UNITY IN

SKILL   DIVERSITY

EQUALITY   TRUTH

UNDERSTANDING AND EVALUATING

RESPONSIBILITY

INTANGIBLE IMPACTS
OF PROJECTS OR ORGANISATIONS

JUSTICE

SAFETY

LEADERSHIP

SELF-ESTEEM

WeValue is derived from the ESDinds Project, an international research project funded by the European Union's Seventh Framework Programme and conducted by a project consortium consisting of the following partners:

Research Institutions:
Values and Sustainability Research Group (formerly Sustainable Development Coordination Unit), University of Brighton
Charles University Environment Center, Charles University, Czech Republic

Civil Society Organisations:
Alliance of Religions and Conservation (ARC)
Earth Charter Initiative (ECI)
European Baha'i Business Forum (ebbf)
People's Theater, Offenbach, Germany

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WEVALUE can…

help you **assess**...

...values-based things which you think are important.

Many people think that 'intangibles' cannot be measured, like outcomes of 'empowerment', 'self-esteem', or 'emotional connection with nature'.

But the **WEVALUE** system (which is free and open to all on internet in its earliest form) provides starting points and step-by-step guidance to help you **actually assess** those intangible, values-based things that are important to **you**.

It can also be used to look backwards to see **culturally defined legacies** that are often missed in standard evaluations.

help you **crystallize**...

...what your group/ project/ organisation is really about.

While learning to assess values, most organisations have a 'Eureka' moment when they realise new things are important to them. This has been so useful to so many, that we now present it as a separate benefit of **WEVALUE**.

help you **communicate**...

...what you can offer beyond usual 'deliverables'.

Funders, clients and the public are often surprised when you define what you think should be evaluated and what you really have to offer them.

FOREWORD
What types of organisations find WE VALUE useful?

BUSINESSES – especially to crystallise their mission/ vision, and to develop staff ownership.

COMMUNITY BASED ORGANISATIONS (CBOS) OR CIVIL SOCIETY ORGANISATIONS (CSO'S), like environmental groups, local societal groups, charities, not-for-profit organisations, social enterprises –especially to have something to show the rest of the world what they *really* think is important.

SCHOOLS AND UNIVERSITIES – not only as a measuring tool, but as a mechanism to create situations of 'Transformational learning' can take place, where participants internalise concepts of Sustainable Development in the broadest sense. Effective for estates department staff, teachers, academics, students and/ or management. Separately or mixed.

FUNDERS – because it helps them have clear indications of what impact their spending has had.

PARTNERSHIPS – because it helps pinpoint shared and non-shared values, which improves planning.

PROJECT MANAGERS – because it pinpoints what is underlying the motivation of participants, which helps enhance or change the planning and monitoring of the project.

EVALUATORS – because it can reveal multiple dimensions of impacts and legacies not usually identified. And when used near the start of a project, can focus planning on the wider legacies desired. It also can deeply increase wide participation and engagement, efficiently utilised.

COMMUNITY DEVELOPMENT PRACTITIONERS – when used with maximum participation, the **WE VALUE** approach helps diverse stakeholders to identify their shared values and thus start forward planning in a manner that is very natural to them. It efficiently builds a shared local vocabulary and focussed vision.

What does the **WE VALUE** system contain?

A system, not a toolkit…

The **WE VALUE** system contains the following elements, but they need to be adjusted for each group depending on the outputs desired. Some will emphasise elicitation e.g. for 'discovery and clarification' of values being used in action: others might focus on developing measurable indicators.

The broad elements are:

1 | ELICITATION

Elicitation of local, contextualized statements of 'what is important' to group members.

This can be done using direct questions, or storytelling, or using pictures or objects which demonstrate areas of importance to individual members. It can be done in a corporate, artistic, creative, serious or fun manner

The level of detail and contextualisation must be not too great or small in order to take these forwards – the facilitator can help with that.

2 | WE VALUE 'TRIGGER STATEMENTS'

The WeValue 'trigger statements' (also known as proto-indicators or indicators) are used to facilitate participants to think beyond their usual boundaries

Group members will easily identify some statements that represent what they think already – or adapt similar ones. But they will also be exposed to some from the 'trigger list' we provide, that will bring out previously undeveloped values, that are actually already in play!

3 | DEVELOPING A NEW SHARED VOCABULARY

Group members will have different ideas about which statements are the most important, and by taking some time to explore these, the whole group will get to know how each other think and value components of the group's work.

The result can be the group works more efficiently and is later focused on their main shared vision instead of 'empty words': they can make new decisions more easily for the whole group

4 | ORGANISING: TOWARDS ARTICULATING VALUES

With facilitator guidance, the group can organise the values indicators they have chosen as important to them, and reveal underlying structures of their work. For example, ''training children' might not be present but 'empowering children' might be! This 'crystallization' can have very good focusing effects on individual and group work. They have effectively constructed a 'Values Framework' for the group that can (and already is) guide them in various dimensions.

5 | DEVELOPING MEASURABLE INDICATORS

Developing specific indicators for monitoring and/or evaluation and/or communication

By looking at the clear values framework developed, members can more easily develop specific indicators and methods for taking measures of any dimension they want to focus on at a given time. Facilitators can help develop rigorous measure method combinations suited for external inquiries, or perhaps less rigorous but quick ones for internal feedback.

What could we use the WE VALUE system for?

TO FIND OUT WHAT YOUR VALUES (ON THE GROUND) ACTUALLY ARE.

Your organisation may be very values-focussed, but without naming them.

The **WE VALUE** approach does not emphasise the 'names', but identifies values-actions in the organisation (existing or desired).

Once identified, you may wish to decide which named values they mean to you. But naming them is not necessary to get measures of them: we can help you decide how you think they should be measured.

