

VALUES-BASED INDICATORS: GUIDANCE NOTES FOR CIVIL SOCIETY ORGANISATIONS¹

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¹ To be used in conjunction with 'Values-Based Indicators Toolkit'.

1. INTRODUCTION

1.1. About Values

Values provide the basic rules that govern human interactions: they indicate what is good or bad, desirable or undesirable.

A value can be defined as an enduring belief that a specific mode of conduct (behaviour) or end state (output) is personally or socially preferable to its opposite. A value system is a combination of these preferences, where some might be seen as more important than others.

Values in action

Values can be understood at different levels. They may be cultural or personal, organisational or collective. For instance, an organisation or company may already have a written code of ethics, but a slightly different set of values might be present at the level of a specific project or in a particular team. Furthermore, individuals within such projects might rely on distinct values to carry out everyday tasks.

Exploring your values

Some organisations and companies are strongly values-driven, with a mission statement that refers explicitly to a list of specific values they want to promote. If yours falls into this category, you might like to use the indicators to compare your entity's values with the personal values of staff or participants and see how much they overlap, or to evaluate the extent to which your entity's values are translated into action.

Others have never really thought much about values before, with the exception of one or two that they've been taking for granted, like 'making a profit' or 'empowering women'. If this is the case for you, you'll probably find the indicators useful for crystallising your organisational values and clarifying your vision, mission and goals.

You might like to initiate discussions or even formal workshops with other people within the organisation or within a specific project, with the aim of trying to reach a consensus about its Values, before working with the Indicators. **This is optional!**

Measuring values

When we talk about measuring values, we're not referring to a universal and complete definition of human values - but to specific values or enduring beliefs that are defined by groups, organisations and individuals, in their own particular cultural and social contexts. This makes the idea of measuring values more tangible, and enables it to be useful for projects.

One person's understanding of Empowerment might be totally different from another's. It could overlap with someone else's idea of Participation, or Democracy, or Unity in Diversity. You might define your values in words that nobody else would understand, or you might not even be able to express them in words at all! But what matters is that they're **your** values, and **you** know how you want them to be lived – which is where Indicators come in.

1.2. About Indicators

Imagine this situation. *It's early morning and your alarm clock rings. Your first reaction is: Oh, what's the time! You get up, and go to the kitchen preparing your favourite soft boiled eggs. You place the eggs in boiling water and get dressed. On the way to the room you look through the window. You see the people in coats with umbrellas. "I have to dress in something warm," you think, "and I have to take an umbrella: it's raining." You eat your breakfast and then you go to work. You ask your colleagues, "How are you?" Your colleague answers: "I had an unbelievable evening. Listen..."*

And now ask yourself: *How many things were indicated that morning?*

The answer is...

1. The alarm clock indicated the time
2. The bubbles I observed in the water indicated that it was boiling – I didn't use a thermometer, although that could have indicated the same thing!
3. My observation outside the window indicated the weather
4. The observation of how people outside were dressed indicated that I should dress warmly and take an umbrella with me
5. Finally, I asked my colleagues to indicate to me about their mood

We use a wide variety of indicators every day: they help us to perform everyday actions, make important decisions and avoid danger. Many of these depend on intuition and habit, but as shown above, we can also analyse indicators in a more conscious way.

Indicators in use

Indicators are used in a wide range of fields and activities, from environmental sciences to international development. They can be simple – for example, the number of trees planted, or the amount of money spent – or more complex and multifaceted, such as a project's carbon footprint, or organisational well-being. The WeValue indicators have been specifically designed to help you to measure values.

Values-based indicators

To identify and develop indicators for something as apparently intangible as values, you can start by thinking about actual perceptions, observations, attitudes, beliefs or outputs that you can relate to values - in your own specific context. These then become locally relevant indicators of your group, organisation or individual's values.

The WeValue values-based indicators have been designed to help you **identify 'values in action'** in your organisation – using evidence based on what people think, feel, do and say, as well as things that can be observed directly – and to reflect on what they mean to you. You can do this as a once-off exercise, or incorporate it into your regular project monitoring activities. You can decide whether to use values-based indicators on their own, or in the context of a full project evaluation.

Most of the indicators are **qualitative**, which means that they're concerned with describing the qualities of something, rather than with numbers and quantities. This means that your results can't be compared directly with anyone else's. Nobody is going to come along and tell you that you only have 50% trust in your organisation, or that you're ranked 23rd in the community for transparency. While WeValue can provide guidance, it's up to you and your colleagues to determine what your results tell you, and how you can use them.

2. GETTING STARTED

2.1. Planning your Participatory Approach

The first step is to decide *who* to involve in your project evaluation! You might like to bear in mind that, according to recent research, the people who participate most deeply in planning and carrying out project evaluations are the ones who gain the most benefit from the process (Jacob, Ouvrard and Belanger, 2010).

Think about everyone connected with your project – the people who fund it, those who manage it, those who help out on a voluntary basis, and those who benefit from it (project beneficiaries). How can you involve them in choosing and using values-based indicators, so that they can share in the benefits? In particular, think about people who often find it difficult to get their voices heard – children, youth, women, older people, those with a chronic illness or disability, or those facing discrimination in the wider society. If you make the extra effort needed to involve these people, it could lead to very valuable learning.

Once you've decided who is going to be involved in the evaluation, the next question is *how far* you want them to be involved. Health researchers from Canada have defined four different levels of participation in research (Naylor et al, 2002). This is what they might look like in the context of a project evaluation with values-based indicators. The highest levels of participation might not be appropriate for every organisation – you can choose the level that works best for you, taking time constraints, human resources and organisational structure into account.

Level 1: CONSULTATION	This is the most basic level of participation, in which the leaders (e.g. program directors or senior managers, or in some cases, donor organisations) make all the decisions. They seek input from the wider project community (staff, volunteers, and/or project beneficiaries) only once, in order to 'sell' the evaluation to them. The leaders choose the Indicators and Measurement Methods, design Assessment Tools, collect data, analyse the results and report back to the community.
Level 2: COOPERATION	Decision making still rests with leaders, but the wider project community provides advice and input. Leaders might make their own selection of Indicators and Measurement Methods first, for example, and then give others an opportunity to comment. The Assessment Tools (e.g. surveys and interviews) might be designed by leaders, but implemented by other people. The leaders still analyse the results, but members of the community provide feedback that's incorporated into the final version of the evaluation report.
Level 3: PARTICIPATION	This level is characterised by equal decision-making between leaders and project community members, who work together as a group to select Indicators and Measurement Methods, design and implement appropriate Assessment Tools, and interpret the results.
Level 4: FULL CONTROL	At this level, it is the wider project community (staff, volunteers and/or beneficiaries) that controls the decision-making. Leaders might offer advice if they have expertise in a particular area, but all stages of the evaluation - the selection of Indicators and Measurement Methods, the design and use of Assessment Tools, and the interpretation of results - are 100% conducted by the community.

2.2. Short-listing Indicators

Now that you've decided who's going to participate in your evaluation and which approach you want to use, the next step is for the appropriate people to look at a list of Indicators that other companies, organisations and groups have found useful, and shortlist the ones that they think would be relevant for your organisation or project. There are thousands of possible Indicators, but we only use about 170 here. Don't worry about how the Indicators will be measured – that comes later.

In the attached Toolkit, you'll find an Indicator Selection Form with a complete list of our Values-Based Indicators (Form A, on page 2 of the Toolkit). Please mark the ones that you regard as potentially relevant or useful for your organisation, **without changing any of the text at this point**. You'll have an opportunity to personalise them later.

Depending on your participatory approach, you might need to make several copies of the form. You might like to give a separate form to each of the individuals involved, and then come together when everyone's made an initial selection, in order to agree on the final list. On the other hand, you might prefer to discuss the indicators as a group from the start, and fill out the form after you've reached a consensus. It's your choice!

2.3. Frequently Asked Questions

How can we shortlist Indicators if we don't know what our Values are?

If you haven't done any of the Values exercises, it doesn't matter. It's often more interesting to start with the Indicators themselves, and just pick the ones that look as if they might be relevant or useful for your entity. Once you've measured your chosen Indicators, you should find that the results help you to understand something about what your Values are.

What should we do if we can't find the Indicators we want?

To make it easier, you can enter a word into the search box to find all the indicators containing that word. If you still can't find the Indicators that you think would be useful for you, we suggest that you pick some that are almost right, and edit the wording in your Shortlist. You can add or change any words you like. But if you're still stuck, and there are no Indicators in the list that seem even vaguely relevant for your entity, contact our research team (sdecu@brighton.ac.uk) for some guidance on how to design your own indicators from scratch.

How many Indicators do we need to choose?

There's no minimum or maximum number - it's entirely up to you. We strongly suggest that at this stage, you shortlist all the Indicators that might possibly be relevant or useful for your entity, even if you don't quite know why. It doesn't mean that you're committed to measuring anything. When you discuss the Shortlist with other people, you can pick out the Indicators that you'd like to explore and measure – whether it's as few as two, or as many as 20.

2.4. Personalising your Indicators

It might be helpful to think of the indicators as templates, rather than a finished product. Values-based indicators become more and more powerful as you adapt them to your own specific context.

After you've copied and pasted the Indicators that interest you from the master list (Form A) into your Shortlist (Form B, on page 9 of the Toolkit), we strongly encourage you to personalise them. Here are some ways you can do this:

- Applying them at different levels (e.g. replacing the word 'entity' with 'project' or 'team' (or the whole organisation))
- Making them more specific, e.g. changing the word 'people' to 'staff' or 'children'
- Changing words and phrases that aren't quite right for you.

Be aware, though, that if you change the wording of an indicator significantly, it might be difficult to link it to Measurement Methods.

2.5. Reflecting on your Indicator Shortlist

Now that you've shortlisted Indicators that interest you and personalised them to suit your project, it's time to start thinking about which ones you'd like to measure, and which Measurement Methods you're going to use.

You might find it helpful to reflect on the following questions, individually as well as with the group of people that chose the Indicators:

- Why did we choose these particular Indicators?
- What makes them relevant or important to us?
- Can we measure them all (bearing in mind our resources and time)?
- If not, which would we most like to measure, and why?*

Note that choosing an indicator as high priority doesn't commit you to measuring it – it's no problem if you change your mind later, after looking at Measurement Methods.

If your organisation already had well-defined Values before you started to use this site, you might already be able to see some links between your Values and the Indicators that you've chosen. But if you can't, don't panic! There will be another opportunity to think about this later, after measuring the Indicators.

3. EXPLORING MEASUREMENT METHODS

WeValue Indicators can be measured in many different ways, from simple questionnaires and interviews to creative arts-based methods. It's up to you to think about what each Indicator means in your context, and how you'll gather evidence that will enable you to say something meaningful about your entity. **The more different methods you can use to measure each Indicator, the stronger your evaluation will be.**

Looking at some examples will probably make it easier. You can do this by:

- (a) Learning how the indicators have already been measured in other organisations (Appendix A, p. 21). For those that haven't been measured yet, the WeValue team has provided some suggestions.
- (b) Looking at general examples of Measurement Methods first, before exploring their application to individual Indicators.

After learning about Measurement Methods, you can use your chosen participatory approach to decide (individually or as a group) which of the Indicators on your Shortlist you'd like to measure. Mark your chosen Indicators in Form B. When you've made your decision, you can copy and paste these Indicators (we call them 'Target Indicators') into Form C, found on page 10 of the Toolkit.

3.1. Overview of Measurement Methods

There are various types of evidence that can be used to measure Values-Based Indicators. These can be collected by using several different Measurement Methods. Here is an overview of some that have been successfully applied in different settings. Read through them to get a feel for which ones might work in your organisation or project. Don't panic, you won't need to use all of them!

Evidence based on what people think, feel and understand

Interviews: It could be argued that the simplest way of finding out what people think, feel or understand about a particular issue is to ask them in direct, face-to-face interviews, and in practice this is sometimes true. See pages 9-10.

Focus Groups: A focus group can be described as a directed conversation within a small group of people, focusing on a particular subject. People can discuss the issue among themselves, as well as replying to the facilitator's questions. See page 10.

Surveys: A survey is another way of asking people questions, but it differs from an interview in that they don't actually have to talk to you. There are different types of surveys; some, such as questionnaires, can be used anonymously, while others are especially suitable for children or non-literate adults. See pages 11-14.

Creative research methods: There are many more ways of collecting evidence about people's thoughts and feelings, or finding out whether they've understood something, without asking them directly. These methods are often based on the arts. You can find some suggestions on page 14, but you might be able to think of others too.

Evidence based on what people do and say in their day-to-day lives

Observation-based methods: In this context, `observation' means watching closely what people normally do and say, and how they interact with one another, when they are in a particular situation. It might be in their everyday working lives, or in the context of a special activity, such as a class, workshop or meeting. See pages 14-15.

Evidence based on what's said and/or written about the entity as a whole

Document analysis: Many CSOs and companies have mission statements, strategic plans, goals, targets, brochures and similar documents. Even websites can provide a lot of useful information for measuring Values-Based Indicators. See page 15.

