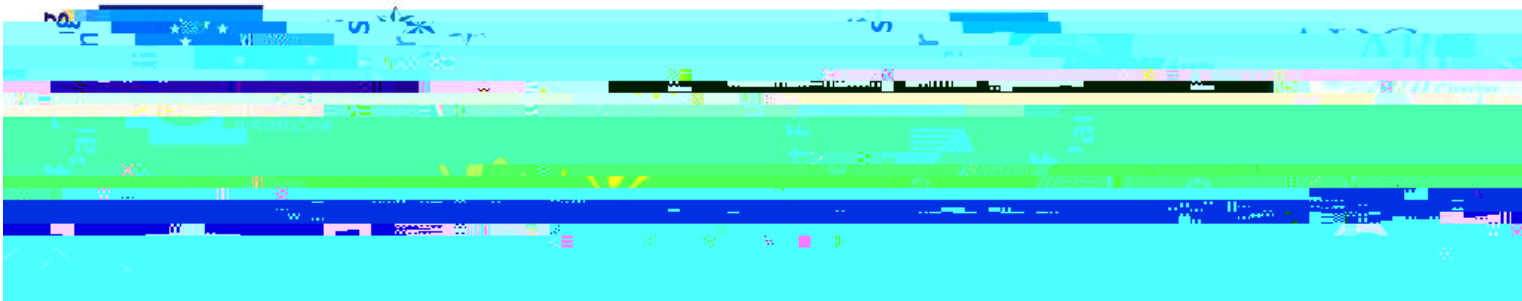
Deliverable Number 17:

Project Final Report

(Amended version resubmitted September in response to feedback from EU Assessors)



4.1 Final publishable summary report

4.1.1. Executive Summary

4.1.2. Summary Description of Project Content and Objectives

A wide range of CSOs have taken the lead in public awareness and response to environmental problems, and this has accelerated recently with increasing concern for the impacts of climate change. Some of these CSOs are ethically driven, faith based, or include the promotion of values as part of their core activities, as these values can be the main drivers for changing individual behaviour. Relevant values include:

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

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

Many CSOs worldwide are often conscious of the importance of their values-based work, whether faith-based or not, but up until now they have lacked the research tools and methodology to turn awareness or subjective evaluation into indicators that can be used more systematically and widely. In other words, the CSOs felt that the impact of their projects needed to be measured not only in terms of traditional economical, environmental and social statistics, but also in terms of values-based indicators linked to equality, justice and concern for others551(e)3.2.147792(b)-0.295585(u)231.977 -13.88aa596(s)-1.22875( )-0.147792(o)burnis ie Eu

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Bearing in mind the above perceived needs for devel

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

Further details are given below:

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

II: ESDinds indicators as a novel tool for organisational development

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

IV Full details of the project processes and outcom

Figure 1: Using WeValue for project monitoring and evaluation

(a) Indicators Pathway: Assessing generic `values'

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

Dimension	Primary arena of influence: Internal	Secondary arenas of influence	Tertiary arenas of influence

Table 2: A continuum of process influence and findi influence

Source of influence	Criteria
Processes only	The stated benefit was entirely to the evaluation processes. The benefit would not

Some of the CSOs then reported back to their funder their new Indicators – about empowerment, emotional connection to nature, opportunities for everyone to have a voice, the active elicitation of minority views. Funders were surprised to learn these activities were taking place and even now being assessed; some funders85(a)3.74(v)-0.295585(e)3.74( )-0.146-0.29558

of words. It seems that this EU project has unwitt

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

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

It was recognised that an important aspect of the 'ESDinds method' is its flexibility, and that localisation is critical. Users select those indicators with the greatest relevance to their own activities, and then modify the wording as necessary to fit their local context – changing, for

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

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

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

Evidence based on what people think and feel

Stand on a Colour (spatial survey): Some of the indicators were turned into questions with a three-point scale of responses (A lot – More or less – A little). For example, the indicator

Benefits of the ESDinds Field Visit for Echeri

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

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

- The processes of talking about values and using the indicators, in themselves, drew the youth participants' attention to aspects of the group's work th[illegible]

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only been asked to fill out a questionnaire about motivation, but when WeValue evaluation tools were used instead, the conversation became much deeper' and the

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

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

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

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

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

(a) The link between value(s) and indicator(s), V I, is valid (which depends on the value(s) being adequately conceptualised);
(b) The link between indicator(s) and assessment tool(s), I AT, is valid (which depends on the indicator(s) being adequately conceptualised);
(c) The link between assessment tool(s) and data, AT D, is valid (which depends on unbiased data collection);
(d) The link between the data and the stated conclusion(s), D C, is valid (which depends on unbiased data analysis).