Many organisations take values for granted (e.g. 'making a profit' or 'empowering women'), or do not have a detailed understanding of value 'words'. This doesn't mean that values are not there, only that they are invisible!

The **WE VALUE** system can help you to make values visible, and in the process, to clarify your vision, mission, goals and priorities. Then, it can help you learn to measure and monitor them.

TO FIND EVIDENCE OF VALUES THAT YOU ALREADY KNOW ARE IMPORTANT TO YOU.

If your mission statement that refers explicitly to a list of specific *named values*, for example 'Trust', then you might like to use indicators to:

- evaluate the extent to which your group's values are really translated into action, or
- compare the values of the group as a whole with the personal values of staff or participants, to see how much they overlap.

You will be able to devise ways unique to your organisation to monitor & evaluate the values-actions – once you have identified them. We can show you how.

FOR EVALUATION AND MONITORING_ _ _YOUR WAY!

Although you will identify values-related actions specific to your organisation and learn to measure them, they are still interesting for more general evaluation, and even to most external evaluators, if presented appropriately.

This is because your organisation has some 'groups' of values-actions which are really fundamental to it – like bricks. The WeValue approach can help you identify a set of the 'values-bricks' for your organisation (like, "We think men and women are equally important"), and the links to smaller values-actions that you see every day (like, Women feel as able as men to make suggestions in committee meetings).

Many of your values-bricks will be similar to those identified by other organisations – there are a limited number of things that are important to all organisations! So in principle, your results of 'good, medium, bad' for each of your own values-bricks can be compared across organisations who also have those bricks. That means external evaluators might find it useful to hear your results.

But most of the Indicators you develop are *qualitative*, which means that they're concerned with describing the qualities of something (what it's like), rather than with numbers and quantities. This means that your results can't be compared **directly** with anyone else's. Nobody will come along and tell you that you only have 50% trust in your organisation, or that you're ranked 23rd in your town for transparency.

Contents

PART 1 – ASSESSING

What is WE VALUE?

WE VALUE is a system that helps you measure values (or things related to values) in your organisation, project, team, company, charity, association, faith community, informal group, or even your own family (referred to here as 'group').

WE VALUE uses a reference list of values-based indicators that have been developed from real experience in grassroots projects, Civil Society Organisations (CSOs) and values-based organisations. You can link the indicators to values at any stage (see diagram below). You can even start with values instead of indicators. However, we have found that many CSOs find it easier to start with the Indicators.
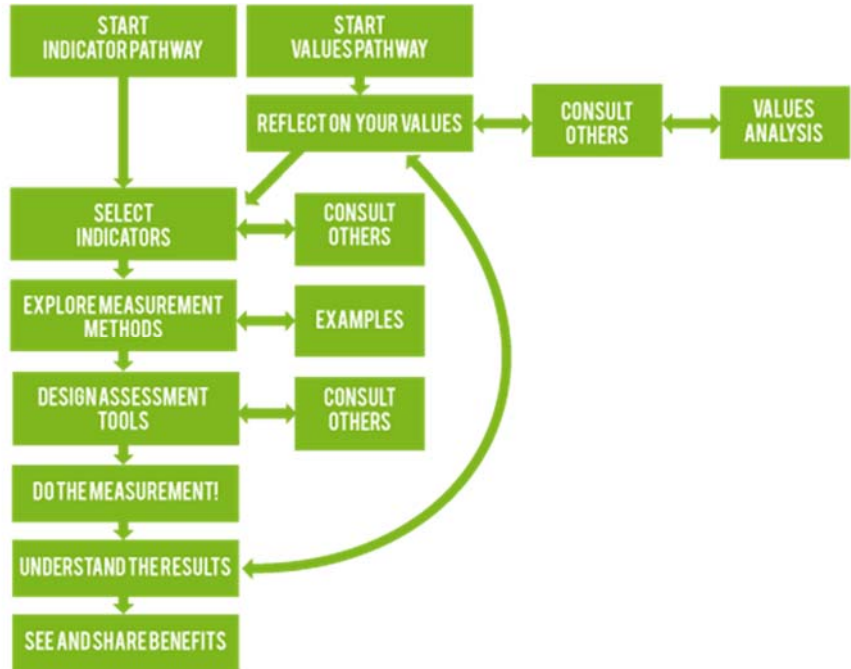
Why use Indicators instead of Values?

Your funder might say that the goal value of your project is Engagement, while the project manager thinks it's really all about Empowerment: meanwhile, you're insisting that what's needed is more Participation, two of your colleagues keep talking about something they call `Unity in Diversity', and someone else is muttering furiously, "Isn't anyone in this place ever going to listen to *me*?"

... but everyone might agree that these five Indicators sum up what the value *really* means:

People participate actively in making decisions about issues that affect their lives
People feel that they have an equal opportunity to express their opinions
People feel that their opinions are respected
Action is consciously taken to encourage people to contribute their existing knowledge, skills, networks, resources and/or traditions to a project or the whole group
People have a sense of power that they can effect change

So now you have got a **starting point**, because you're much clearer about what you're trying to achieve, and what 'your goal value' would look like in practice. You can then start to measure, and you will be able to reach a conclusion about `something intangible' that is valuable to your organisation.

All you have to do then is agree what to call 'it'. You might convince everyone that Participation is the best word, you might decide to use your 'funder's language' and call it Engagement… or even come up with a completely new word, like Collaboration. But whichever word you use, you've come up with a way of proving to funders and the public that your project has got 'it' (or perhaps not quite yet)!

A few questions that might be worrying you...

Will our **WE VALUE** results be rigorous?

Yes, as much as you want them to be.

No measurement is considered rigorous if it's the only one that's made, so one thing you can do is measure the indicators with more than one method.