Key informants: By talking to the director, CEO or group leader, you can learn a lot about whether the existing policies are being implemented; and whether any new ones are being developed. Or maybe you are that person, in which case it's easy! See page 15.

Evidence based on things you can see, count or measure directly

For some Values-Based Indicators, you can collect evidence without needing to interact with people directly or watch them working. For example, you might be able to find relevant information by looking at project outputs. See page 16.

3.1.1. Interviews

An interview is a focused conversation between two people, in which one (the interviewer) asks questions in a systematic way and the other (the interviewee) answers them. Most people are familiar with interviews in the context of applying for jobs, but they can also be very useful for collecting information about Values-Based Indicators in your entity.

Interviews can be conducted face to face, over the telephone, through instant messaging, or over Skype. You may want to record them to be transcribed later, and/or take detailed notes. A **transcript** is a full written record of an interview.

Interviews can be very time-consuming, especially when there are a lot of people to talk to. If you only have a short time available, it's often helpful to pick a small number of Key Informants – people with special knowledge or personal experience of the subject being discussed, such as project coordinators or senior managers.

An important issue is **confidentiality and anonymity**. If the interviewer is someone familiar, and especially if they're in a senior position, people may be afraid to talk about what they *really* think and feel. It usually works best if the interviewer is someone from outside the entity, and doesn't know the interviewees. He or she will probably need to reassure interviewees that the 'boss' will only be given an overall summary of the results, not people's individual answers. In some cases, a formal non-disclosure agreement might be needed, especially if interviews are recorded.

There are three different types of interviews:

1. **Structured Interview** – the interviewer asks a specific set of questions, in the same words and in the same order, to everyone that s/he interviews. See the Lush and People’s Theater case studies for examples.
2. **Semi-Structured Interview** – specific questions are used as prompts for a broader discussion, but the interviewer can change the questions, omit some of them or add new ones, depending on who is being interviewed.
3. **Unstructured Interview** – the questions are not pre-planned at all, but emerge naturally during the conversation.

Unless you’re working with an experienced social science researcher, the Structured Interview method is the easiest to use for measuring Values-Based Indicators. Some Indicators are very easy to convert to questions, but others require more thought, with ideally a group of people working together to come up with suitable questions.

If you’ve got plenty of time for the interviews and want to collect more interesting information, questions can be worded in an open-ended way. For example, instead of asking “Do you feel encouraged to express your opinion at work?” (to which many people would just say ‘yes’ or ‘no’), you could ask, “Can you give me some examples of situations in which you’ve felt encouraged to express your opinion at work?”

3.1.2. Focus Groups

A **Focus Group Discussion** is a conversation involving a small group of people (typically 6-12) that focuses on selected topics of interest, in either an informal or a formal setting. Telephone conferencing, instant messaging or Skype can also be used. Usually, there is a facilitator who guides the discussion to obtain the group's opinions about specific themes or issues. If the discussion isn’t recorded for later analysis, it’s best to have a note-taker in addition to the facilitator.

Focus group discussions can be an excellent way of learning more about an issue that you’ve identified through another measurement method, such as a Survey or Structured Observation. They can provide insights into the reasons behind people’s feelings and actions, or the reasons why they answered a question in the way that they did, as well as real-life examples of ‘values in action’.

Focus groups can be made more interesting by incorporating **Role-Play** exercises. In the Sierra Leone Red Cross case study, for example, participants were asked to role-play examples of discriminatory and non-discriminatory situations, and how the former could be changed.

3.1.3. Surveys

Surveys are very similar to structured interviews, but instead of speaking their replies, people answer in a non-verbal way. This could be in writing, or by doing an action.

Sometimes, it's enough for people just to answer YES or NO to a question. At other times, you might want to know how strongly they feel about something. To do that, you can use Scales (click for examples). Written surveys (questionnaires) can also include 'open-ended' questions, which people can answer in their own words. See the Lush and People's Theater case studies for examples.

There are several kinds of surveys, suitable for different situations. Issues relating to people's values and behaviour are often very sensitive, so in some settings it might be important to make sure that the survey is anonymous and confidential, by using a questionnaire or secret ballot. In other organisations, spatial and corporal surveys (where people move around or use their body) might be more appropriate because they fit in well with existing activities, e.g. youth workshops or arts-based activities (see the Echeri case study).

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

Whichever type of survey you decide to use, it's essential to make sure that the questions are easy to understand before starting a large-scale survey. You might like to 'pre-test' the survey with a few people first, and then ask them about what they thought each question meant. If different people understand the survey questions in very different ways, the questions need to be reworded.

Survey Questionnaire

A questionnaire is just a list of questions, to which people can fill in their responses – either by marking one of 2-5 possible answers ('closed-ended' or 'multiple choice' questions'), or by answering in their own words ('open-ended questions').

You might want to include a mixture of both types of questions. Closed-ended questions are quick and easy to answer, which might improve your response rate - but open-ended questions can often provide more interesting information, such as real-life examples. See Lush case study for a sample questionnaire with both types of questions.

Questionnaires can be kept totally anonymous and confidential if the questions are very sensitive. You might prefer, though, to ask people to give their names - while reassuring

them that only the person doing the survey will see their answers (not their co-workers, or their boss!)

If you need help with creating your Survey Questionnaire, or want people to be able to answer it online, you might find the Survey Monkey website (www.surveymonkey.com) very useful. This free external site enables you to design secure online Survey Questionnaires and link them to e-mails, websites, Facebook pages, blogs, Twitter posts, etc. It can also help you to invite people to do the survey; send reminders; view the results in real time; create tables and graphs; download a summary report; and/or share results with others.

When measuring Values-Based Indicators, it's often useful to follow up a Survey Questionnaire with a Focus Group Discussion or private Semi-Structured Interviews. These methods can provide valuable feedback on why people answered as they did, and help you to explore issues in more depth. You may decide that you'd like to do this when you see your first results – they may create further questions you'd like to ask!

Spatial and Corporal Surveys

A spatial survey can be thought of as 'voting with your feet', e.g. 'Step to the left to answer YES, stay still to answer PARTLY, or step to the right to answer NO'. See the Echeri case study for a variation on this method. **To avoid confusion, we recommend a maximum of 3 possible answers.**

A corporal survey is a variation that is often easier to do in a confined space, or with a large group of people. Instead of being linked to a place, each possible answer is linked to a body posture or position, e.g. "Sit on the floor to answer A LITTLE, sit on your chair to answer MORE OR LESS, or raise your hands in the air to answer VERY MUCH." See the Guanajuato case study for a slightly different example.

In these surveys, everyone can see everyone else's responses - so they need to be used with care if you want to avoid 'conformity effects', which is when people just follow the herd instead of thinking about the answers! But in a small group with a lot of trust, it might be a useful way for the coordinator or manager to find out about the views of each individual. Spatial and corporal surveys can also provide more subtle information on how strongly people feel about a question. If everyone answers very quickly, this might indicate stronger feelings than if they hesitate for a long time.

Often it is really useful to follow up a spatial or corporal survey with a Focus Group Discussion or private Semi-structured Interviews, because these methods can provide valuable feedback on why people answered as they did, and help you to explore different issues and understand the group dynamics better. We recommend follow-up.

Secret Ballot

Secret Ballot is a way of adapting the survey method when you have the dual challenge of working with children or non-literate adults and needing to keep the answers confidential.

In this method, each person is given different coloured pieces of paper representing the possible answers (YES and NO, or a scale of different responses). When the question is read out, they choose the paper that best represents their answer, go into a different room

to put it in a bag or hat, and put the rejected paper(s) in the bin. The 'votes' for each answer are counted. See the Sierra Leone Red Cross case study for an example.

It's sometimes useful to follow up a Secret Ballot with a Focus Group Discussion. Even if people don't want to talk about their individual answers, you may get some useful feedback on how they understood the questions and what they thought about them.

Examples of scales that can be used with different types of survey

3-point scales:

YES / PARTLY / NO
YES / NO / DON'T KNOW
VERY MUCH / SOMETIMES / NOT AT ALL
A LOT / MORE OR LESS / A LITTLE
ALL THE TIME / SOME OF THE TIME / NEVER
ALWAYS / SOMETIMES / NEVER
AGREE / NO OPINION / DISAGREE

4-point scales:

YES / PARTLY / NO / DON'T KNOW
VERY MUCH / SOMETIMES / NOT AT ALL / DON'T KNOW
NEVER / SOME OF THE TIME / MOST OF THE TIME / ALL THE TIME
A LOT / MORE OR LESS / A LITTLE / NOT AT ALL
ALL THE TIME / MOST OF THE TIME / SOME OF THE TIME / NEVER
ALWAYS / OFTEN / SOMETIMES / NEVER
ALWAYS / SOMETIMES / RARELY / NEVER
STRONGLY AGREE / AGREE / NO OPINION / DISAGREE

5-point scales:

VERY MUCH / SOMETIMES / NOT MUCH / NOT AT ALL / DON'T KNOW
A LOT / MORE OR LESS / A LITTLE / NOT AT ALL / DON'T KNOW
ALWAYS / OFTEN / SOMETIMES / RARELY / NEVER
NEVER / RARELY / SOMETIMES / OFTEN / ALWAYS
STRONGLY AGREE / AGREE / NO OPINION / DISAGREE / STRONGLY DISAGREE

There are many other kinds of scales. You might like to ask people to rate something on a numerical scale of 0 to 5, or even 0 to 10. You could even draw (or print) a line, with answers at opposite ends (e.g. "STRONGLY AGREE" at one end and "STRONGLY DISAGREE" at the other), and ask them to draw an arrow at the point on the line that best represents their response.

3.1.4. Creative research methods

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 (e.g. painting, collage, drawings, graffiti or murals) or performance arts (e.g. dance or drama) to express the feelings, and then talk about what they did and why. At Echeri, for example, word elicitation was used in the context of a hand painting circle to express feelings about a reforestation project.

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. At Echeri, for example, this method was used in evaluating a schools program - 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.

Scenario

Scenario is the systematic use of invented situations to explore people's reactions and value judgements, or encourage them to think about the implications or consequences of a situation. This can be done with individuals or as a group activity, in the form of written notes, story-telling, multimedia, theatre or role-play.

3.1.5. Observation-based methods

Observation means watching out for something, usually a certain type of behaviour, in a systematic way. To be a valid and unbiased measurement method, observation should ideally be done by three independent people, who meet up afterwards to discuss their notes (then if there are differences of opinion, the 'majority' vote of 2/3 is taken as valid). You might decide, though, that an observation confirmed by two independent people is good enough for your purposes.

There are three different kinds of observation:

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

Structured Observation

The word 'structured' means that the observers are very clear about what they are looking for. It usually means looking at a list of possible behaviours, watching people interact normally with one another, and ticking boxes on an **Observation Sheet** to record whether they behaved in those ways.

Sometimes it's enough just to tick the box if you spot a particular behaviour, and leave it blank if you don't. At other times, you might need to use Scales. Click for some [examples of different types of Scales](#). We wouldn't recommend using a 5-point Scale, unless you're observing a very small number of people.

To use Structured Observation effectively, you'll need to think carefully in advance about which behaviours to watch for. The examples might give you some ideas, but a lot will depend on your entity's values and priorities. The understanding of what constitutes 'following group norms' or 'making decisions in a transparent way' in a business, for example, might be very different from that of a faith group or NGO.

It's often very interesting to compare the observers' perception of a person with their own perception of themselves. This method is called **Structured Observation with Self-Assessment**. At [People's Theater](#), for example, two staff members and an external observer completed the Observation Sheet; gave the same sheet to the youth for them to fill out by themselves; and then discussed the answers with individual youth in turn. The staff members and youth found these discussions very useful. Some examples of observation sheets that have been used in real organisations can be found in Appendix B.

3.1.6. Document Analysis

Document Analysis is the systematic search for evidence about an indicator in documents related to, and/or produced by, the people you want to learn about. Some examples of documents that might be useful for measuring certain Values-Based Indicators are:

- The organisation's Mission Statement, or written policies on specific subjects
- Statements of individual or shared goals, e.g. those prepared during workshops
- Strategic plans or action plans
- Instructions to individuals and / or teams
- Project reports, or the entity's annual reports
- Promotional materials, such as brochures and web pages

3.1.7. Key Informants

A Key Informant is an individual with unique knowledge or personal experience of the issues under investigation. This is often the most senior person in the entity, e.g. the CEO, director, project manager or religious leader. However, not all key informants are leaders: for example, a member of an ethnic minority in an organization might have more insight into the actual organisational attitudes toward minorities than other colleagues.

For some indicators, all you need to do is ask the Key Informant whether the entity has a particular policy or works in a certain way.. Usually, though, an [Interview](#) or [Survey](#)

Questionnaire will be needed to collect more detailed information from him or her about the topics that interest you.