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

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

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

3. Measurability/Usability

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

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

4. Comprehensibility

The comprehensibility of the indicators was not assessed directly in the first set of field studies (although it was implicitly demonstrated in the discussions arising in each CSO around the indicators, which would not have been possible if they had not been fully understood). Thus, the second round of field testing therefore needed

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

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

(a)

Research Question 1 – relevance to organisations without a prior values commitment

The senior management team were unanimous on the general relevance of the indicators to the Farad context. Each found the process of shortlisting challenging because so many were considered relevant. One of the managers spontaneously felt that rather than begin from the relevant ones, which were so many, he would identify the ones he could exclude as irrelevant or already present. This would suggest that the perceived relevance of the indicators in previous field visits was not the outcome of a 'values bias' but a function of the indicators themselves.

Research Question 2 – validity of association between indicators and values

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

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

Findings from the follow-up meeting showed that the indicators were unanimously understood in terms of values. When specific values were associated explicitly and systematically with each indicator, the findings exactly mirrored the associations that had been made three months earlier without prompting. This consistency reinforced the clarity of the perceived associations, as did the repeated emphasis on seeing the indicators as forming clusters expressing a common value such as "team spirit", "entrepreneurial culture" or trust. However, there was variation between individuals in terms of the actual values associated with each indicator, suggesting that they lend themselves to multiple, mutually inclusive value 295585(m)-2.46239( )-0.146571(t)-2.16436(h

Results

Research Question 1 – Value mapping

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

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

Research Question 2 - Scaling up and mainstreaming

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

practice, but initial signs are promising. Specifi

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

Research Question 2 – value mapping

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

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

Research Question 3 – cross-cultural comprehensibility

A general overview of the results from the whole YABC group (n=61) suggests that the level of comprehension of the indicators is not based on nationality or linguistic ability. In total, 11 indicators were understood by the whole group and no indicator with the most 'X' (not understood) was marked by 15 youth – a quarter of the group. The six indicators that were the least well understood were #11 in Set 2 (15 'X's), #94 (13 votes), #14 (11 votes), #136 (10 votes), #97 and #32 (9 votes each).

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

Conclusions

- Relevance: These results might suggest that the indicators not only resonate with the YABC project, but also show that they appear to be relevant across a very diverse spectrum of national and social contexts: every participant found at least 15 indicators relevant.

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

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

Link with work done by ARC: London East Academy

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

Research Design

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

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

Results

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

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

In relation to the question of whether the indicators [illegible]

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

The ‘WeValue’ web platform

The WeValue interactive web platform (www.WeValue.org) has been developed, in close partnership with the design and communication

- The mean number of indicators selected per organisation was 32.0, with a standard deviation of 23.9
- Thirteen organisations selected more than half of the 65 headline indicators (i.e. those listed on the front page of the web platform)
- 29 organisations selected more than three-quarters of the headline indicators
- Three organisations also selected indicator variants that did not appear on the front page of the web platform, and could be accessed only by clicking on the links
- The mean number of votes per main indicator was 1.1, with a standard deviation of 2.8.
- 48 indicators were selected by more than a third of the organisations
- Three indicators were selected by more than half of the organisations.