For example, you might give a large group of youth a questionnaire to ask, "Do you think women and girls have equal access to information and decision-making in this organisation?" - and that would give you a pile of papers, with some answers on. But a second method might be to observe how the youth interact with each other during an activity, specifically looking at how seriously the girls' contributions are taken during decision-making processes. A third method might be to speak with three or four of the girls on their own, or in a small group, and ask them for examples. By having three different methods to measure this indicator, the final result would be considered rigorous.

But not everybody needs rigorous results – you may just want a rough idea! It's your choice. It could depend on what you want the result for – a funder might be more impressed with several different measurements – but it also depends on time, and how many helpers you have.

Does it matter if we don't use questionnaires?

No, you can use any measurement method. We'll help you learn about different measurement methods in Part 3, through examples. But whichever approach you take, you'll still need to make sure:

(a) that everyone *really* understands the questions in the same way. Could a slightly different emphasis change the meaning of a question? Do you need to pre-test the questions with a small group first?

(b) that people aren't just giving the answers that they think you (or their bosses) want to hear. Do they feel comfortable enough to tell the truth? Are there any indicators that are so sensitive that you need to keep people's answers confidential?

(c) that people don't just 'follow the crowd' because they're afraid to show their real feelings in front of the group.

(d) that women and minority groups participate equally. Is anyone reluctant to speak in public, within a diverse group? Are there cultural barriers?

How do we know **WE VALUE** is a legitimate system of indicators?

WEVALUE was developed in a formal research project called ESDinds, which was funded by the European Union's Seventh Framework Programme (www.esdinds.eu). It involved academics in social sciences, environmental sciences, indicators and sustainable development, in partnership with four civil society organisations (CSOs – another term for NGOs or non-profit organisations). The method used to develop **WEVALUE** was rigorous, and can be found formally written up for academic journals. An initial set of relevant values and indicators was collected from several CSOs, and analysed using discourse analysis and coding (social science methods) (Podger et al., 2010).

After several stages of analysis and consultations between CSOs and university researchers, 177 indicators were trialled in real CSO projects on the ground. After further modifications, the current set was agreed. It will continue to be developed; see page 28 of this document for further details.

A Mexican CSO tells its `WE VALUE' story

By Cardiela Amezcua-Luna, Founder and Director, Echeri Consultores, Mexico

School children preparing tree seedlings

Echeri Consultores is a non-profit organisation based in Michoacan, Mexico. We work with children and youth at the local level - reconnecting them to their environment, promoting values education based on the Earth Charter, and reforesting degraded areas.

"Values are intangible! But I got curious about whether it might be possible..."

OK, so when I first heard about **WEVALUE**, I was sceptical. I thought it was highly unlikely that we could arrive at indicators for values. Values are intangible! But I still got curious about whether it might be possible. It resonated a lot with me because our program has always been about values, but we didn't have a way of showing that to our funders. All we were able to tell them was how many trees we were planting, and how many children were in the workshops.

I felt a bit nervous because at first, I really thought some researcher was going to come in with a rating scale and judge us, saying something like, "Oh, you only have 50% love!" But then I found out that the project provides tools for *us* to judge, according to our own internal criteria.

We decided to use **WEVALUE** indicators to evaluate two strands of our project. The first was *Juatarhu* ("Forest" in Purepecha), a multi-cultural group of 19 youth aged between 12 and 21 who meet every week. The second was our programme of workshops for 9-13 year old children in fifteen schools within Purepecha indigenous communities. Both project strands use visual arts, dance and other participatory methods to raise awareness of environmental conservation and values, and include guided reflection on the local ecosystem, technical workshops on tree planting, and practical reforestation activities.

When **WEVALUE** first began, all the indicators were organised under six different value headings, so we had to choose the values first and then the indicators within those. We did a workshop with the Juatarhu youth, looking at different values to see which they'd be interested in knowing about. It focused on defining those concepts based on the young people's actual experience.

Very beautiful things happened during that workshop. We spent two hours discussing what the values meant and how they related to one another, and in the end we decided that we wanted to focus on two values - Collaboration in Diversity, and Care and Respect for the Community of Life – because those are at the heart of everything we do. For us, respect is the basis for all the other values: love arises from respect, and integrity from love, and so on. But diversity is also very important to us because our project encompasses different ages, different communities, some of them indigenous, some in transition from rural to urban settings.

Discussions in workshop with Juatarhu youth

The next step was choosing which indicators we were going to measure within each value cluster, and how we would do it.

Discussing measurement methods and assessment tools

With the help of a visiting researcher from **WEVALUE**, we translated the list of indicators into Spanish – well, it wasn't just translating. We were expressing them better, so that they fitted our project. When it came to choosing the measurement methods, we really worked closely together.

The researcher brought the initial tools – for example, he said that he thought a survey would be a good method for some of the indicators. But we wanted to do it in a participatory way, because of the nature of the group: it had to be fun and stimulating.

"We wanted to do the survey in a participatory way… it had to be fun and stimulating."

My idea was to use a spiral. That's a symbol used ancestrally over time by indigenous communities in Mexico, and at Echeri we include it in most of our exercises. So my idea was to make a big spiral on the ground out of different coloured scarves, and have each colour mean a different answer. When we asked the survey question, the youth had to go and stand on the colour that best represented their answer to the question.

This method was really valuable because we could assess how the group as a whole was doing, and at the same time, how each individual was positioned within the group.

The spiral: a fun, meaningful and participatory

After noting where everybody stood, we had a focus group discussion. We asked them questions like "why do you feel this?" which went beyond the numbers and gave us all the invisible information. But the numbers were just as important because they provided a vision of the whole, and strategies for the whole group.