3.1.8. Indirect Measures

Using Indirect Measures means gathering information in a systematic way that doesn't involve interacting directly with the people concerned. For example, absenteeism and staff turnover records could be used as Indirect Measures of people's morale at work, if it were agreed that they reflected it. In the case of the WeValue Indicators, Indirect Measures were effectively used at Echeri. Having encouraged schools to establish tree nurseries, project coordinators looked at how well kept the nurseries were a few months later, and used that as an Indirect Measure of people's adherence to long-term commitments to protect the environment.

Important: you need to be sure that what you are measuring is related to the Indicator you want.

3.2. Reviewing your Progress

By now, you've probably made a Shortlist of Indicators that are relevant to your organisation (using the participatory approach that you chose at the start), chosen the ones that you think you'd like to measure, and copied them into Form C on page 10 of the Toolkit.

You've probably also looked at possible Measurement Methods, including some that have already been used for measuring the Indicators that are on your Shortlist. You may have some other ideas about ways of measuring your Target Indicators that would work well in your own context.

We suggest that you now take a little time to review the Target Indicators List and your ideas about Measurement Methods with your colleagues, type your chosen Measurement Methods into the third column of the Indicator Measurement Overview (Form C) on page 10 of the Toolkit, and reflect on what you've done so far and what you've learnt from it, before starting to design your tailor-made Assessment Tools!

4. MEASURING THE INDICATORS

4.1. Designing Assessment Tools

When you've agreed on your Target Indicators and overall methods of measurement, it's time to design tailor-made Assessment Tools that you can use to do the measurement. This is probably the most challenging part of the WeValue process, but it can also be one of the most interesting steps.

What's the difference between a Measurement Method and an Assessment Tool?

A Measurement Method is just a general way of doing research, but an Assessment Tool is the specific instrument that you'll create to measure *your* Indicators. You might use the same Measurement Method as other organisations, but you'll have different Assessment Tools, as you create those to fit your own context. This table should help to clarify the difference:

Measurement Method(s)	Examples of Assessment Tools
Survey Questionnaire	Your <i>own</i> questionnaire – a page with the questions that <i>you</i> want to ask people, and spaces for them to fill in their answers (on paper, as a Word file, or online)
Structured Observation	Your <i>own</i> observation sheet – a page that lists the things that <i>you</i> want to watch out for, with boxes to tick when you spot them
Interviews, Spatial Surveys, Corporal Surveys, Secret Ballot, Focus Group Discussion, Key Informants	The list of questions that <i>you</i> want to ask
Theatrical Comprehension Test, Focus Group with Role-Play	The list of questions that <i>you</i> want to ask, and suggestions about how you want them to be presented
Document Analysis	Your <i>own</i> list of the documents that <i>you</i> need and the information that you're looking for

Tips for designing the Assessment Tools

You'll need to think carefully - and consult with other people - about what the indicators mean to you in your particular context. For instance, decide together which questions you will ask and how they will be worded, what (if anything) you are going to observe and how you will record it.

Don't forget that the more different Measurement Methods you use to measure each indicator, the stronger your results will be.

If you get stuck, a Helpdesk is available until December 2010 via the [Sustainable Development Coordination Unit](#) at the University of Brighton (sdecu@brighton.ac.uk), with trained social science researchers available to provide support.

4.2. Collecting Data

Now comes the fun part – the actual measurement! Before you get started, here are some questions you might like to discuss with your colleagues, if you haven't already:

- How can we make sure people *really* understand the questions? Any question can mean something different if it has different emphasis; do we need to discuss the entire question to make sure everyone is clear on what it means? Do we want to try out our questions on a few people (pre-test them) before starting the main measurement? (Always try to do it the same for each group.)
- How can we reduce bias in our measurement? Are there any times when people might give the answers that they think we (or their boss) would like to hear, instead of admitting what they really feel, or move with the group to avoid standing out? If so, can we change the questions or the Measurement Method, or increase anonymity?
- Do we need to take any special measures to make sure that women and men participate equally in the assessment? (WeValue research has shown that in some communities, women are reluctant to speak up in public when men are present.) Would it be useful, for example, to organise a women-only Focus Group with a female facilitator?
- If confidentiality is important to us, what data protection measures do we need to put in place? Do we need to use code numbers instead of names? Will individual questionnaires, recordings, observation sheets or interview transcripts be stored or destroyed after the results have been aggregated – and if stored, who will have access to them?
- What are the resources, skills and person-hours needed for the assessment? Do we need an external observer or interviewer? Where will we find one, if so, and will they need to be paid?
- Can we reduce the time investment without affecting quality? Or, if we have spare capacity, are there other Measurement Methods we could consider?

Remember that the more different types of evidence you can collect to measure a particular indicator, the more likely it is that your conclusions will be **valid** (a good representation of the reality) and **meaningful** (tell you something useful).

Good luck!

5. UNDERSTANDING YOUR RESULTS

By now, hopefully you've used at least one Assessment Tool to measure at least one Indicator in your entity, and obtained some results. Type these into the Indicator Measurement Overview (Form C) on page 10 of the Toolkit to help you to display your results, and understand what they tell you.

The next step is to make the connection between these results and your entity's Values. To make this relevant to you, please choose one of the two options below:

A. If your organisation already had well-defined Values before doing this evaluation, e.g. specific values that are listed in its mission statement or on its website, **or if you have recently reached a consensus about your organisation's Values in preparation for this evaluation**, read section 5.1A below ('Using your results to evaluate pre-defined Values'), then skip section 5.1B and go straight to section 5.2 (Drawing some conclusions about Values).

OR:

B. If you haven't discussed Values in your organisation before, or if there isn't a strong consensus about the Values of your organisation, miss out section 5.1A and go straight to section 5.1B on page 20 ('Using your results to clarify what your entity's Values are') before continuing to section 5.2 (Drawing some conclusions about Values).

5.1A. Using your results to evaluate pre-defined Values

Form D1 (page 11 of the Toolkit) has a text box for you to enter your organisation's Values, whether they come from your mission statement, website, Corporate Values Statement, or similar document, or from a consultation exercise prior to selecting Indicators.

Now copy and paste the Indicators from Form C into the table on page 11, below the text box that you just completed. Having measured the Indicators, can you link them to any of the Values in your text box? Are there any other Values that come to mind when you look at the Indicators, which weren't included in your entity's original Mission Statement, or which you didn't identify during the pre-evaluation exercises? Enter the Values in the table.

5.1B. Using your results to clarify what your entity's Values are

You can start reflecting on Values by reviewing your [Summary of Results](#) carefully, in your group (remember the participatory approach). Here are some questions for you to think about:

- What does this information tell us about our entity?
- Looking at our results, can we see any common themes?
- Do any of these themes relate to Values? If so, how?
- Do these lead us to think of any other Values that we didn't measure, but now wish that we had?

Don't 'force' themes based on your own opinions of what Values are: people in your entity might naturally group the results around other themes.

If you have trouble reaching a consensus about themes, you might like to try a Sorting exercise. Write each of the Indicators that you measured on a separate card, and ask each person to spread out the cards on a table and arrange them into groups, putting similar ones together. They can make as many groups of Indicators as they want. For each group, they should then write down a word or phrase that sums up what all of those Indicators have in common. When different people compare their answers, there may be some common ground. Enter these common themes and/or values into the text box in Form D2, on page 12 of the Toolkit.

Now copy and paste the Indicators from Form C into the table on page 12, below the text box that you just completed. Having measured the Indicators, can you link them to any of the Values in the list above? Are there any other Values that come to mind when you look at the Indicators? Enter the Values in the table.

5.2. Drawing some conclusions about Values

Finally, you can link your entity's Values (Form D1 or D2) to the conclusions that you drew from the measurement of individual indicators (Form C). Copy and paste the values, indicators and conclusions into Form E, on page 13 of the Toolkit. This is organised in order of Value, so you might need to edit the table before inputting your data – changing the number of rows, merging or splitting cells, etc – depending on how you've related the Indicators to Values.

Does this tell you anything useful about Values, and things related to Values, in your entity – good or bad? Please discuss the findings with your colleagues, edit the forms if necessary, and share what you've learned with the We Value team.

Congratulations! You've reached the end of the WeValue process. We hope that you've learned something useful from it, and enjoyed doing it too.

The We Value team would love to see your findings, and learn about whether the Values-Based Indicators have been useful for your entity. Please e-mail a copy of your completed Toolkit, or as many of the forms as you feel comfortable sharing, to the Sustainable Development Coordination Unit at the University of Brighton: sdecu@brighton.ac.uk.

Even if you'd prefer not to send your actual results, **we would really appreciate receiving Forms A-B and the completed Feedback Form (Form F)**. This will help us to understand which indicators are viewed as relevant by people in different organisations, which ones are being selected for measurement, how the process is working out in practice, whether it's useful, and why!

If you've printed out your forms and filled them in by hand, and would prefer to send a photocopy, you can mail the forms to:

We Value Project
Sustainable Development Coordination Unit
Cockcroft Building
Lewes Road
Moulsecoomb
Brighton
BN2 4GH
United Kingdom

Appendix 1: List of Indicators and Suggested Measurement Methods

Case studies are available on the We Value website:

<http://www.wevalue.org/peopleandprojects/casestudies.php>

Code No.	Indicator	Where and How Measured
1	Everyone has their place in the team	This indicator was measured at People's Theater using the <u>Structured Observation with Self-Assessment</u> method - watching the way that youth volunteers interacted within the project team in the context of a normal rehearsal, and later asking them to complete an assessment sheet about their own behaviour. Click on the method for more details.
		This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked was "Do you feel that everyone has their place in the team in Juatarhu?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers.
		Evidence collected while measuring indicator #19 (<u>Structured Observation</u> method) at Sierra Leone Red Cross is also relevant to this indicator. If every individual participates actively in team meetings, this strongly suggests that everyone has their place in the team.
		Evidence collected while measuring indicator #44 (<u>Secret Ballot</u> , <u>Focus Group Discussion</u> and <u>Focus Group with Role-Play</u> methods) at Sierra Leone Red Cross is also relevant to this indicator. If the entity does not discriminate against people on the basis of their past, tribe, gender, etc. this gives a hint that everyone has their place in the team, although it is not sufficient evidence in itself.
		This indicator was measured in a business context using the <u>Semi-Structured Interview</u> method with an external interviewer. Details of questions are not available, as the company has requested confidentiality.
2	Everyone knows what their responsibilities are within the team	Evidence collected while measuring indicator #3 and indicator #6 at People's Theater (<u>Survey Questionnaire</u> method) is also relevant to this indicator: there is a strong overlap between knowing what one's responsibilities are, feeling responsibility for a part of the work, and fulfilling one's responsibilities.
		You might also like to try using <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to explore the extent to which individuals or groups know what their responsibilities are within the team.
3	Everyone feels responsibility for their part of the work	This indicator was measured at People's Theater using the <u>Survey Questionnaire</u> method. The questions asked were "Do you feel responsibility for your part of the work?"; "Do you believe the staff members fulfil their responsibilities?" and "Do you believe the other team members fulfil their responsibilities?" with possible answers YES, PARTLY, NO and DON'T KNOW.
		You might also like to try using <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to learn more about people's feelings.
4	Everyone knows what the final goal of his/her work is, as well as the work of the whole entity	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about the extent to which individuals know what the final goal of their work is. You probably won't be able to ask everyone, unless your entity is very small - but if you ask a large number of people and they all know, that's strong evidence to suggest that everyone knows the final goal of their work.
5	People feel that they are encouraged to fulfil their responsibilities	Evidence collected while measuring indicator #76 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and People's Theater (<u>Survey Questionnaire</u> only) is also relevant to this indicator. Encouragement for people's personal improvement is also likely to help them fulfil their responsibilities.