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

Engagement and collaboration

The highly collaborative nature of the project and the deep engagement of all Consortium partners also has important social implications. One of the project partners, the European Bahá’í Business Forum (EBBF), has chosen to employ their own project manager for ESDinds applications within EBBF, dedicating organisational resources which will enable them to move forward with the work beyond the end of the ESDinds project in January 2011, thus providing the opportunity for their member organisations to continue to use and further develop the values-based evaluation systems developed in ESDinds. Furthermore, the deep involvement of the Consortium member from the Earth Charter Initiative (ECI) has led the organisation to acquire the capacity to advise their affiliates on

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

Echeri Consultores

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

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

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

Finally, the results from the evaluations carried out using the methodology developed through the ESDinds project were incorporated into Echeri Consultores' annual report. This led the organisation's major donor, Reforestamos Mexico (RM), to recognise the international relevance of the work done by EC and to explo95585(i)-2.16558(c)3.74(a)3.75(r)2.8006( )-0.13494209(g)9.71093(t)-2.1(r)2.805( )-20.1596(.805(o)-0.2949742(t)]TJ 240.742 0 Td [(a)3.74244(g)9.71093(t)-2.1015(

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

The potential impact of scaling up the application

erment’

aware of how their existing knowledge, skills,
traditions can contribute to the
. Their contribution is encouraged, and
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Set 1 Indicators for ‘Integrity’

Code	Indicator
I_H1	Ethical values and principles are used by individuals/team/organisation in guiding decision-making and activities
I_SH1a	Individuals / organisation/partners conduct their activities according to principles of universal responsibility
I_SH1b	Individuals / organisation/partners conduct their activities according to principles of interdependence
I_SH1c	Individuals / organisation/partners conduct their activities according to principles of respect and care for the community of life
I_SH1d	Individuals / organisation/partners conduct their activities according to principles of ecological integrity
I_SH1e	Individuals / organisation/partners conduct their activities according to principles of social and economic justice
I_SH1f	Individuals / organisation/partners conduct their activities according to principles of democracy
I_SH1g	Individuals / organisation/partners conduct their activities according to principles of non-violence
I_SH1h	Individuals / organisation/partners conduct their activities according to principles of peace
I_SBH1i	Truth-seeking, non-judgmental, confidential channels which are trusted, are in place for individuals seeking guidance on ethical questions, reporting violations and examining violations of ethics
I_SH1j	Individual/team/organisation can identify applicable ethical values in a given context
I_SH1k	Employment processes are conducted in a way that is fair to all applicants.
I_SH1l	Actions of individuals, members, partners, affiliates and the organisation are consistent and in harmony with the core principles promoted by the organisation
I_SH1m	Individual/team/organisation's behaviour is consistent with their words
I_H2	Individuals/team/ organisation/par84 0 Td 585(s33 85(d)-0.295585(i)-2.16558(v)-0.29558

Set 1 Indicators for ‘Trust / Trustworthiness’

Code	Indicator
T_H 1	Individual/ organisation/partner is trusted to fulfil their commitments
T_SH1a	Trusted partners are given flexibility to do things differently within prescribed structure.
T_SH1b	Partners are trusted to satisfactorily deliver their commitments without the need for formal agreements.
T_SH1c	Partners trust that each shares a commitment and willingness to collaborate for a similar vision
T_H2	Individuals, colleagues, organisations, partners are perceived to be trustworthy, truthful, honest, transparent, respectful and practice integrity in their interactions with others
T_SH2a	Open dialogue exists between project partners
T_SH2b	Differences are resolved through dialogue in a way that produces learning and growth
T_SH2b´	Differences are resolved through dialogue
T_SH2b´´	Conflict solving produces learning and growth
T_SH2c	Partners feel that their worth and value has been acknowledged.
T_H3	The organisation is transparent about the process and outcomes of decision-making, openly sharing information with employees
T_H3´	The organisation is transparent about the process and outcomes of decision-making, openly sharing information with people
T_SH3a	Trust in peoples capacities leads to active participation
T_H4	Individuals/partners/ organisation live the values they promote

Set 1 Indicators for ‘Respect and Care for the Community of Life’

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

Code	Draft indicator
3001	People treat each other with kindness, respect, equity, fairness and courtesy.
3002	People feel that the opinion and contribution of every individual is encourag74(n)-0.2.3895(m)

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

Code	Draft indicator
3026	Individuals/partners feel that they have been given the opportunity to explore their own wisdoms, traditions and values that they already hold, rather than having something imposed upon them
3027	Staff within an organisation feels that different approaches and ideas are valued and respected.
3028	Degree to which individuals/partners feel that their individuality is respected, and difference is recognised.
3029	Degree to which individuals/partners are willing to listen to or appreciate different ideas or opinions
3030	Degree to which individuals/partners are able to express their own values or ideas and listen to those of others.
3031	