"They've always felt very united, but now they know *why…*"

I'll give you an example of how **WEVALUE** transformed the group relationship. We had a question that we translated as "Do you respect the norms that Juatarhu has set?" The original indicator was "Group norms exist and they are followed." For that question, everybody went into the part of the spiral that meant 'More or less'. We asked them, "Why? You make your own rules, and there is no pressure or imposition of these norms, why don't you respect them?" And as a result of that process the youth made a commitment, without me putting any pressure on them. They promised to follow the norms like arriving on time and keeping the blog updated. It has worked…!

Here's another one. The indicator was 'Women/girls feel that they are valued, and have equal access to information and decision-making'. And everybody went immediately, without thinking about it, to 'A lot'. There was no hesitation. It was a question they'd never asked themselves, because it was always there.

But in a country, in a region full of sexism, where women do not have that access generally, the youth realised that the project has generated a space of equity. As a project team, and myself as director, we had generated this space consciously, but at that moment the youth really became aware of it.

The youth said it in public, that after this process they understand one another better and they value much more what they're doing. They've always felt very united, but now they know *why* they're united.

"Thanks to WEVALUE, our funder has reconceptualised our work as something of international relevance."

Juatarhu youth showing word elicitation paintings

Our major funder, Reforestamos Mexico, got involved with **WEVALUE** too. Their representative was the one who suggested getting the youth to do a hand painting circle, and that was turned into a word elicitation task.

Painting each other's hands gives the youth a starting point to talk about the emotions that they felt when they finished a reforestation project.

They could name emotions, like happy, joyful, but they also said some beautiful things. A 12-year-old boy said he felt that he had left a positive footprint on the world. After doing the reforestation, he was helping to "prevent the world from falling sick". Then a small six-year-old boy painted the entire hand green and when asked to talk about it, he just said "I feel green!"

WE VALUE has allowed me to measure the *human* results, beyond the concrete results of the action. I thought you couldn't do that, but now I see that you can. Our earlier evaluation was all based on the action: it didn't evaluate the individual processes of each group member, in relation to the broader vision.

"I could see the values there, just through my own intuition as a teacher, but I couldn't see how it was possible to measure them."

Cardiela Amezcua-Luna

All of this earned Echeri recognition! Reforestamos Mexico had to cut projects because its own funders were already making cuts, so out of 42 projects, they kept only 20 – and Echeri has two of those, Juatarhu and the schools. They invited me to Mexico City to speak to the General Manager, the Head of Fundraising and the Head of Research. Thanks to **WEVALUE**, Reforestamos Mexico has reconceptualised the work of Echeri as something of international relevance, no longer just a local project. *And that is very good!*

WE VALUE in the Business Context...

Maybe the thought of making your staff stand on coloured spirals or paint one another's hands fills you with horror, and you'd much rather do something paper-based? Don't panic - the beauty of WEVALUE is that we just provide the indicators and some suggestions for different ways in which you might like to measure them, and *your* organization has total control over decision-making.

In addition to non-profits, the WEVALUE indicators and tools have been used with businesses - from an international financial services company in Luxembourg, to a small notary firm in Bulgaria.

Read on to find out how they were used at **LUSH**, a multinational cosmetics company with a strong values orientation...

Lush employees at Milan store

WHERE?
The central office of Lush Italy is based in Milan and has around 20 staff working in management, communication, marketing, accounting and retail. There are also employees preparing certain cosmetic products and distributing imported products. Four shops are located in the Milan area.

WHAT?
Our WEVALUE consultants observed the everyday life of the company from the values-based indicators perspective, and recorded their observations relating to transparency, integrity and gender balance. They also used some more specific tools to measure individual indicators:

- Private, one-to-one interviews with shop assistants, shop managers, and marketing, retail and accounting managers
- Staff members were asked to select the words and phrases, from a list supplied, that best represented their understanding of the concept of 'unity'.
- Standard survey questionnaire (a few of the questions are shown below):

  1. Do you feel you have an equal opportunity to voice your opinion in decision making processes in the team? (Yes / Partly / No / Don't know)
  2. Is your opinion listened to?
  3. Is your opinion respected?
  4. Do you feel that your work is appreciated? Please give examples.
  5. Are you afraid to make mistakes within your work in Lush because of the critical reaction of others in the team? Please give examples.

WHY?

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

PART 2 – CRYSTALLIZATION & TRANSFORMATIONAL LEARNING

WE VALUE was originally developed to provide indicators for *measurement*, but on the way it was found to be an extremely useful tool for helping entities *crystallize* really key concepts. In fact, this effect was so substantial that in the field tests a 'pause' had to be planned while the group came to grips with its new realisations, before going on to develop indicators.

Almost every group that has worked through the **WE VALUE** Indicator list with us has gone through a 'Eureka!' moment – where they suddenly have a new perspective on themselves. It even happened that some entities started the process saying they already knew their Values found at the end that they actually had decided on new ones!

For example, a group running an environmental education programme might realise that empowering others is actually the most important aspect of their work.

When going through the **WE VALUE** processes described in the previous section, participants will have new ideas, talk to each other, discuss differences in their results, and, usually, get rather excited!

!

WARNING

Use of the **WE VALUE** system can seriously excite the members of your group!

The 'Haagen-Dazs' Effect

We at **WE VALUE** think this is due to what we call the 'Haagen-Dazs' Effect.

The entities have previously worked in their own sphere, developing their own language for what they do. That language will be shaped by their field – other similar organisations, funders, spoken word. Thus, they have a few sentences they often use to communicate what they do ('indicate'). It's a bit like saying they know if they like vanilla, chocolate or strawberry ice cream.