		You might also like to try using Interviews , Focus Group Discussions or different types of Surveys to ask people directly whether they feel encouraged to fulfil their responsibilities.
6	People feel that they are given autonomy and trust to fulfil their responsibilities	<p>This indicator was measured at Lush Italy using the Survey Questionnaire and Structured Interview methods. Questions asked were "Do you feel the trust in your capacities (knowledge, skills and attitudes) from the management?" and "Do you feel the trust in your capacities (knowledge, skills and attitudes) from other team members (co-workers)?" with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>This indicator was measured at People's Theater using the Survey Questionnaire method. Questions asked were "Do you feel the trust in your capacities (knowledge, skills and attitudes) from the staff?"; "Do you feel the trust in your capacities (knowledge, skills and attitudes) from other team members (co-workers)?" "Do you think that you have autonomy in your work?"; "Do you think that the staff members believe you fulfil your responsibilities?" and "Do you think that the other team members believe you fulfil your responsibilities?" with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>This indicator was measured at Guanajuato University using the Semi-Structured Interview and Semi-Structured Observation methods. Facilitators of an Earth Charter workshop were asked during interviews about the extent to which they felt they were given autonomy and trust to organise the workshops. Participants in the workshop were not asked this question directly, but the external observer noted that they were often given tasks to perform and goals to meet without supervision in the context of the workshop itself.</p> <p>You might also like to try using Focus Group Discussions or different types of Surveys to ask people directly whether they feel they are given autonomy and trust to fulfil their responsibilities.</p>
7	People feel that they are supported to fulfil their responsibilities	<p>This indicator was measured at Guanajuato University using the Semi-Structured Interview method. Facilitators of an Earth Charter workshop were asked during interviews about the extent to which they felt they received logistical support from the University in organising the workshop. Workshop participants were not asked directly about their feelings on this issue, but the facilitators spoke about their own perceptions of whether participants were adequately supported to fulfil responsibilities identified during the workshop.</p> <p>You might also like to try using Focus Group Discussions or different types of Surveys to ask people directly whether they feel they are supported to fulfil their responsibilities.</p>
8	Work environment is supportive of people being able to fulfil their responsibilities in their families or personal relationships	This indicator has not yet been tested. You could try one or both of these approaches: (a) Collecting evidence on whether people feel that the work environment is supportive of them personally being able to fulfil their responsibilities in their families or personal relationships, through Interviews , Focus Group Discussions and/or Surveys ; (b) Finding out whether the entity puts any special measures in place to support people in fulfilling their responsibilities in their families or personal relationships, through Document Analysis and/or asking Key Informants .
9	Work environment is supportive of people being able to act with care in their families or personal relationships	This indicator has not yet been tested. You could try one or both of these approaches: (a) Collecting evidence on whether people feel that the work environment is supportive of them being able to act with care in their families or personal relationships, through Interviews , Focus Group Discussions and/or Surveys ; (b) Finding out whether the entity puts any special measures in place to support people to act with care in their families or personal relationships, through Document Analysis and/or asking Key Informants .
10	People follow through on their commitments	<p>Evidence collected while measuring indicator #159 at Echeri Consultores (Indirect Measures) is also relevant to this indicator. In this specific case, if tree nurseries continue to be well nurtured after a period of time, it shows clearly that people follow through on their commitments.</p> <p>You might like to try using Structured Observation or Indirect Measures to measure this indicator in your own entity. The evidence that you collect will depend on what types of commitments are important to you, and what it means if people follow through (or fail to</p>

		follow through) on them.
11	Partners are trusted to follow through on their commitments without the need for formal agreements	This indicator has not yet been tested. You could try using Key Informant Interviews to ask leaders whether there are formal agreements in place, and to what extent they trust project partners. You could also use Interviews, Focus Group Discussions or Surveys to collect evidence on whether partners feel that they are trusted to follow through on their commitments without formal agreements.
12	People feel that they are trusted to follow through on their commitments	Evidence collected while measuring indicator #6 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and People's Theater (<u>Survey Questionnaire</u> only) is also relevant to this indicator. If people feel that the management and co-workers have trust in their capacities, it implies they are trusted to fulfil their commitments. You might also like to try using <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel trusted to follow through on their commitments.
13	Goals are reviewed between committed parties to determine what has and has not been achieved	This indicator has not yet been tested. You could try using the <u>Key Informant</u> method: in most entities it would be easy to determine whether or not this kind of review process exists, simply by asking the director or project manager.
14	Decision-making processes are ethical	Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator. Systematic observation of people's participation in decision-making processes can help to determine whether or not these processes are ethical. By thinking about what ethical and unethical decision-making would mean in your own context, you may be able to come up with other criteria that can be observed directly in a <u>Structured Observation</u> of decision-making exercises, or that you could ask a <u>Key Informant</u> about. You might also like to ask people whether they <i>feel</i> that decision-making processes within the entity are ethical, using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> .
15	Decision-making processes are democratic	Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator. If many people participate actively in decision-making processes, they must be democratic. By thinking about what democratic and undemocratic decision-making would mean in your own context, you may be able to come up with other criteria that can be observed directly in a <u>Structured Observation</u> of decision-making exercises, or that you could ask a <u>Key Informant</u> about. You might also like to ask people whether they <i>feel</i> that decision-making processes within the entity are democratic, using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> .
16	Decision-making processes provide for equal representation	Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator. If people are observed to participate equally in discussions while making decisions, it follows that decision-making processes provide for equal representation. By thinking about what equal and unequal representation in decision-making would mean in your own context, you may be able to come up with other criteria that can be observed directly in a <u>Structured Observation</u> of decision-making exercises, or that you could ask a <u>Key Informant</u> about. You might also like to ask people whether they <i>feel</i> that decision-making processes within the entity provide for equal representation, using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> .
17	Decision-making takes into account the social, economic and environmental needs of future generations	This indicator has not yet been tested. If you've selected it as one that is important to your entity, you probably have some ideas already about what it would mean in your context, and which aspects of 'the social, economic and environmental needs of future generations' need to be considered. You might find Key Informant Interviews with leaders a particularly useful method for finding out about how decisions are made within the entity and how, if at all, different aspects of sustainability are taken into account. Observation-based methods may also be helpful.

18	People participate actively in reaching the entity's goals	<p>This indicator has been measured at Guanajuato University using the <u>Semi-Structured Observation</u> method with two external observers watching an Earth Charter workshop.</p> <p>Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator. In this case, active participation in decision-making is one element of active participation in reaching the entity's goals.</p> <p>Once you've identified your entity's own particular goals, it should be easy to think about how people would behave if they were participating actively in reaching them, and conversely, how they would behave if they <u>weren't</u> participating actively. You can then make up your own assessment sheet for a <u>Structured Observation</u>, or think of some relevant <u>Indirect Measures</u>. You might also be interested in whether people <i>feel</i> that they participate actively in reaching the entity's goals. <u>Interviews</u>, <u>Focus Group Discussions</u> and <u>Surveys</u> are all useful methods for exploring people's feelings.</p>
19	People participate actively in making decisions about issues that affect their lives	<p>This indicator was measured at Sierra Leone Red Cross using the <u>Structured Observation</u>, <u>Document Analysis (Group Goals)</u> and <u>Unstructured Observation</u> methods. For the <u>Structured Observation</u>, staff members and external researchers observed group dynamics during workshop exercises and decision-making processes in teams during a Group Goal Setting exercise, and recorded the respective numbers of men and women who talked spontaneously, talked only after prompting, did not speak at all, and dominated the conversation. This information was supplemented with unstructured observation of team dynamics, and analysis of the content of the written group goals.</p> <p>You might also be interested in whether people <i>feel</i> that they participate actively in making decisions that affect their lives. <u>Interviews</u>, <u>Focus Group Discussions</u> and <u>Surveys</u> are all useful methods for exploring people's feelings.</p>
20	People participate actively in developing the entity's code of ethics	<p>This indicator has not yet been tested. You could try using the <u>Key Informant</u> method: in most entities it would be easy to determine who participated in developing codes of ethics, and how, simply by asking the director or project manager.</p>
21	People participate actively in developing procedures to deal with unethical conduct	<p>This indicator has not yet been tested. You could try using the <u>Key Informant</u> method: in most entities it would be easy to determine who participated in developing procedures to deal with unethical conduct, and how, simply by asking the director or project manager.</p>
22	People feel that there is transparent communication	<p>This indicator was measured in a business context using the <u>Semi-Structured Interview</u> method with an external interviewer. Details of questions are not available, as the company has requested confidentiality.</p> <p>Evidence collected while measuring indicator #25 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and People's Theater (<u>Survey Questionnaire</u> only) is also relevant to this indicator. Questions about information flow are closely related to the question of transparent communication.</p> <p>You might also like to try using <u>Interviews</u>, <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel there is transparent communication within the entity.</p>
23	Entity is transparent about the processes of decision-making	<p>This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods, and at People's Theater using the <u>Survey Questionnaire</u> only. Questions asked were "Do you understand all the decision-making in Lush / PT?" and "Do you think the decision making processes in Lush / PT are democratic and transparent?" with possible answers YES, PARTLY, NO and DON'T KNOW. In both cases, staff were asked to provide relevant examples from everyday life in the company. (The word 'democratic' was included in an earlier version of the indicator, but has now been omitted.)</p> <p>In addition to exploring people's feelings about decision-making, you might also like to think about what the transparency of decision-making processes would really mean in the context of your own entity, and how you could tell if it was present or not. You could choose some things to watch out for during a <u>Structured Observation</u>, or create more questions for <u>Interviews</u> and <u>Surveys</u>.</p>

24	Entity is transparent about the outcomes of decision-making	<p>Information gained from measuring indicator #23 and #25 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and People's Theater (Survey Questionnaire only) is also relevant to this indicator.</p> <p>In addition to exploring people's feelings about decision-making, you might also like to think about what transparency with respect to the outcomes of decision-making would really mean in the context of your own entity, and how you could tell if it was present or not. You could choose some things to watch out for during a <u>Structured Observation</u>, or create more questions for <u>Interviews</u> and <u>Surveys</u>.</p>
25	People feel that there is the right information flow	<p>This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. Questions asked were "Do you feel you get all the information from the management needed for your work in Lush? Do you feel you get the information from the management at the right time? Do you feel you get the complete information from the management?" (and the same questions repeated using 'other team members (co-workers)' in place of 'management') with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>This indicator was measured at People's Theater using the <u>Survey Questionnaire</u> method. Questions asked were "Do you feel you get all the information from the staff needed for your work in PT? Do you feel you get the information from the staff at the right time? Do you feel you get the complete information from the staff (and the same questions repeated using 'other team members (co-workers)' in place of 'staff') with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>You might also like to try using <u>Interviews</u>, <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel there is the right information flow.</p>
26	Entity shares information openly with people	<p>This indicator was partially measured at Lush Italy using the <u>Unstructured Observation</u> method. The two external researchers who carried out the values assessment observed that the Lush representatives gave them all the support that they needed and worked hard to help them to gain as many interviews as possible. Also the shop assistants were all willing to participate in research. Information gained from measuring indicator #22 at Lush Italy (Survey Questionnaire and Structured Interview methods) is also relevant to this indicator.</p> <p>What information needs to be openly shared with people in the context of your entity? How would you know whether or not it's being shared? You may want to make up your own assessment sheet for a <u>Structured Observation</u>, or think of some relevant <u>Indirect Measures</u>. You might also be interested in whether people <i>feel</i> that their colleagues or supervisors, or the management in general, shares information openly with them as individuals. <u>Interviews</u>, <u>Focus Group Discussions</u> and <u>Surveys</u> are all useful methods for exploring people's feelings.</p>
27	Regular monitoring of how people are treated	<p>This indicator has not yet been tested. You could try using the <u>Key Informant</u> method: in most entities it would be easy to determine whether or not this kind of monitoring exists, simply by asking the director or project manager. <u>Document Analysis</u> may also be helpful.</p>
28	Action is consciously taken to improve the ways that people are treated	<p>This indicator has not yet been tested. If you shortlisted it as one that's important to you, you probably have some ideas already about what kind of actions need to be taken in your particular entity in order to improve the ways that people are treated, and how to tell if it's happening. <u>Observation-based methods</u>, <u>Document Analysis</u> and <u>Key Informants</u> could all be used to measure this indicator.</p>
29	Teams include members with different characteristics (e.g. gender, culture, age and other aspects of individual difference such as personality)	<p>This indicator was measured at Sierra Leone Red Cross using the <u>Unstructured Observation</u> method. The external researchers who assisted with the values assessment observed participants in an SLRC workshop and their behaviour during different activities, such as tribal dances.</p> <p>This indicator was measured at Guanajuato University using the <u>Structured Observation</u> method. Information on the gender and background (urban / rural / indigenous) of workshop participants was recorded during the workshop exercises.</p>

		By thinking about which aspects of diversity and individual difference are important in your entity, you could create your own <u>Structured Observation</u> , <u>Structured Interview</u> or <u>Survey</u> to measure them.
30	Different points of view are heard and incorporated	This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked was "Do you feel that different points of view are heard and incorporated into the activities of Juatarhu?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers.
		This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method with two external observers watching an Earth Charter workshop.
		Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator. Observing meetings and discussions in a systematic way can often tell you a lot about whose point of view is heard and whose is ignored.
31	People feel that different approaches are valued	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings.
32	Trusted partners are given flexibility to do things differently within prescribed structure	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about whether people <i>feel</i> they are given flexibility to do things differently within the prescribed structure. If you want to explore whether the entity actively promotes flexibility, you may need to ask a <u>Key Informant</u> or develop your own <u>Observation-based</u> method.
33	Learning processes accommodate different learning styles	This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked in the spatial survey was "Do you feel that learning processes in Juatarhu accommodate your own particular learning style?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers, which learning styles were and were not accommodated, and why.
		In addition to exploring people's feelings about whether different learning styles are accommodated, you might also like to think about what 'accommodating different learning styles' would really mean in the context of your own entity, and how you could tell if it was happening or not. You could choose some things to watch out for during a <u>Structured Observation</u> , or create more questions for <u>Interviews</u> and <u>Surveys</u> .
34	People feel that their own individual identity and approach is respected	This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked in the spatial survey was "Do you feel your individual identity is respected in Juatarhu?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers.
35	People feel that their worth is acknowledged	This indicator was measured at Guanajuato University using the <u>Corporal Survey</u> method, although the project team later recognised that <u>Secret Ballot</u> would have been more appropriate, to reduce bias. It was also indirectly measured using the <u>Word Elicitation</u> method: when participants were asked to write down a list of 1-3 emotions that they felt at the end of the workshop, the word list generated was universally positive, which was incompatible with not feeling acknowledged.
		Information gained from measuring indicator #44 at Lush Italy (<u>Structured Interview</u> method) is also relevant to this indicator.
36	Women feel that they are valued	Information gained from measuring indicator #44 at Lush Italy (<u>Structured Interview</u> method) and Sierra Leone Red Cross (<u>Spatial Survey</u> , <u>Secret Ballot</u> and <u>Focus Group Discussion</u> methods) is also relevant to this indicator. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect more evidence about women's feelings. It might also be interesting to ask men whether <i>they</i> feel that women are valued.
37	Women feel that they have equal access to information	This indicator was measured at Echeri Consultores using the <u>Focus Group Discussion</u> method. You could try also using <u>Interviews</u> or different types of <u>Surveys</u> to collect evidence about women's feelings.