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

Code	Draft indicator
3055	Number of activities/projects towards goal of environmental sustainability
3056	Quality of process and results of activities/projects aiming to achieve or promote environmental sustainability

Code	Indicator
1	Everyone has their place in the team
2	Everyone knows what their responsibilities are within the team
3	Everyone feels responsibility for their part of the work
4	Everyone knows what the final goal of his/her work is, as well as the work of the whole entity
5	People feel that they are encouraged to fulfil their responsibilities
6	People feel that they are given autonomy and trust

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

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

Set 2 Sustainable Development Indicators (SDIs) (continued)

Code	Indicator

Set 2 Sustainable Development Indicators (SDIs) continued

Code	Indicator
150	Entity implements a policy of reducing carbon emissions
151	Entity implements a policy of sustainable waste management, e.g. recycling or reducing waste
152	Number of activities/projects towards goal of environmental sustainability
153	Number of activities/projects for raising awareness of environmental sustainability
154	Quality of process of activities or projects aiming to achieve or promote environmental sustainability
155	Action is consciously taken to share with others how to protect and restore the natural environment
156	Education is undertaken to raise awareness and build capabilities for the organisation to act according to principles of environmental sustainability
157	Entity actively seeks to work with others who will increase their ability to improve the environment
158	Long term commitments to protect the environment are created
159	

Charnwood Trust Nursery & Family Centre	UK	Non-profit, charitable or humanitarian organisation	Inclusive Nursery, supporting children to play and learn together	Online only	No feedback
Clear Perspectives Limited	UK	Company or social enterprise	Organisation specialising in values-based leadership development	Online only	No feedback

Institute of Agricultural Economics	Bulgaria	Academic or educational institution	Leading national center for fundamental, applied, and policy-forwarded research in the area of Agricultural, Rural, and Food Economics and Policies	Online only	No feedback
International Environment Forum	Switzerland	Non-profit, charitable or humanitarian organisation	Bahá' í-inspired organization for environment and sustainability	Founded by Arthur Dahl	See short case report
International Federation of Red Cross and Red Crescent Societies w,rd	Switzerland and worldwide	Non-profit, charitable or humanitarian organisation	The IFRC is the world's largest humanitarian organization, providing assistance without discrimination as to nationality, ra,tat549(t)4.04989(d)4.04989( )-5.43385(R)58374(w)20.8759(i)-1.76272(t)-5.19657(c)-7.19657(r)44 uccc Somo mw, fo		

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

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

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

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

COMRADES OF CHILDREN OVERSEAS (COCO), UK & AFRICA

COCO is a registered international children's charity working on closely monitored education and

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

Professors and researchers at UIMQRoo expressed great interest in the WE VALUE indicators, immediately seeing the potential of values-based approaches for evaluating the university's distinctive model of intercultural education. In particular, it was felt that the WE VALUE indicators could be usefully incorporated into an existing end-of-course evaluation for professors and students. Three headline indicators have been selected for this purpose and translated into Spanish. In addition, two UIMQRoo faculty members have collabor

Case studies that generated new learning about the indicators

NOONKODIN SECONDARY SCHOOL, TANZANIA

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

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

In close consultation with the headmaster and the lead facilitator for the Unity in Diversity Project, the interns selected a total of 40 indicators and assigned them to seven specific values, namely Teamwork/Cooperation (5 indicators), Communication (5), Respect (5), Freedom of Speech (5), Work Environment (9), Environment (as understood to mean the natural environment) (6), and Society (3). Each indicator was translated into Swahili and converted directly to a survey question. Questionnaires were completed by 26 final-year students, 30 third-year students and 37 second-year students at Noonkodin, as well as 65 final-year students at Mazinde Day Secondary School and 29 final-year students at Tanga Technical School. These were supplemented by three qualitative measurement methods, namely semi-structured interviews, focus group discussions and unstructured non-participant observation of lessons. The interns felt that this combination of methods helped to demonstrate a clear difference between Noonkodin final-year students and those attending other schools, and also distinguished more clearly between students who were participating in the Unity in Diversity Project and those who were not.