But when these entities see the **WE VALUE** Master Indicator list, they find not only 'indicators' that relate to these familiar concepts, but also lost of other indicators that stem from real experience – over 160 of them! So it is a bit like going into an ice-cream parlour and seeing tens of flavours of ice cream – flavours they had not even conceived of previously! And, suddenly, they might find that their favourite flavours are actually mango, or passion fruit! They stand back in amazement, and within minutes let go of an old 'favourite' of vanilla, and pick out new favourites.

Because the **WE VALUE** Master Indicator list is in the language of CSOs and other values-based entities, the language is very friendly to users. But even more importantly – the content is derived from experience from a range of organisations, and is thus really applicable to the users. They don't just see the flavours listed on a display board; they can almost taste them!

So What if an Group 'Discovers' New Useful Indicators?

Ah, but this is very important. First of all, it means they have now settled on trying to measure things that are fundamentally important to them. Having chosen their top indicators, they can develop Assessment Tools as described in the last section.

However, they will probably now decide to consciously change their organisation's focus – their priorities, their mission statement, their action plans. For example, they might still plant trees and work with children, but now focus more of their energy on improving their impact on empowerment

Almost certainly, this will bring a new energy and lease of life to the group. Whatever they were doing before, they now have something more important – they will have an urge to build on old foundations but in new ways, and there will be an air of excitement.

Where does the Transformational Learning take place?

All the way through. First, as individuals read through the **WE VALUE** Master Indicator list, they will be thinking and reflecting on something very deep – their own personal values and those of the group/project they are applying the list to. Secondly, as they compare their results with colleagues, there will be rich discussions about what they have just discovered, and probably rich discussions as to why they might have seen some things differently. This will lead to them exploring the vocabulary in the list, and reflecting on how it applies to them in their organisation – a lot of reflection!

Discussions with People's Theater group, Germany

Even just up to this stage in the **WE VALUE** process (deciding which indicators are important and then which to measure), there is usually a lot of reflection. If entities only carried out the process to this point, they are likely to benefit greatly at the organisational and individual levels.

Transformational Learning is a prize sought by many organisations – especially in education but also in business.

It means that some deep, embedded learning has taken place to the extent that individuals are 'transformed' in some manner – that the way they think or act or learn has shifted.

Exploring values & indicators with Echeri Consultores, Mexico

In this case there is no pre-determined outcome – the intention is not to shift participants in a particular direction. What happens in the **WEVALUE** process is that they shift themselves onto their 'crystallized' ideas. What is really useful, is that several individuals do it together, at the same time.

A Shared Vision

For a business or organisation where intense focus is critical for success, this shift towards a more focused vision is very useful. And not only have the 'values' of the group been crystallised, but the participants also have, in the same process, developed a shared vocabulary that they can communicate to each other about. Instead of moving in slightly different directions and speaking differently, they will be moving in a similar direction and have the same language!

If the participants go on to the next stages of the **WE VALUE** process, to decide on Assessment Methods and Tools, then doing the measurement and reflecting on the results, their shared vision will be strengthened even further. Be prepared for lots of new suggestions within the organisation!

PART 3 – COMMUNICATING

...a New Voice for Society

If the **WEVALUE** process leads to entities measuring things that were not previously measured, then these things need names, need labels.

During the stage of **WEVALUE** where entities go through the Master Indicator List, they become familiar with the vocabulary within that list, which was derived from lots of similar entities. This means they are beginning to develop a *shared vocabulary*.

When participants excitedly discover things on the list that they think are important to them – even more important to their existing ideas – then those words take on real meaning; they relate to something *tangible*.

After learning how to measure these new tangibles, the entities can now go to their funders and say, "Not only have we delivered what we promised you (e.g. planting of xx trees, and interacting with yyy children; we can also show you how we empowered teachers and children through our new measurements).

The result is that the funders now are learning the new vocabulary – they know that 'empowerment' is something of importance to that group, and can be made tangible. What this might mean, a few months later is… that the funder asks the group to propose a project not just for trees and training, but for developing *empowerment*… it is now on the 'Order Book'!

● ● ●

Once a framework is in place, such as the **WEVALUE** system and any others, it should not be very long before these crystallised concepts become attached to common daily vocabulary, and even general society will be able to understand what is meant, if they hear about 'empowerment' projects.

At first this may sounds a bit presumptuous. But why not?

We are living in an age where GDP Economics – the untouchable cornerstone of Western society for several decades – is losing its usefulness.

But society does not have a way to measure or even to speak about the range of things that are important to it that are not directly linked to that old idea of GDP.

"We need new ways of viewing our world, and to understand what things we really value."

If so many of those things WeValue were considered intangible, and we are now finding ways to measure them, then it is natural that we will move through a period of adjustment until they are drawn out of the Invisible, into the Visible.

That is what the **WEVALUE** system was designed to do.
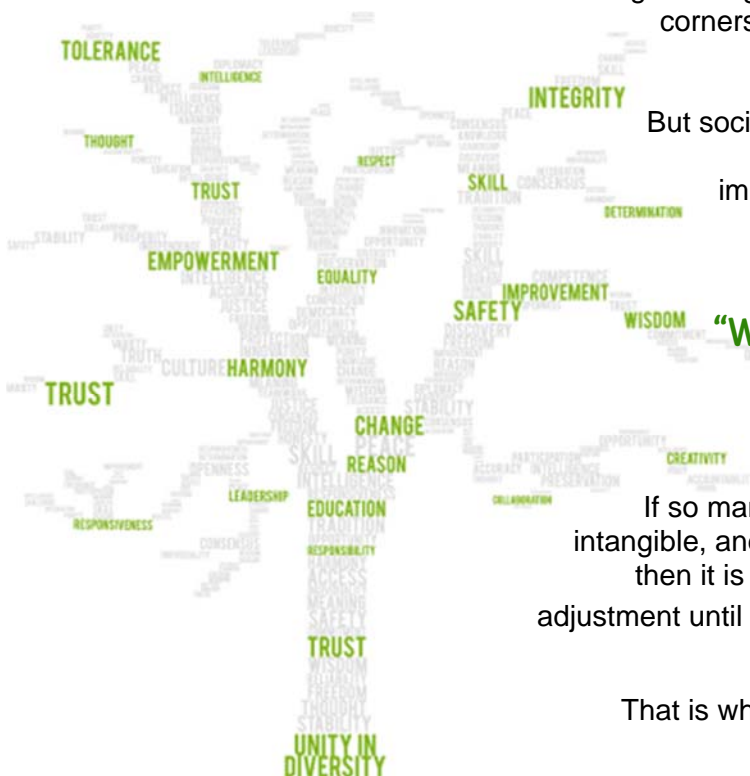
What's behind **WE VALUE**: where did it come from?