		It might also be interesting to ask men whether <i>they</i> feel that women have equal access to information.
38	Women feel that they are given equal opportunities to participate in decision-making processes	This indicator was measured at Echeri Consultores using the <u>Focus Group Discussion</u> method. You could try also using <u>Interviews</u> or different types of <u>Surveys</u> to collect evidence about women's feelings. It might also be interesting to ask men whether <i>they</i> feel that women have equal access to information.
39	People have self-respect	This interview has not yet been tested, and might not work as a direct question. If you chose this indicator, you probably have some ideas already about what self-respect would mean in the context of your entity, and how you could tell whether people have it or not. <u>Observation-based</u> methods could be useful here.
40	People are inclusive (talk to everyone and no one is left out)	This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked in the spatial survey was "Do you feel that the Juatarhu youth group is inclusive, with everyone talking to everyone and nobody being left out?" with possible answers VERY MUCH, MORE OR LESS and A LITTLE. The focus group explored which members of the group felt that they or others were left out, and why.
		Evidence collected while measuring indicator #44 (<u>Secret Ballot</u> method) and indicator #19 (<u>Structured Observation</u> method) at Sierra Leone Red Cross is also relevant to this indicator.
41	People respect the differences in others	Evidence collected while measuring indicator #44 (<u>Structured Interview</u> method) at Lush Italy is also relevant to this indicator. If the entity is impartial and non-discriminatory, it could imply that people respect one another's differences.
		You could explore people's feelings about differences through a <u>Focus Group Discussion</u> or <u>Structured Interviews</u> in which they're asked to give examples, rather than one-word answers. You might also be able to think of evidence that you could collect using an <u>Observation-based</u> method: what would respecting differences, or failing to respect them, look like in your context?
42	People appreciate the differences in others	This indicator has not yet been tested: positive appreciation of differences is deeper than merely respecting them. You could explore people's feelings about differences through a Focus Group Discussion or Structured Interviews in which they're asked to give examples, rather than one-word answers. You might also be able to think of evidence that you could collect using an <u>Observation-based</u> method: what would appreciating differences, or failing to appreciate them, look like in your context?
43	People find ways to understand the differences in others	This indicator has not yet been tested. You could explore people's feelings about differences through a Focus Group Discussion or Structured Interviews in which they're asked to give examples, rather than one-word answers. You might also be able to think of evidence that you could collect using an <u>Observation-based</u> method: what would understanding differences, or failing to understand them, look like in your context?
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)	This indicator was measured at Lush Italy using the <u>Structured Interview</u> method. Questions asked were "For Lush staff it is important (from previous research) respecting different kinds of people, for who they are - not discriminating against sex, beliefs, hair color or choice of lifestyle. Can you describe for us how it works?"; "Do you feel respect towards you in Lush?"; "Are women respected?" - with possible answers YES, PARTLY, NO and DON'T KNOW.
		This indicator was measured at Sierra Leone Red Cross using the <u>Secret Ballot</u> , <u>Spatial Survey</u> , <u>Focus Group Discussion</u> and <u>Focus Group with Role-Play</u> methods. The question asked in the Secret Ballot was "In your [project] team, do you feel discriminated because of your past, tribe, gender or anything else?" with possible answers NEVER, SOMETIMES and VERY MUCH (ALL THE TIME). In the Spatial Survey, a similar question was used with 'your village' in place of 'your team', so that people's experiences of discrimination in the RC project teams could be compared with their experiences of discrimination in the wider community. The Focus Group with Role-Play method was used to explore examples of discriminatory and non-discriminatory situations. For women, there was also a Focus

		<p>Group Discussion around the question "Do you feel that women are treated as they should [be]?" Click on the methods for more details.</p> <p>The <u>Key Informant</u> approach could also be useful for this indicator. Members of minority groups that are often discriminated in the wider society might have more insight into the actual organizational attitudes toward minorities than other colleagues.</p>
45	People learn freely together, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion	<p>Evidence collected while measuring indicator #44 at Sierra Leone Red Cross (<u>Secret Ballot</u>, <u>Spatial Survey</u>, <u>Focus Group Discussion</u>, <u>Focus Group with Role-Play</u> and <u>Structured Observation</u> methods) is also relevant to this indicator. If people do not feel discriminated in their teams because of their past, tribe, gender, etc. it implies that everyone learns freely together without regard for these differences.</p> <p>A modified version of this indicator that also encompasses #46 and #47 was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked in the spatial survey was "Do you feel that as members of Juatarhu you can learn together and share information, skills and abilities freely with one another, regardless of creed, colour, ethnicity or gender?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers and gave them an opportunity to provide examples.</p>
46	People share information freely, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion	<p>Evidence collected while measuring indicator #44 at Sierra Leone Red Cross (<u>Secret Ballot</u>, <u>Spatial Survey</u>, <u>Focus Group Discussion</u>, <u>Focus Group with Role-Play</u> and <u>Structured Observation</u> methods) is also relevant to this indicator. If people do not feel discriminated in their teams because of their past, tribe, gender, etc. it implies that everyone shares information freely without regard for these differences.</p> <p>Evidence collected while measuring indicator #45 at Echeri Consultores (<u>Spatial Survey</u> method) incorporates this indicator.</p>
47	People share their skills and abilities freely with one another, regardless of nationality, ethnic origin, skin colour, gender, sexual orientation, creed or religion	<p>Evidence collected while measuring indicator #44 at Sierra Leone Red Cross (<u>Secret Ballot</u>, <u>Spatial Survey</u>, <u>Focus Group Discussion</u>, <u>Focus Group with Role-Play</u> and <u>Structured Observation</u> methods) is also relevant to this indicator. If people do not feel discriminated in their teams because of their past, tribe, gender, etc. it implies that everyone shares their skills and abilities freely without regard for these differences.</p> <p>Evidence collected while measuring indicator #45 at Echeri Consultores (<u>Spatial Survey</u> method) incorporates this indicator.</p>
48	Differences of opinion are acknowledged and valued through dialogue	<p>This indicator was measured at Sierra Leone Red Cross using the <u>Unstructured Observation</u> method. External researchers observed workshop exercises conducted by SLRC staff and made notes about how differences of opinion were addressed.</p> <p>This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method, with an external observer watching people's participation in an Earth Charter workshop. Evidence collected while measuring indicator #73 at Guanajuato University (<u>Corporal Survey</u> method) is also relevant to this indicator.</p>
49	Conflicts are resolved through dialogue	This indicator has not yet been tested. If you shortlisted it, you probably have some ideas already about what to look for. Observation-based methods might be useful: can you identify situations in which there are conflicts? If not, a Key Informant might know about how conflicts have been resolved in the past.
50	Open dialogue exists between project partners	Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator if the words 'project partners' are replaced by 'team'

		members'.
		This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method, with an external observer watching people's participation in an Earth Charter workshop. Evidence collected while measuring indicator #73 at Guanajuato University (<u>Corporal Survey</u> method) is also relevant to this indicator.
51	People are able to suspend their own standpoints during dialogue and listen to those of others	This indicator has not yet been tested. You might like to explore a Structured Observation approach similar to that used in the Sierra Leone Red Cross case study (see indicator #19), or talk to a Key Informant to find out their perceptions. You could also ask people whether they feel that others suspend their own standpoints during dialogue. Interviews, Focus Group Discussions and Surveys are useful methods for exploring feelings.
52	Conflict resolution leads to learning and growth	This indicator has not yet been tested. If you can identify some real examples of recent conflicts that have been resolved within the entity (see indicator #50), you might find it useful to have a Focus Group Discussion or use Semi-Structured Interviews with the people involved to find out what they learned from the experience, and whether it led to personal growth.
53	Individuals express their own opinions	Evidence collected while measuring indicator #54 and #56 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and at People's Theater (<u>Survey Questionnaire</u> only) is also relevant to this indicator. Evidence collected while measuring indicator #57 at People's Theater (<u>Structured Observation with Self-Assessment</u> method) is also relevant to this indicator. Evidence collected while measuring indicator #19 at Sierra Leone Red Cross (<u>Structured Observation</u> method) is also relevant to this indicator. Observing people's participation in discussions is a good way to assess the expression of opinions in an impartial way, which can complement evidence about their feelings (#54 and #56).
54	People feel that they have an equal opportunity to express their opinions	This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. Questions asked were "Do you feel you have an equal opportunity to voice your opinion in decision-making processes in the team?" and "Are you afraid to express critical opinions?" with possible answers YES, PARTLY, NO and DON'T KNOW. In the interviews, staff were invited to give examples (e.g. managers versus other staff, do they have equal opportunities?) This indicator was measured at People's Theater using the <u>Survey Questionnaire</u> method. Questions asked were "Do you feel you have an equal opportunity to voice your opinion in decision-making processes in the team?" and "Do you feel you have an equal opportunity to voice your opinion in decision-making processes in People's Theater as a whole?" with possible answers YES, PARTLY, NO and DON'T KNOW. You might also like to try using <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they 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	This indicator has not yet been tested. The <u>Key Informant</u> approach could work well here: try asking leaders what measures they take to give everyone an equal opportunity to express their opinions. Observation of meetings and discussions might also be useful; see indicator #19 and #57 for some suggestions. You may also be able to find information on the entity's intentions, although not on whether they are translated into action, through <u>Document Analysis (Policies)</u> .
56	People feel encouraged to express their opinions	This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. Questions asked were "Do you feel encouragement to express your opinion?" and "Are you afraid to express critical opinions?" with possible answers YES, PARTLY, NO and DON'T KNOW. In the interviews, staff were invited to give examples.

		<p>This indicator was measured at People's Theater using the <u>Survey Questionnaire</u> method. Questions asked were "Do you feel encouragement from staff to express your opinion?" and "Do you feel encouragement from other team members to express your opinion?" with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>You might also like to try using <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel encouraged to express their opinions.</p>
57	Action is consciously taken to encourage people to express their opinions	<p>This indicator was measured at People's Theater using the <u>Structured Observation with Self-Assessment</u> method. External observers noted whether participants in a rehearsal encouraged others to express their opinion by using positive words and non-verbal communication.</p> <p>The Key Informant approach could be used here: try asking leaders what measures they take to encourage people to express their opinions. You may also be able to find information on the entity's intentions, although not on whether they are translated into action, through <u>Document Analysis (Policies)</u>.</p>
58	People feel that their opinions are respected	<p>This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. Questions asked were "Is your opinion listened to?" and "Is your opinion respected?" with possible answers YES, PARTLY, NO and DON'T KNOW. In the interviews, staff were invited to give examples.</p> <p>This indicator was measured at People's Theater using the <u>Survey Questionnaire</u> method. Questions asked were "Is your opinion listened to in the team?"; "Is your opinion listened to in People's Theater as a whole?"; "Is your opinion respected in the team?" and "Is your opinion respected in People's Theater as a whole?" with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>You might also like to try using <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel that their opinions are respected.</p>
59	People feel that everyone's opinions are respected	<p>This indicator has not yet been tested. You could try using <u>Interviews</u>, <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings with regard to whether everyone's opinions, not just their own, are respected.</p>
60	People become aware of how their existing knowledge, skills, resources and/or traditions can contribute to a project or the whole entity	<p>This indicator has not yet been tested. You could try using <u>Interviews</u>, <u>Focus Group Discussions</u> or <u>Surveys</u>. Try to encourage people to give real-life examples, rather than one-word answers.</p>
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	<p>Evidence collected while measuring indicator #56 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and People's Theater (<u>Survey Questionnaire</u> only) is also relevant to this indicator.</p> <p>You might also like to try using <u>Interviews</u>, <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel that they are encouraged to contribute their existing knowledge, etc. to a project or to the whole entity. This could be split up into five separate questions, relating respectively to knowledge, skills, networks, resources and traditions. Try to encourage people to give real-life examples, rather than one-word answers.</p>
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	<p>This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method with two external observers in the context of an Earth Charter workshop.</p> <p>Evidence collected while measuring indicator #57 at People's Theater (<u>Structured Observation with Self-Assessment</u> method) is also relevant to this indicator.</p> <p>The <u>Key Informant</u> approach could also work well here: try asking leaders what measures they take to encourage contributions of knowledge, etc. <u>Observation</u> of meetings and discussions might also be useful; see indicator #19 and #57 for more suggestions. You may also be able to find information on the entity's intentions, although not on whether they are translated into action, through <u>Document Analysis (Policies)</u>.</p>
63	People feel that their own knowledge, skills, networks, resources and/or traditions have already contributed to	<p>This indicator has not yet been tested. You could try using <u>Interviews</u>, <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings.</p>