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

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

RHYTHM OF CHANGE, UK & SOUTH AFRICA

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

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

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

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

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

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

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

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

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

SWINDON YOUNG PEOPLE'S EMPOWERMENT PROGRAMME

The Swindon Young People's Empowerment Programme (YEPS) aims to develop a healthy human spirit in young people, through an innovative tr

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

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

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

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

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

4.2. Use and dissemination of foreground

Section A (public)

This section includes two templates

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

Template A2: List of all dissemination activities

			Environment Forum web site					
2	**Web**	**UoB, Georgia Piggot**	**ESDinds Website**	**20/03/2009**	**World Wide Web: http://www.esdinds.eu**	**Scientific Commu**		

			Brighton					

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26	**Web**	**DAHL (Arthur Dahl)**

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

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

			Visible International Conference (paper summaries, presentations, video links)			**Society**		
49	**Workshop**	**UoB, Gemma Burford**	**Sharing Day 'Promoting Sustainability Education and Values-Based Education in Schools**					

54	**Presentation**	**DAHL (Arthur Dahl)**	**Presentation on WeValue indicators to Partnership for Education and research about Responsible Living (PERL) International Conference**	**15/03/2011**	**Maltepe University, Istanbul,Turkey**	**Scientific Community (higher education, Research); Civil Society**	**20**	**International**
55	**Presentation**	**DAHL (Arthur Dahl) and EBBF**	**Lecture on sustainability including We Value**	**16/03/2011**	**Middle East Technical University, Ankara, Turkey**	**Scientific Community (higher education, Research); Civil Society**		**Turkey**
56	**Presentation**	**DAHL (Arthur Dahl) and EBBF**	**Lecture on sustainability including We Value**	**17/03/2011**	**Ozyegin University, Istanbul, Turkey**	**Scientific Community (higher education, Research); Civil Society; Industry**		**Turkey**
57	**Workshop**	**UoB, Elona Hoover**	**Conference, How being ethical is good for business**					

We Value

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

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

The applications for patents, trademarks, registere

Part B2

Please complete the table hereafter

Type of Exploitable Foreground[10]	Description of exploitable foreground	Confidential Click on YES/NO	Foreseen embargo date dd/mm/yyyy	Exploitable product(s) or measure(s)	Sector(s) of application[11]	Timetable, commercial or any other use	Patents or other IPR exploitation (licences)	Owner & Other Beneficiary(s) involved
	Ex: New supercond uctive Nb-Ti alloy			***MRI equipment***	***1. Medical 2. Industrial inspection***	***2008 2010***	***A materials patent is planned for 2006***	***Beneficiary X (owner) Beneficiary Y, Beneficiary Z***

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

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

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

4.1 Report on societal implications

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

A General Information ***(completed automatically when*** Grant Agreement number ***is entered.***	
Grant Agreement Number:	
Title of Project:	
Name and Title of Coordinator:	

B Ethics

1. Did your project undergo an Ethics Review (and/or Screening)?

- If Yes have you described the progress of compliance with the relevant Ethics Review Screening Requirements in the frame of the pc o re f (r) e p

· Were those animals cloned farm animals	
· Were those animals non human primates	
RESEARCH INVOLVING DEVELOPING COUNTRIES	
· Did the project involve the use of local resources (genetic، animal، plant etc)	
· Was the project of benefit to local community (capacity building، access to healthcare، education etc)	**Y**
DUAL USE	

.

D Gender Aspects

5. Did you carry out specific Gender Equality Actions

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

12.

13c If Yes, at which level? Local regional levels National level European level International level	
H Use and dissemination	
14. How many Articles were published/accepted for publication in peer-reviewed journals?	
To how many of these is open access[13] provided?	

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

MEDICAL SCIENCES

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

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

B. Workforce Statistics

3. Workforce statistics for the project: Please ind

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

E. Interdisciplinarity

10. Which disciplines (see list below) are involved in your project?
Main discipline Educational sciences (education and training and other allied subjects)
Associated discipline: Earth and related environmental sciences (geology, geophysics, mineralogy, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, oceanography, vulcanology, palaeoecology, other allied sciences)
Associated discipline:

15. How many new patent applications ('priority filings') have been made?

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