WE VALUE was developed in a rigorous manner. We outline the process below, but more information can be found in the journal articles below, and even more in working papers we can send you if you ask us.

The work was undertaken in a European Commission funded research project under the Framework 7, Environment theme. The EU has recently started providing novel mechanisms in research grant processes which allow Civil Society to be involved in research. In this case, the mechanism was called Benefit for Specific Groups: Civil Society Organisations (BSG CSO). The idea was that researchers would work *for the benefit of the CSOs* – not the other way around!

A consortium led by the University of Brighton was formed for a project called ESDinds, for the purpose of developing values-based indicators.

What is unique about the ESDinds project is that the CSOs were given complete control over the research decisions.

The researchers from the two universities constantly worked with the CSOs in their own language, to prepare them to be able to make research decisions. This made the partnership very deep, and very special. This is different to most other EU research projects, where the CSOs become the subjects of the research, not dominant partners.

An important consequence was that the researchers started the development of their values-based indicators in the field, not from theory alone. They visited several CSO groups on the ground (and businesses): listened, observed and questioned. It was decided to collect information from 4-6 CSOs about what values and related concepts were important to them, through interviews, document analyses, surveys and key informants. This information was coded by the researchers, and analysed using Atlas Ti for classification into values types, indicator types, levels they applied at, measurement methods already used, etc. From this analysis, 125 Values were identified.

As the number of 125 was far too many to use, they were clustered and grouped, and discussions took place with the ESDinds own CSOsx4 to determine which 'clusters' were the most important to them. Five were chosen: Justice, Integrity, Unity in Diversity, Empowerment and Trust.

The researchers then carried out literature reviews of these five Values; returned to the collected data and drew out related concepts and indicators; they then presented 'themes' of 364 indicators to the ESDinds CSOsx4 for short listing. This was done on the basis of prioritised importance to these four CSOs. The CSOs were also asked to consider if there were gaps in the values/indicators of things that they thought were too important to miss out, and at this stage a sixth Value was added: Care & Respect for the Community of Life. After appropriate development of indicators for this new value, the final list of 6 Values with 177 Indicators was taken forward into field studies.

In the field studies with CSOs and businesses that followed, the indicators were refined considerably. It was unexpectedly found that the Indicators were a much more useful starting point than the Values, so this aspect was developed. It was also found that the quality of that interactions took place between people in the CSO on the ground was a very important contributor to the benefit received. It was also unexpectedly found that the List of Indicators was almost universally useful for any type of values-based group, and that very few were felt to be 'missing'.

What WE VALUE materials are available online?

A very early **WE VALUE** online platform (www.wevalue.org) was set up to provide a somewhat clunky but complete access to the core materials in their most simple (text) form. It is free and you welcome to use it: but bear in mind we now know the 'toolkit' of those materials is usually not effective without a facilitator who has seen it in action and knows which aspects should be emphasised or removed for different groups.

When you create a Profile on **WE VALUE**, you'll have free access to all 166 original Indicators, together with case studies, examples, and detailed information on Measurement Methods. You can store all your documents in a safe space on the platform. For each document, it's your choice whether to make it available to the general public, to other registered **WE VALUE** members, or to your own organisation and the site administrator only.

WE VALUE is also a very basic social network: you can connect with other members that have been using the indicators to ask questions, share your ideas, and even work together on collaborative projects.

What else is online?

Researchers at the University of Brighton have continued to develop the values approach in other contexts since the initial development of the **WE VALUE** system.

These projects have also fed into the continuous development and enhancement of **WE VALUE**. Many of these projects and their outputs are listed on the Values and Sustainability Research Group's web page: **http://www.brighton.ac.uk/values-and-sustainability**
This includes details of 'Starting from Values', a project using the **WE VALUE** approach to identify 'intangible' legacies has also now been completed, with exciting findings.

By late 2015 we plan to have ensure these many new findings are presented on the group website, and by 2016 try to lay out a multi-component system with different elements of **WE VALUE** for easy access.

This will eventually include modified indicator (trigger) lists specialised for partnerships, health, education, management. (The original list will work, but these will be easier to use for those groups.)

Future potential projects include developments with community-university partnerships, impact evaluations, the Genuine Progress Index, use for Sustainable Development Management Plans, and continued development in other areas of International Federation of the Red Cross.

Has anything been written up formally?

1. An overview of **the EU project and its co-inception**, co-design and co-generation approach is provided in the following peer reviewed article, and the project website is given:

   Podger, D., Piggot, G., Zahradnik, M., Janouskova, S., Velasco, I., Hak, T., Dahl, A., Jimenez, A., & Harder*, M.K. (2010). The Earth Charter and the ESDinds initiative: developing indicators and assessment tools for civil society organisations to examine the values dimensions of sustainability projects. *Journal of Education for Sustainable Development, 4*(2), 297-305.
   www.esdinds.eu

2. The WeValue approach in **evaluations** of civil society organisation work was itself evaluated across three orgnaisations, in a paper accepted to a peer-reviewed Evaluation journal:

   Burford, G., Velasco, I., Janouskova, S., Zahradnik, M., Hak, T., Podger, D., Piggot, G., & Harder, M.K. (2013). Field trials of a novel toolkit for evaluating 'intangible' values-related dimensions of projects. *Evaluation and Program Planning, 36*(1), 1-14.