	the outcomes of the project or entity	
64	People feel that their contributions to the entity are acknowledged	This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. Questions asked were "Do you feel your work is appreciated?" [all surveyed staff] and "Do you express appreciation towards others when they deserve it?" [managers only], with possible answers YES, PARTLY, NO and DON'T KNOW. In the interviews, staff were invited to give examples.
65	Entity respects and acknowledges the contributions of others to its work, and gives credit for the outcomes to those who contributed	This indicator has not yet been tested. If you shortlisted it as one that's important to you, you probably have some ideas already about how people's contributions could be respected and acknowledged in your entity, and in what ways they might be given credit. You could try developing your own <u>Observation</u> -based method or asking a <u>Key Informant</u> .
66	People feel that they are encouraged to explore their own ideas and/or reflect on their own individuality	Evidence collected while measuring indicator #56 at Lush Italy (Survey Questionnaire and Structured Interview methods) and People's Theater (Survey Questionnaire only) is also relevant to this indicator. You might also like to try using <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel they are encouraged to explore their own ideas and/or reflect on their own individuality. Try to encourage them to give real-life examples, rather than one-word answers.
67	People are taking the opportunity to explore their own ideas and/or reflect on their own individuality	This indicator has not yet been tested. An <u>Observation</u> -based method or talking to a <u>Key Informant</u> might be useful. You may also be able to think of some <u>Indirect Measures</u> that would be relevant in your context.
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	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings.
69	People feel that they are encouraged to develop their own visions and goals for projects, and/or for the whole entity	This indicator has been measured in a business context using the <u>Semi-Structured Interview</u> method with an external interviewer. Details of questions are not available, as the company has requested confidentiality. You might like to try using <u>Surveys</u> , <u>Focus Group Discussions</u> or different types of <u>Interviews</u> to ask people directly whether they feel that they are encouraged to contribute their existing knowledge, etc. to a project or to the whole entity. Try to encourage them to give examples, rather than one-word answers.
70	People are taking the opportunity to develop their own visions and goals for projects, and/or for the whole entity	This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method with two external observers watching an Earth Charter workshop. If you shortlisted this indicator, you've probably got some ideas already about what it means for people to develop their own visions and goals, and how you can tell if it's happening. An <u>Observation</u> -based method or talking to a <u>Key Informant</u> might be useful. You may also be able to think of some <u>Indirect Measures</u> , such as project outcomes resulting from individual initiative, that would be relevant in your context.
71	People feel that they are encouraged to develop programs, identify problems and deliver solutions on their own	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings.
72	People are taking the opportunity to develop programs, identify problems and deliver solutions on their own	This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method with two external observers watching an Earth Charter workshop. See also #70.
73	People investigate what is right and good by themselves, rather than adopting other people's opinions	This indicator was measured at Guanajuato University using the <u>Corporal Survey</u> method. The question asked was "How much do you feel that workshop participants identified their own responses to an issue, rather than just agreeing with the ideas of others?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE.

		If you shortlisted this indicator, you've probably got some ideas already about what it means in your context for people to investigate what is right and good by themselves, and how you can tell if it's happening. In addition to exploring people's feelings through Interviews , Focus Group Discussions or Surveys , you might also like to try an Observation -based method or talk to a Key Informant .
74	Entity's activities or events have a motivating effect on participants	<p>A modified version of this indicator ("Entity's activities or events have an emotional effect on participants") was measured at Guanajuato University using the Word Elicitation method. At the end of an Earth Charter workshop, participants were asked to write down 1-3 words to express the emotions that they felt after participating in the workshop.</p> <p>Evidence collected while measuring indicator #159 at Echeri Consultores (Indirect Measures) is also relevant to this indicator.</p>
75	Entity's activities or events connect participants emotionally to the community of life	<p>This indicator was measured at Echeri Consultores using the Word Elicitation with Hand Painting method. Participants were asked to paint on their neighbour's hand the feelings and emotions that they have at the end of a tree planting campaign, and then to describe those emotions in words.</p> <p>You might also like to try using Interviews, Focus Group Discussions or different types of Surveys to ask people directly whether they feel emotionally connected to the community of life after taking part in a particular activity. Try to encourage them to give real-life examples, rather than one-word answers. Other Word Elicitation methods may also be useful</p>
76	People feel that they are encouraged to reach their potential	<p>This indicator was measured at Lush Italy using the Survey Questionnaire and Structured Interview methods. The question asked was "Do you feel encouragement for your personal improvement?" with possible answers YES, PARTLY, NO and DON'T KNOW. The surveyed staff were also asked to give examples from everyday life in the company.</p> <p>This indicator was measured at People's Theater using the Survey Questionnaire method. The question asked was "Do you feel encouragement for your personal development?" with possible answers YES, PARTLY, NO and DON'T KNOW.</p> <p>This indicator was measured at Echeri Consultores using the Spatial Survey and Focus Group Discussion methods. The question asked in the spatial survey was "Do you feel that in Juatarhu you are encouraged to reach your potential?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers and encouraged them to give real-life examples of how they are encouraged to reach their potential.</p>
77	People feel that their personal needs for development in the work place are met	This indicator has not yet been tested. You could try using Interviews , Focus Group Discussions or Surveys to collect evidence about people's feelings.
78	People feel that they are provided with opportunities for personal growth	Evidence collected while measuring indicator #76 at Lush Italy (Survey Questionnaire and Structured Interview methods) and People's Theater (Survey Questionnaire only) is also relevant to this indicator.
79	Entity has a culture of learning	This indicator has been measured in a business context using the Semi-Structured Interview method with an external interviewer. Details of questions are not available, as the company has requested confidentiality.
80	People have an attitude of learning towards their development	This indicator has not yet been tested, and might not work as a direct question. If you chose this indicator, you probably have some ideas already about what an attitude of learning would mean in the context of your entity, and how you could tell whether people have it or not. Observation -based methods could be useful here. You might also be able to develop questions for an Interview , Focus Group Discussion or Survey Questionnaire that would help you to understand this indicator through relevant examples.
81	People reflect critically on what is necessary to learn	This indicator has not yet been tested, and might not work as a direct question. If you chose this indicator, you probably have some ideas already about what critical reflection might mean in the context of your entity, and how you could tell whether people are doing it or not. Observation -based methods could be useful here. You might also be able to develop questions for an Interview , Focus Group Discussion

		or <u>Survey Questionnaire</u> that would help you to understand this indicator through relevant examples.
82	People are not afraid to make mistakes	<p>This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods, and at People's Theater using the Survey Questionnaire only. The question asked was "Are you afraid to make mistakes within your work in Lush / PT because of negative reaction from others in the team?" with possible answers YES, PARTLY, NO and DON'T KNOW. At Lush, the surveyed staff were also asked to give examples from everyday life in the company.</p> <p>This indicator has been measured in a business context using the <u>Semi-Structured Interview</u> method with an external interviewer. Details of questions are not available, as the company has requested confidentiality.</p>
83	Mistakes are understood as opportunities to learn and improve	This indicator has not yet been tested. If you can identify some real examples of recent mistakes that have been made and addressed within the entity (see indicator #82), you might find it useful to have a Focus Group Discussion or use Semi-Structured Interviews with the people involved to find out what they learned from the experience, and how they understood it.
84	People feel that the work environment is pleasant and harmonious	<p>This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method. Two external observers coincided in their perspective that the dynamics of the Earth Charter workshop nurtured and maintained a pleasant, harmonious work environment.</p> <p>A modified version of this indicator ("People feel there is a unified work environment") was measured at Echeri Consultores using the <u>Spatial Survey</u> method. The question asked was "Do you feel that the work environment in Juatarhu is unified?" with possible answers VERY MUCH, MORE OR LESS and A LITTLE.</p> <p>Evidence collected at Guanajuato University using the <u>Word Elicitation</u> method (see #35) is also relevant to this indicator. Themes of collaboration and solidarity with other group participants emerged repeatedly in the list of words and phrases elicited.</p> <p>Evidence collected while measuring indicator #113 at Guanajuato University using the <u>Focus Group Discussion</u> method is also relevant to this indicator. Themes of collaboration and solidarity with other group participants emerged repeatedly during the discussion.</p> <p>You might also like to try using <u>Interviews</u> or different types of <u>Surveys</u> to ask people directly whether they feel the work environment is pleasant and harmonious. Try to encourage them to give real-life examples, rather than one-word answers.</p>
85	People are perceived to be respectful in their interactions with others	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive others as respectful (to them personally, or in general).
86	People treat each other with kindness	<p>Evidence collected while measuring indicator #44, #64 and #120 at Lush Italy (Survey Questionnaire and Structured Interview methods) is also relevant to this indicator. You might also have ideas about what kindness would mean in practice, that you could watch out for by using an <u>Observation-based</u> method.</p> <p>You could use <u>Interviews</u>, <u>Focus Group Discussions</u> or different kinds of <u>Surveys</u> to ask people whether they perceive others as kind (to them personally, or in general). You might also have ideas about what kind and unkind treatment would mean in practice, and create a <u>Structured Observation</u> assessment sheet to watch out for them.</p>
87	People speak courteously to each other	This indicator has not yet been tested. You could use <u>Interviews</u> , <u>Focus Group Discussions</u> or different kinds of <u>Surveys</u> to ask people whether they perceive that others speak courteously (to them personally, or in general). You might also have ideas about what courteous and discourteous ways of speaking would mean in practice, and create a <u>Structured Observation</u> assessment sheet to watch out for them.

88	People introduce ideas to others with respect, humility and patience	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive that others introduce ideas with humility, respect and patience. You might also have ideas about what humility, respect and patience (and their converse) would mean in your context, and create a <u>Structured Observation</u> assessment sheet to watch out for them.
89	People are perceived to be trustworthy	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive others as trustworthy.
90	People are perceived to be truthful	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive others as truthful.
91	People are perceived to be honest	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive others as honest.
92	People are perceived to be transparent	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive others as transparent.
93	People are perceived to practice integrity in their interactions with others	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they perceive others as practicing integrity in their interactions with others.
94	People do not back-bite about others within the entity	This indicator has not yet been tested. You could use Interviews, Focus Group Discussions or different kinds of Surveys to ask people whether they feel that others within the entity are back-biting about them, or that there is a lot of back-biting in general. Back-biting is difficult to observe directly in a systematic way, but a <u>Key Informant</u> may have useful insights.
95	People feel that they create something better or greater as a group than on their own	This indicator has been measured in a business context using the <u>Semi-Structured Interview</u> method with an external interviewer. Details of questions are not available, as the company has requested confidentiality. You might also like to try using different types of Interviews, Focus Group Discussions or Surveys to ask people directly whether they feel 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	This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. The question asked was "Do you feel any kind of conflict between your personal values and your work in Lush (Lush values)?" with possible answers YES, PARTLY, NO and DON'T KNOW. The surveyed staff were also asked to give examples from everyday life in the company. This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked in the spatial survey was "Do you feel, in participating in Juatarhu's vision and activities, that you maintain your values and beliefs?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored the reasons for people's answers.
97	Group norms exist	This indicator was measured at Echeri Consultores using the Focus Group Discussion method (see #98). You could also try asking a <u>Key Informant</u> about the existence of group, team or organisational norms. Changes in wording, e.g. 'organisational rules' or 'codes of conduct', may sometimes be needed.
98	People follow the group norms	This indicator was measured at Echeri Consultores using the <u>Spatial Survey</u> and <u>Focus Group Discussion</u> methods. The question asked in the spatial survey was "Do you feel that you abide by the group norms in Juatarhu?" with possible answers VERY MUCH, MORE OR LESS or A LITTLE. The focus group explored which group norms the youth followed, which they did not follow and why, and how they could improve. For this indicator, it's often important to explore people's actual behaviour, as well as their feelings. If you shortlisted this indicator, you probably have some ideas already about what the group norms are in your context, and what it would mean for people to follow them (or not). <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting

