

Values Education for SCP: From Knowledge to Action

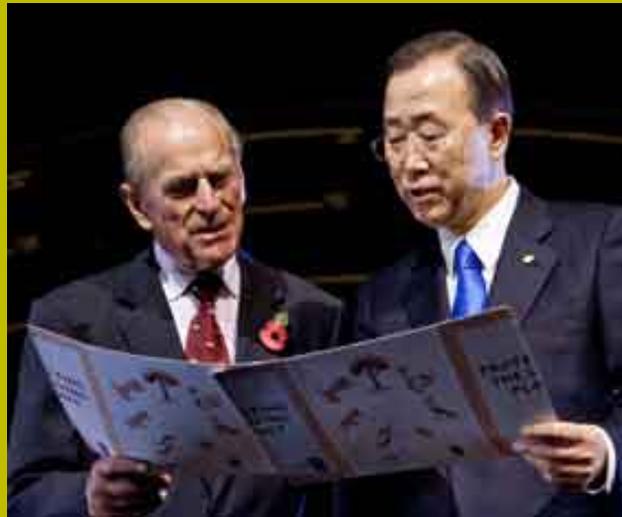
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Science and emotion

- Poor correlation between scientific understanding and changing behaviour
- Emotional commitment is also necessary
- Beliefs, superstitions, ideologies can override objective evidence
- Faith-based partnerships with science

The 2009 Windsor Celebration of faith-based action plans on climate change



Values: behaviour that benefits society

- The individual operates on a spectrum from egotistical to altruistic, infantile to mature, base impulses to cooperative
- In society this is expressed as power-hungry, seeking status and social dominance, versus conscientious, egalitarian, communitarian
- The latter generally contribute to greater social good and higher integration

Ethics and values

- “We acknowledge the importance of ethics for sustainable development and, therefore, emphasize the need to consider ethics in the implementation of Agenda 21.” (WSSD Plan of Implementation, para. 6)
- Moral values state what is good and of primary importance to human civilization, often articulated as ideals, define right from wrong
- Ethical principles are the operational expression of moral values, provide guidance to decision-making and action (from Anello, WHO 2008)

University of Geneva

Certificate of Advanced Studies in Sustainable Development

Socio-cultural dimensions of sustainable development:

- cross-cultural;
- ethics of sustainable development;
- multi-dimensional vision of well-being
- Poverty, social inequality and social policy
- Changing behaviour and lifestyles
- Exercise: Charter of Environmental Rights



**UNEP/University of Geneva/Graduate Institute
Environmental Diplomacy Course
2006-2009**

UNEP/UniGe/Graduate Institute Certificate of Advanced Studies in Environmental Diplomacy

- Module on Ethics, Religion and Science for Environmental Diplomacy
- values in diplomacy
- envisioning the future
- personal ethical dilemmas
- role of civil society: conscience of humanity
- environmental rights, codifying ethics
- religious perspectives on sustainability



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

ESDinds Project

A research project for Civil Society Organizations

**Funded by the European Union
FP7**

(20 January 2009 – 19 April 2011)

ESDinds initial values

The values for which the project developed 166 indicators are:

- Unity in diversity
- Trust/Trustworthiness
- Justice
- Empowerment
- Integrity
- Respect for the community of life (the environment)

CASE STUDY - Echeri Consultores, Mexico

- 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.



Echeri Children, Mexico

2 Values to focus on:

- COLLABORATION IN DIVERSITY
- CARE & RESPECT FOR THE COMMUNITY OF LIFE

This led to the choice of 22 indicators...e.g.

We feel girls are valued

Different points of view are listened to

Emotional connection to community of life

Quality in outputs (training in tree planting)

Many different types of Assessment Tools ...e.g.