3. The **Action Research nature**, and an illustration of the deeply co-creative nature of the development of the approach, is documented in a paper accepted to a peer-reviewed journal:

   Podger, D., Velasco, I., Amezcua Luna, C., Burford, G., & Harder, M. K. (2013). Can values be measured? Significant contributions from a small civil society organisation through action research evaluation. *Action Research, 11*(1), 8-30. DOI:10.1177/1476750312467833.

4. An explanation of the **validity considerations** – especially face-validity - used to ensure the peer elicitation approach was rigorous was presented in a paper using an environmental CSO context:

   Harder, M. K., Velasco, I., Burford, G., Podger, D., Janoušková, S., Piggot, G., & Hoover, E. (2014) Reconceptualizing 'effectiveness' in environmental projects: Can we measure values-related achievements? *Journal of Environmental Management, 139, 120-134.*

5. An analysis of identifiable **outcomes due to the use** of our participatory evaluative approach across 8 organisations has been submitted to a Business peer reviewed journal and is available as a Working Paper:

   Burford, G., Stapleton, L. M., Podger, D., Velasco, I., Zahradnik, M., Hoover, E., Dahl., A.L., & Harder*, M. K. (2013). From abstract values to concrete indicators: values-based performance assessment as a catalyst for organizational change. *Working Paper. www.esdlinds.eu*

6. The immediate **implications we see for SDG's** from the WeValue approach are published here:

   G Burford, E Hoover, I Velasco, S Janoušková, A Jimenez, G Piggot, ...(2013) Bringing the "missing pillar" into sustainable development goals: Towards intersubjective values-based indicators. *Sustainability* 5 (7), 3035-3059.

7. An outline of the **actual development** of the initial List of 'trigger' inidcators, and the scaling up of the WeValue approach to a mulit-layered national environmental program is givent in:

   Podger, D., Hoover, E., Burford, G., Hak, T., Harder, M.K. 2015. Revealing values in a complex environmental program: a scaling up of values-based indicators. *Journal of Cleaner Production* (in press, August 2015)

8. Finally, below is an article where we drew out the many **lessons we learned about participation** at different levels and in different dimensions, and which we are now building into a new cross-disciplinary framework of paticipation:

   Harder, M. K., Burford, G., & Hoover, E. (2013) What is participation? Design leads the way to a cross-disciplinary framework. *Design Issues 29: 4 , pg 41-57.*

APPENDIX 1: INDEX OF ASSESSMENT METHODS

Here, for your reference, the assessment methods used during the project or mentioned in the case studies. You can find more detailed information at www.wevalue.org after you sign up and create your profile, and you'll also find case studies of real organisations and a few of our suggestions about how to measure individual indicators.

DOCUMENT ANALYSIS
The systematic search for information, evidence or insight about a research question in documents directly or indirectly related to, and/or produced by, the research subjects.

FOCUS GROUPS
A discussion by a small group of people (typically 6 to 12 individuals) of selected topics of interest in informal or formal settings. The focus group discussion is typically directed by a facilitator who guides the discussion in order to obtain the group's opinions about or reactions to specific themes or issues. If not recorded for later analysis, it is best to have a note-taker in addition to the facilitator. Focus groups have also been conducted through telephone conferencing

DIARIES / LOGS
The regular recording of information by a research participant for later analysis by the researcher. This can be structured (e.g. logging every time a behaviour/event from a list takes place), semi-structured (e.g. a list of things to look out for) or unstructured (whatever comes to mind in relation to the research question). They can be written, sound recorded or filmed.

INDIRECT MEASURES
With indirect measures you need to be sure that the thing you're measuring is related to the Indicator that interests you. You'll probably need to ask lots of people their opinion, before you can *really* be sure about that. With indirect measures, it's often easy to jump to the wrong conclusion.

INTERVIEWS
A conversation with an individual in which the researcher asks questions in a systematic way. Can be structured (a specific set of questions asked in the same words and in the same order), semi-structured (a specific set of questions that are used as prompts for a broader discussion), and unstructured (a discussion with no pre-planned questions or order, naturally emerging from the conversation). They can be conducted face to face, over the telephone, or through instant messaging.

KEY INFORMANTS
The selection of individuals with unique knowledge/personal experience of the issues under investigation (e.g., a member of an ethnic minority in an organization might have more insight into the actual organizational attitudes toward minorities than other colleagues; a waste management expert might have unique insights into the environmental cost of the day to day processes of an organization).

SURVEYS
The following table summarises the features of four different types of survey:

	Can it be kept anonymous and confidential?	Is it suitable for people who have difficulty with reading and writing?	Can it be used with large groups of people?
Questionnaire	Yes	No	Yes
Spatial Survey	No	Yes	No
Corporal Survey	No	Yes	Yes
Secret Ballot	Yes	Yes	Yes

OBSERVATION-BASED METHODS

- Structured Observation – looking out for specific, named behaviours
- Semi-Structured Observation – looking out for a broad set of themes, although observers might also notice other relevant things at the same time
- Unstructured Observation - observers have no preconceived ideas about what to watch for, but just 'keep their eyes and ears open.