		insights.
99	People's behaviour is consistent with their words	<p>This indicator was measured at Lush Italy using the <u>Unstructured Observation</u> method. External researchers observed the extent to which pro-environmental policies at Lush were actually implemented in practice. Information gained from measuring indicator #104 at Lush Italy (Survey Questionnaire and Structured Interview methods) is also relevant to this indicator.</p> <p>This indicator was measured at Sierra Leone Red Cross using the <u>Semi-Structured Observation</u> method. SLRC staff observed the implementation of goals that the youth had set for themselves.</p> <p>It might also be interesting to use <u>Interviews</u>, <u>Focus Group Discussions</u> and <u>Surveys</u> to ask people whether they think that the behaviour of others within the entity is consistent with their words. Examples may be helpful, but confidentiality will probably be important here!</p>
100	People strive to become conscious of their value system	This indicator has not yet been tested, and might not work as a direct question. If you chose this indicator, you probably have some ideas already about what 'becoming conscious of one's value system' would mean in the context of your entity, and how you could tell whether people are doing it or not. You might be able to develop questions for an <u>Interview</u> , <u>Focus Group Discussion</u> or <u>Survey Questionnaire</u> that would help you to understand this indicator through relevant examples.
101	People can identify applicable ethical values in a given context	This indicator has not yet been tested, and might not work as a direct question. If you chose this indicator, you probably have a context in mind already. A <u>Focus Group with Role-Play</u> might work well to illustrate the context before inviting people to suggest the applicable values, or you might prefer to use <u>Interviews</u> , <u>Surveys</u> or a regular <u>Focus Group Discussion</u> .
102	People strive to put their personal values into practice	This indicator has not yet been tested, and might not work as a direct question. If you chose this indicator, you probably have some ideas already about which personal values are important in the context of your entity, and how you could tell whether people are putting them into practice. You might be able to develop questions for an <u>Interview</u> , <u>Focus Group Discussion</u> or <u>Survey Questionnaire</u> that would help you to understand this indicator through relevant examples.
103	Actions of individuals are consistent and in harmony with the core principles promoted by the entity	<p>Evidence collected while measuring indicator #104 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) is also relevant to this indicator.</p> <p>Evidence collected while measuring indicator #19 (<u>Structured Observation</u> method) and #44 (<u>Secret Ballot</u> method) at Sierra Leone Red Cross is also relevant to this indicator.</p> <p>If you chose this indicator, you probably have some ideas already about what the entity's core values are, and how you could tell whether people's actions are consistent and in harmony with them. You could design an assessment sheet for <u>Structured Observation</u> to monitor this systematically. You might also be able to develop questions for an <u>Interview</u>, <u>Focus Group Discussion</u> or <u>Survey Questionnaire</u> that would help you to understand this indicator through relevant examples.</p>
104	People strive to bring their lives into accordance with the entity's values	This indicator was measured at Lush Italy using the <u>Survey Questionnaire</u> and <u>Structured Interview</u> methods. Questions asked were "Lush seems to be very pro-environmentally oriented. Would you describe yourself in a similar way?"; "Do you act in your private life [in an] environmentally friendly [way]?"; "Do you feel any kind of conflict between your personal values and your work in Lush (Lush values)?" and "If no, do you think that the values important for Lush [re]sound with your personal life? That you value the same things in your private life?" with possible answers YES, PARTLY, NO and DON'T KNOW.

		This indicator is very similar to #103, but relates to people's private lives as well as their working lives, so you probably won't be able to measure it fully by using observation. In addition to the methods described in the example, you might also like to use <u>Focus Group Discussions</u> and different types of <u>Surveys</u> to explore people's perceptions of how the entity's values affect their private lives.
105	Leaders act as living representatives of the principles they espouse	Evidence collected while measuring indicator #19 (<u>Structured Observation</u> method) and #44 (<u>Secret Ballot</u> method) at Sierra Leone Red Cross is also relevant to this indicator. It might be interesting to use <u>Interviews</u> , <u>Focus Group Discussions</u> , <u>Secret Ballot</u> or <u>Survey Questionnaires</u> to ask people whether they think that leaders act as living representatives of the principles they espouse. Examples may be helpful, but confidentiality will probably be important here!
106	People feel inspired by the way that leaders live their principles	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings.
107	As a result of the entity's messages or activities, people start their own personal initiatives with similar goals	This indicator was partially measured at Guanajuato University using the <u>Document Analysis (Individual Goals)</u> method. Workshop participants expressed their intention, during an individual goal setting exercise, to start their own personal initiatives with similar goals to those of the workshop. Follow-up on the extent to which goals were actually implemented would confirm the presence of this indicator. This may be difficult to observe directly, but a <u>Key Informant</u> (e.g. project manager or coordinator) will often be able to provide information. <u>Interviews</u> and <u>Surveys</u> can also be used to ask individuals whether they themselves have started up any such initiatives.
108	As a result of the entity's messages or activities, people's personal lifestyles include more conscious pro-environmental behaviours	Evidence collected while measuring indicator #104 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) is also relevant to this indicator. This indicator is very similar to #103, but relates to people's private lives rather than their working lives, so you probably won't be able to measure it fully by using observation. You could use <u>Interviews</u> , <u>Focus Group Discussions</u> and different types of <u>Surveys</u> to explore people's perceptions of whether the entity's messages and activities have encouraged them to consciously adopt pro-environmental behaviours. Which behaviours you choose to look at will depend on what your entity's particular messages and activities are.
109	As a result of the entity's messages or activities, people establish new organisations or groups	This indicator has not yet been tested and may be difficult to observe directly, but a <u>Key Informant</u> (e.g. project manager or coordinator) will often be able to provide information. <u>Interviews</u> and <u>Surveys</u> can also be used to ask individuals whether they themselves have started up any such initiatives.
110	People have demonstrated the ability to replicate a project or approach in other communities or organisations	This indicator was measured at Guanajuato University using the <u>Key Informant</u> method. The project coordinator reported that in the past, workshop participants had gone on to initiate similar workshops elsewhere. <u>Interviews</u> , <u>Focus Group Discussions</u> and different kinds of <u>Surveys</u> may be helpful to gain detailed information from people whom you suspect have already replicated a project or approach somewhere else.
111	People invest their own time and resources in activities that benefit the environment or society	This indicator has not yet been tested. If you've shortlisted it, you might already have a good idea of what types of activities are important in your particular context, and could create an assessment sheet for <u>Structured Observation</u> in the context of people's working lives. If you're also interested in how they invest their own time and resources outside work, this may be difficult to observe directly, but you could use <u>Interviews</u> , <u>Focus Group Discussions</u> and different types of <u>Surveys</u> to explore their own perceptions.
112	Entity aims to provide people with educational opportunities that empower them to contribute actively to sustainable development	This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method, with two external observers watching an Earth Charter workshop in which all the videos, presentations, etc. all had the goal of raising awareness and capabilities with respect to sustainability.

		The <u>Key Informant</u> approach could work well here: try asking leaders what measures they take to provide people with educational opportunities that empower them to contribute actively to sustainable development. You may also be able to find information on the entity's intentions, although not on whether they are translated into action, through <u>Document Analysis (Policies)</u> . You could also use <u>Interviews</u> , <u>Focus Group Discussions</u> and various types of <u>Surveys</u> to explore whether people actually feel empowered to contribute actively to sustainable development (try to encourage them to give relevant examples of how they might achieve that!)
113	People have a sense of power that they can effect change	<p>This indicator was measured at Guanajuato University using the <u>Corporal Survey</u> and <u>Focus Group Discussion</u> methods. The questions asked were "Do you feel a sense of power to effect change?" with possible answers VERY MUCH, MORE OR LESS and A LITTLE, and "After the [Earth Charter] workshop, do you feel that you have MORE power to effect change, ABOUT THE SAME, or LESS power to effect change than before?" The focus group was used to explore the reasons why people felt (or did not feel) more empowered after the workshop, and which aspects they had found helpful.</p> <p>You might also like to try using <u>Interviews</u>, <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they have a sense of power that they can effect change. Try to encourage them to give real-life examples, rather than one-word answers.</p>
114	Entity allows local groups who have an interest in their work to contribute their ideas or become partners on a project	This indicator has not yet been tested and may be difficult to observe directly, but a <u>Key Informant</u> (e.g. project manager or coordinator) will often be able to provide information. You may also be able to find information on the entity's intentions, although not on whether they are translated into action, through <u>Document Analysis (Policies)</u> .
115	Partners trust that each shares a commitment and willingness to collaborate for a similar vision	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about partners' feelings.
116	Entities are willing to work with each other because they respect each other	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about the feelings of people in collaborating entities.
117	People are productive	This indicator has not yet been tested. You could address it by using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to ask people whether they feel that their colleagues are productive. For this indicator, though, it's often important to explore people's actual behaviour, as well as perceptions. If you shortlisted this indicator, you probably have some ideas already about which aspects of productivity are important in your context, and how to tell whether people are productive (or not). <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
118	People are creative	This indicator has not yet been tested. You could address it by using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to ask people whether they feel that their colleagues are creative. For this indicator, though, it's often important to explore people's actual behaviour, as well as perceptions. If you shortlisted this indicator, you probably have some ideas already about which aspects of creativity are important in your context, and how to tell whether people are creative (or not). <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
119	Decisions made in the entity are supported	This indicator has not yet been tested. You could try using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to collect evidence about people's feelings with regard to decisions made in the entity.
120	People feel that they are treated equitably and with fairness	This indicator was measured at Lush Italy using the <u>Structured Interview</u> method. Questions asked were "Do you feel you are treated equitably and with fairness by your managers / colleagues?" and "Do you think Lush treats people equitably and with fairness? Could you give us an example, please?" Information gained from measuring indicators #54, #56 and #58 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) is also relevant to this indicator.

		This indicator was measured at Sierra Leone Red Cross using the <u>Spatial Survey</u> , <u>Secret Ballot</u> , <u>Focus Group Discussion</u> and <u>Focus Group with Role-Play</u> methods. Questions asked in the Spatial Survey were "In your village, do you feel discriminated because of your past, tribe, gender or anything else?" and "Do you think that women are treated as they should [be]?", with possible answers NEVER, SOMETIMES and VERY MUCH. The latter question (regarding women) was also raised in a women-only Focus Group Discussion. Click on the other measurement methods to see examples.
121	Recruitment processes are conducted in a way that is perceived as fair to all applicants	This interview has not yet been tested. You could try doing <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> with individuals involved in recruitment processes, to ask them directly whether they feel that the processes are fair to all applicants.
122	Remuneration/payment policies are perceived as fair by all involved	This interview has not yet been tested. You could try doing <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel that remuneration and payment policies are fair.
123	Human resource management policies are perceived as fair by all involved	This interview has not yet been tested. You could try doing <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they feel that remuneration and payment policies are fair.
124	People treat each other with equity and fairness	Evidence collected while measuring indicator #120 at Lush Italy (<u>Survey Questionnaire</u> and <u>Structured Interview</u> methods) and Sierra Leone Red Cross (<u>Secret Ballot</u> , <u>Focus Group Discussion</u> and <u>Focus Group with Role-Play</u> methods) is also relevant to this indicator.
		For this indicator, it's often important to explore people's actual behaviour, as well as perceptions. If you shortlisted this indicator, you probably have some ideas already about which aspects of equity and fairness are important in your context, and how to tell whether people treat each other in those ways (or not). <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
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	This indicator was measured at Guanajuato University using the <u>Key Informant</u> method. In most entities it would be easy to determine whether or not these channels exist, simply by asking the director or project manager.
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	This interview has not yet been tested. If channels for seeking guidance on the application of ethics and reporting ethics violations are in place (#125), you could try doing <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> to ask people directly whether they trust these channels.
127	Performance goals are measured	This indicator has not yet been tested, but a <u>Key Informant</u> would normally be able to provide basic information about whether measurement takes place, while the individuals who are actually involved in measuring performance goals could add more detail through a <u>Focus Group Discussion</u> or individual <u>Interviews</u> .
128	Performance goals are communicated internally or externally	This indicator has been measured in a business context using the <u>Semi-Structured Interview</u> method with an external interviewer. Details of questions are not available, as the company has requested confidentiality.
		A <u>Key Informant</u> would normally be able to provide basic information about whether such communication takes place, while the individuals who are actually involved in communicating performance goals could add more detail through a <u>Focus Group Discussion</u> or individual <u>Interviews</u> .
129	Financial integrity is assessed	This indicator has not yet been tested, but a <u>Key Informant</u> would normally be able to provide basic information about whether assessment takes place, while the individuals who are actually involved in assessing financial integrity could add more detail through a <u>Focus Group Discussion</u> or individual <u>Interviews</u> .