Use of spiral – spatial/ corporal method

Hand painting + word elicitation

Focus groups

Theatrical comprehension

Key informant



What words go with these pictures that you painted?
(Word elicitation)

Echeri: Values- Based Indicators

What they used to measure:

- number of trees planted
- number of children involved

What they now measure as well:

- emotional connection to Nature
- gender equality
- equality of indigenous members
- empowerment

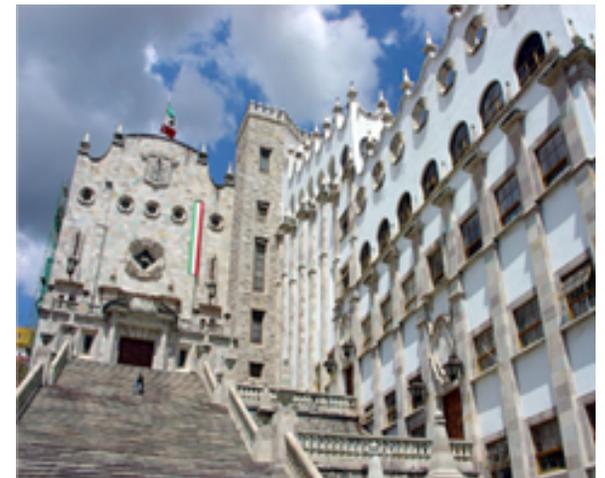
What they now realise:

These things that are important to them...
are also of interest to their funders

CASE STUDY - Guanajuato University, Mexico

The Environmental Institutional Programme of Guanajuato University (PIMAUG) is a cross-faculty initiative structured around 6 strategic areas:

- a) Assisting students to develop a holistic vision of the environment.
- b) Promoting sustainable resource use and waste management.
- c) Diffusion of a culture of environmental awareness, through a variety of media.
- d) Interdisciplinary research.
- e) Training in environmental issues through diplomas and Masters programmes.
- f) Social participation and inter-institutional partnership.



Guanajuato - Why engage?

- Earth Charter is about transforming values into action, the “heart” of the University
- The University already has good environmental measures, but the deeper dimension of the Earth Charter vision, the degree to which those values are present and transformative, there has been no way to rigorously know.
- The indicators articulated deeply held aspirations and priorities which had until now not received systematic attention
- The process of reflection and selection of the indicators, even before measurement, had a significant cultural impact on the PIMAUG unit and enthused participants – transformational learning.

Guanajuato key benefits

- The culture of PIMAUG has experienced a change. The Earth Charter workshop leaders report a greater sense of effectiveness as a result of a clearer and more precise focus on values in their workshop delivery.
- The personal impact of the indicators has affected how a manager has dealt with conflict, and generated a much more participatory approach in her work with volunteers.
- The unit has a greater unity of vision, and participants in the focus group discussions have reported having reconnected or been re-inspired in their work.
- Integrating the indicators into regular evaluation has increased group insight into their own application of values and led to understanding success in terms of values in a practical way.

CASE STUDY - Red Cross Society, Sierra Leone

The Principles and Values Department of the International Federation of the Red Cross and Red Crescent Societies (IFRC) has initiated and conducted a worldwide programme called “Youth as Agents of Behavioural Change” (YABC). YABC seeks to empower youth to take up a leadership role in positively influencing mindsets, attitudes and behaviours in their local communities towards a culture of peace, respect for diversity, equality and social inclusion.

As part of this programme, the Sierra Leone Red Cross Society (SLRCS) has established an agricultural project composed of four teams of 30 members each. It brings together members of different tribes and chiefdoms - even those who fought on opposite sides during the civil war, which ended ten years ago. These youth live and work together on agricultural sites and participate in YABC workshops relating to non-discrimination and respect for diversity, intercultural dialogue, social inclusion, gender, and building a culture of non-violence and peace.



Future research

- Assessing educational methods most effective in imparting sustainability values
- Exchanging information and experience on best practices
- Dynamic combinations of scientific information and values to empower individuals to adopt their own sustainability values
- Link sustainable consumption patterns and increased human well-being and happiness
- Multiple definitions and neutral measures of happiness and well-being
- Extend experience with values-based indicators