Examples of Assessment Sheet used Sierra Leone Red Cross Youth Empowerment Project for Structured Observation

Indicators: People are treated equitably and with fairness (value: Justice)

Decision-making processes are ethical and democratic, transparent and provide for equal representation(value: Justice)

Members are inclusive, talk to everyone and no one is left out (value: Unity in Diversity)

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

Example of assessment sheets for Structured Observation used by People´s Theater
Indicator: Everyone has his/her place in team (value: Unity in Diversity)

Observation Criteria Person seems to:	Observation Notes	Scale			
Everyone has his/her place in team	**Observation Notes**	**Not at all**	**Sometimes**	**Very much**	**Not available**
1. Participate in group work[*]					
2. Find his/her (strongest) role in the team**					
3. Ask relevant questions and promote thoughtful discussion					
4. Help in cooperation with others to achieve a common goal					

SELF-ASSESSMENT

Self-assessment is a good measurement method to use following the method - **structured observation** (see the method description on another sheet). From the structured observation method we can gather independent observations of three observers that show some characteristics of a person (or project participants) in terms of external expression of their values. Now we are interested to see how the participants *perceive their own* characteristics.

SCENARIO ANALYSIS

The systematic use of invented situations to explore reactions and value judgements, as well as to formulate perceived implications or consequences of a given set of conditions or assumptions (e.g. visioning). This can be done with individuals or as a group activity, in the form of written notes, story-telling, multimedia, theatre and role play. It has been used for qualitative, quantitative and experimental research.

DRAMA AND THEATRE-BASED METHODS

Theatrical Comprehension Test: Theatre can be used in place of a written comprehension test, as a way of finding out what people have understood about a given topic.

Drama and scenarios: using drama to describe and discuss specific questions or indicators.

For example, in Sierra Leone Red Cross Society, volunteers were asked by the facilitator to perform in groups of three four different situations of discrimination (in their village or their teams). After the performances the facilitator started the discussion with the question: what is closer to true, what is more frequent? All discussion was taped on camera for further analysis if needed. The focus group explored forms of discrimination through the examples, chances for and barriers to intervention through drama and also through a following discussion.

WORD ELICITATION

Word elicitation is a way of encouraging people to talk openly about their feelings, emotions and ideas. You could just ask them to write down a few words about how they feel (or felt) in a particular situation, but it can be made more fun and interesting if they first use visual media or performance arts to express the feelings, and then talk about what they did and why.

IMAGE THEATRE

Uses the human body as a tool of representing feelings, ideas, and relationships. Through sculpting others or using our own body to demonstrate a body position, participants create anything from one-person to large-group image sculptures that reflect the sculptor's impression of a situation.

DIAGRAM ANALYSIS

The use of diagrams to conceptualise complex issues. Methods include problem tree analysis, flow diagrams, matrix ranking, mind-maps, relationship diagrams, etc.

COLLECTIVE MEMORY WORK

"Memory-work involves students [or others] writing stories based on memories triggered by themes under investigation. The stories are then shared in a group meeting where they are collectively analysed for common themes and meanings." The memory-stories and group discussions can then be further analysed by the researcher. (Ovens, A. (undated) The meaningful lecture: Using memory-work to explore teacher education practices in physical education. Centre for Health and Physical Education, University of Auckland.)

APPENDIX 2: SAMPLE INDICATOR SHORTLIST

These are just 20 of the original list of 166 **WEVALUE** Indicators.
You can find the full list on the online platform or by contacting us. We now have other lists specialized for partnerships or health or education – and would be happy to develop more with new collaborators.
Note: we use a variety of formats including 'fun-looking' cards and materials as well as more formal lists.

Indicator	1 Very important	2 Important	3 Slightly important	4 Not important	Taken for granted?	Useful to measure?
Everyone has their place in the team						
Work environment is supportive of people being able to fulfil their responsibilities in their families or personal relationships						
Decision-making takes into account the social, economic and environmental needs of future generations						
People participate actively in developing the group's code of ethics						
Women feel that they are given equal opportunities to participate in decision-making processes						
People share their skills and abilities freely with one another, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion						
People are taking the opportunity to develop their own visions and goals for projects, and/or for the whole group						
Group's activities or events connect participants emotionally to the community of life						
Mistakes are understood as opportunities to learn and improve						
People do not back-bite about others within the group						
People feel that they can participate in the vision and activities of the group or project without compromising their personal beliefs or values						
Actions of individuals are consistent and in harmony with the core principles promoted by the group						
People invest their own time and resources in activities that benefit the environment or society						
People have a sense of power that they can effect change						
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						
Financial integrity is communicated internally or externally						
Action is consciously taken to contribute to a greater respect for nature						
The environment and community of life is celebrated						
Group acts to protect the environment, without waiting for governments or others to act first						
Group implements a policy of sustainable waste management, e.g. recycling or reducing waste						

"Our facilitators were really getting a lot of information, they were very excited. Just from reading the indicators (list), they were able to identify some opportunities to improve."

Alicia Jimenez, Earth Charter Secretariat, Costa Rica

"It really raised awareness of where they should be, what they should be doing in their communities as young people who are actually changing their mindsets... It's something I have to replicate in other regions of the country."

Abu Bakar Jalloh, Sierra Leone Red Cross Society

"It really gave us a practical way of how values can become visible, and how, relatively easily, we can check on how people in our organization are changing their values."

Curtis Volk, People's Theater, Germany

"The process has been so complete […] we learned which values we want to strengthen, and at what point in our activities we need focus on different values. We are now using it to plan our activities for the next two years, and integrate the values and the methodologies in our work."

JC Martínez Hernández, Reforestamos México A.C.

ESDInds project parters

Project Funding

SEVENTH FRAMEWORK PROGRAMME

RTD Partners

University of Brighton

Univerzita Karlova v Praze
Charles University in Prague

CSO Partners

Earth Charter Initiative

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

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People's Theater
mitdenken, mitbewegen!