130	Financial integrity is communicated internally or externally	This indicator has not yet been tested, but a <u>Key Informant</u> would normally be able to provide basic information about whether such communication takes place, while the individuals who are actually involved in communicating financial integrity could add more detail through a <u>Focus Group Discussion</u> or individual <u>Interviews</u> .
131	Resource use efficiency is measured	This indicator has not yet been tested, but a <u>Key Informant</u> would normally be able to provide basic information about whether measurement takes place, while the individuals who are actually involved in measuring resource use efficiency could add more detail through a <u>Focus Group Discussion</u> or individual <u>Interviews</u> .
132	Resource use efficiency is communicated internally or externally	This indicator has not yet been tested, but a <u>Key Informant</u> would normally be able to provide basic information about whether such communication takes place, while the individuals who are actually involved in communicating resource use efficiency could add more detail through a <u>Focus Group Discussion</u> or individual <u>Interviews</u> .
133	People have respect for nature	This indicator has not yet been tested. You could address it by using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to ask people whether they feel that their colleagues have respect for nature. For this indicator, though, it's often important to explore people's actual behaviour, as well as perceptions. If you shortlisted this indicator, you probably have some ideas already about which aspects of the natural environment are important in your context, and how to tell whether people show respect for nature (or not). <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
134	Action is consciously taken to contribute to a greater respect for nature	A modified version of this indicator ("Activities initiated and completed in the conscious aim of contributing to a greater respect for nature") was measured at Echeri Consultores using <u>Indirect Measures</u> . The project staff recorded the percentage of workshops, tree planting activities and reforestation activities that had been completed. If you shortlisted this indicator, you probably have some ideas already about which aspects of the natural environment are important in your context, and which actions your entity would like people to take. <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
135	People understand the complexity of natural systems	This indicator has not yet been tested. If you shortlisted it, you probably have some ideas already about what 'the complexity of natural systems' means in your context. You could use <u>Interviews</u> , <u>Focus Group Discussions</u> or different kinds of <u>Surveys</u> to ask people whether they feel that others understand the complexity of natural systems (you might need to provide some relevant examples). Methods such as <u>Focus Group with Role-Play</u> and <u>Theatrical Comprehension Test</u> may also be useful to give a picture of what people understand (or should understand, but don't).
136	Action is consciously taken to contribute to a greater understanding of the way nature is organised in systems and cycles	Evidence collected while measuring indicator #134 at Echeri Consultores (<u>Indirect Measures</u>) is also relevant to this indicator. If you shortlisted this indicator, you probably have some ideas already about which aspects of natural systems and cycles are important in your context, and which actions your entity would like people to take in order to contribute to a greater understanding. <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
137	Action is consciously taken to contribute to a greater understanding of the natural world as a source of personal fulfilment	This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method with two external observers watching an Earth Charter workshop. It was noted that one of the workshop activities, including guided reflection, meditation and visualisation, was effectively designed to make participants aware of their connection to the natural world as a source of personal fulfilment. Evidence collected while measuring indicator #134 at Echeri Consultores (<u>Indirect Measures</u>) is also relevant to this indicator.

138	The environment and community of life is celebrated	This indicator has not yet been tested. You could address it by using <u>Interviews</u> , <u>Focus Group Discussions</u> or <u>Surveys</u> to ask people whether they feel that their colleagues celebrate the environment and community of life. For this indicator, though, it's often important to explore people's actual behaviour, as well as perceptions. If you shortlisted this indicator, you probably have some ideas already about which aspects of the environment and the wider community of life are important in your context, and how to tell whether people celebrate them (or not). <u>Structured Observation</u> or a similar method would be very useful here, and a <u>Key Informant</u> may also have some interesting insights.
139	Entity is aware of the interconnectedness between the environment and their sphere of activity	This indicator has not yet been tested, but a <u>Key Informant</u> such as a project director could provide information about his or her personal understanding. <u>Document Analysis (Policies or Brochures)</u> may also be useful here.
140	People are aware of the connectedness between their religion and the environment	This indicator has not yet been tested, but a <u>Key Informant</u> such as a religious or spiritual leader could provide information about his or her personal understanding, while <u>Interviews</u> , <u>Focus Group Discussions</u> or different types of <u>Surveys</u> could be used to explore the feelings of individuals within a religious community or faith-based organisation.
141	Entity acts to reduce its environmental impact or remedy its contribution to environmental problems	This indicator was measured at Lush Italy using the <u>Document Analysis (Policies)</u> , <u>Key Informant</u> and <u>Unstructured Observation</u> methods. The company has well-publicised written policies on this issue, and both the external observers and interviewed staff confirmed that they are implemented.
142	Entity is aware of its environmental impact or its contribution to environmental problems	This indicator has not yet been tested, but a <u>Key Informant</u> such as a project director could provide information about his or her personal understanding. <u>Document Analysis (Policies or Brochures)</u> may also be useful here.
143	Entity has successfully reduced its environmental impact or remedied its contribution to environmental problems	This indicator has not yet been tested, but if you shortlisted it, you probably have some ideas already about which aspects of environmental impact are relevant to your entity. <u>Observation</u> -based methods and the <u>Key Informant</u> approach are likely to be useful, while <u>Document Analysis (Brochures)</u> may also provide relevant information.
144	Entity strives to have a positive effect on the natural environment.	This indicator has not yet been tested, but if you shortlisted it, you probably have some ideas already about which aspects of environmental impact are relevant to your entity. <u>Observation</u> -based methods and the <u>Key Informant</u> approach are likely to be useful, while <u>Document Analysis (Brochures)</u> may also provide relevant information.
145	Entity recognises its role as a protector of the natural environment	This indicator has not yet been tested, but a <u>Key Informant</u> such as a project director could provide information about his or her personal understanding. <u>Document Analysis (Policies or Brochures)</u> may also be useful here.
146	Entity acts to protect the environment, without waiting for governments or others to act first	A modified version of this indicator ("People feel compelled to protect the environment, without waiting for others to take action") was measured at Guanajuato University using the <u>Corporal Survey</u> and <u>Focus Group Discussion</u> methods. The questions asked in the corporal survey were "Do you feel compelled to protect the environment, without waiting for others to take action?" with possible answers VERY LITTLE, MORE OR LESS or VERY MUCH, and "After the workshop, do you feel compelled to protect the environment MORE than before, ABOUT THE SAME or LESS than before?" The focus group explored the reasons for people's answers, and which aspects of the workshop had increased people's compulsion to protect the environment.
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	This indicator has not yet been tested, but a <u>Key Informant</u> such as a project director could provide information about his or her personal openness to dialogue.
148	Entity implements a policy of purchasing environmentally sustainable products, e.g. recycled paper, even if cheaper alternatives exist	This indicator has not yet been tested. The existence of a policy should be easy to measure by talking to a <u>Key Informant</u> or through <u>Document Analysis (Policies)</u> . To determine whether or not the policy is actually implemented, you may need to use <u>Observation</u> -based methods, or perhaps <u>Interviews</u> , <u>Focus Group Discussions</u> or some form of <u>Survey</u> with individuals in relevant positions.

149	Entity implements a policy of procuring some or all of its energy from renewable sources	This indicator has not yet been tested. The existence of a policy should be easy to measure by talking to a <u>Key Informant</u> or through <u>Document Analysis (Policies)</u> . To determine whether or not the policy is actually implemented, you may need to use <u>Observation</u> -based methods, or perhaps <u>Interviews</u> , <u>Focus Group Discussions</u> or some form of <u>Survey</u> with individuals in relevant positions.
150	Entity implements a policy of reducing carbon emissions	This indicator has not yet been tested. The existence of a policy should be easy to measure by talking to a <u>Key Informant</u> or through <u>Document Analysis (Policies)</u> . To determine whether or not the policy is actually implemented, you may need to use <u>Observation</u> -based methods, or perhaps <u>Interviews</u> , <u>Focus Group Discussions</u> or some form of <u>Survey</u> with individuals in relevant positions.
151	Entity implements a policy of sustainable waste management, e.g. recycling or reducing waste	This indicator was measured at Lush Italy using the <u>Document Analysis (Policies)</u> , <u>Key Informant</u> and <u>Unstructured Observation</u> methods. The company has well-publicised written policies on this issue, and both the external observers and interviewed managers confirmed that they are implemented. See also #148-#150.
152	Number of activities/projects towards goal of environmental sustainability	This indicator has not yet been tested, but possible methods include asking a <u>Key Informant</u> such as a project director, or using <u>Document Analysis (Project Reports)</u> .
153	Number of activities/projects for raising awareness of environmental sustainability	This indicator has not yet been tested, but possible methods include asking a <u>Key Informant</u> such as a project director, or using <u>Document Analysis (Project Reports)</u> .
154	Quality of process of activities or projects aiming to achieve or promote environmental sustainability	This indicator was measured at Echeri Consultores using the <u>Theatrical Comprehension Test</u> method to determine pedagogical quality of Echeri's workshops in schools, i.e. to what extent the key messages, facts and skills persist after the workshops, and <u>Indirect Measures</u> to determine technical quality, i.e. percentage survival rates of the trees that were planted.
155	Action is consciously taken to share with others how to protect and restore the natural environment	This indicator has not yet been tested, but if you shortlisted it, you probably have some ideas already about which kinds of information about protecting and restoring the natural environment are relevant to your entity, and how to tell if the information is being shared (or not). <u>Observation</u> -based methods and the <u>Key Informant</u> approach are likely to be useful, while <u>Document Analysis (Brochures)</u> may also provide relevant information.
156	Education is undertaken to raise awareness and capabilities for the organisation to act according to principles of environmental sustainability	This indicator was measured at Guanajuato University using the <u>Semi-Structured Observation</u> method, with two external observers watching an Earth Charter workshop in which all the videos, presentations, etc. all had the goal of raising awareness and capabilities with respect to environmental sustainability. This indicator was measured at Echeri Consultores using the <u>Indirect Measures</u> method. The organisation counted the number of workshops that it had imparted, broken down by thematic focus. <u>Observation</u> -based methods and the <u>Key Informant</u> approach are likely to be useful here, while <u>Document Analysis (Brochures)</u> may also provide relevant information. You could also use <u>Interviews</u> , <u>Focus Group Discussions</u> and different kinds of <u>Surveys</u> to explore the extent to which people feel that they are aware of principles of sustainability, and capable of following them.
157	Entity actively seeks to work with others who will increase their ability to improve the environment	This indicator has not yet been tested, but possible methods include asking a <u>Key Informant</u> such as a project director, or using <u>Document Analysis (Policies)</u> .
158	Long term commitments to protect the environment are created	This indicator was measured at Guanajuato University using the <u>Document Analysis (Individual Goals)</u> method. Participants' individual goals from an Earth Charter workshop included long-term commitments to protect the environment.
159	Long term commitments to protect the environment are adhered to	This indicator was measured at Echeri Consultores using the <u>Indirect Measures</u> method. Schools that had already made a voluntary long-term commitment to create and nurture tree nurseries were visited, and the state of the nurseries was recorded (e.g. condition of tree nursery infrastructure and seedlings; presence or absence of litter and graffiti) in order to determine whether the commitment had been adhered to.

160	Entity contributes positively to society by working to address social problems or global issues	This indicator has not yet been tested, but if you shortlisted it, you probably have some ideas already about which social problems and/or global issues are relevant to your entity, and how to tell if they are being addressed (or not). <u>Observation-based methods</u> and the <u>Key Informant</u> approach are likely to be useful, while <u>Document Analysis (Brochures)</u> may also provide relevant information.
161	Entity implements a policy of ethical investment	This indicator has not yet been tested. The existence of a policy should be easy to measure by talking to a <u>Key Informant</u> or through <u>Document Analysis (Policies)</u> . To determine whether or not the policy is actually implemented, you may need to use <u>Observation-based methods</u> , or perhaps <u>Interviews</u> , <u>Focus Group Discussions</u> or some form of <u>Survey</u> with individuals in relevant positions.
162	Number of activities/projects towards goal of addressing the social aspects of sustainability	This indicator has not yet been tested, but possible methods include asking a <u>Key Informant</u> such as a project director, or using <u>Document Analysis (Project Reports)</u> .
163	Number of activities/projects for raising awareness of the social aspects of sustainability	This indicator has not yet been tested, but possible methods include asking a <u>Key Informant</u> such as a project director, or using <u>Document Analysis (Project Reports)</u> .
164	Quality of process of activities or projects aiming to achieve or promote social aspects of sustainability	This indicator has not been tested, and measurement methods will vary according to the processes themselves. See #154 for some suggestions as to how quality of process was measured at Echeri with respect to environmental, rather than social, aspects of sustainability.
165	Entity's activities or events create a safe environment for people	This indicator has not yet been tested. You could use <u>Interviews</u> , <u>Focus Group Discussions</u> or different kinds of <u>Surveys</u> to ask people whether they perceive the environment as safe.
166	Work is viewed as a form of service	This indicator was measured at Guanajuato University using the <u>Semi-Structured Interview</u> and <u>Semi-Structured Observation</u> methods. It was established that the work of facilitating the Earth Charter workshops was unpaid and time-consuming, and required a high level of motivation: service was the key motive of the facilitators for participating. You could also try using <u>Focus Group Discussions</u> or different kinds of <u>Surveys</u> to ask people whether they personally view work as a form of service, or whether they feel that others view work as a form of service.