

Values-Based Indicator Toolkits



PERL/UNITWIN is a network of researchers and educators with regional networks in Europe, Asia/Pacific, Africa and Latin America.

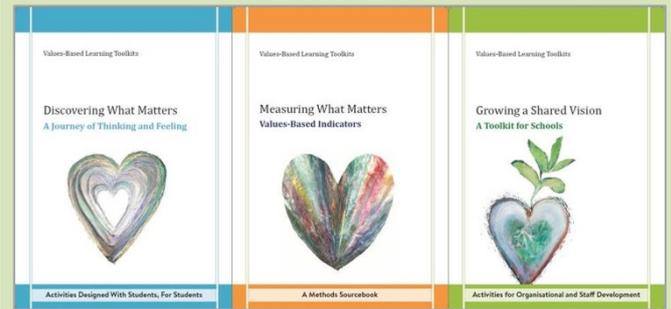
PERL/UNITWIN is coordinated from the Hedmark University of Applied Sciences in Norway and consists of 30 core partners and 140 institutions (universities, research institutions, civil society organizations, businesses) from more than 50 countries.

PERL/UNITWIN is a key partner Network of the UN Global Action Plan for Education for Sustainable Development. PERL/UNITWIN is also a part of the 10-Year Framework of Programs on Sustainable Consumption and Production's Program on Sustainable Lifestyles and Education.



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Partnership for Education and Research about Responsible Living

www.livingresponsibly.org

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PERL is a network of educators and researchers which encourages people to contribute to constructive change through the way they choose to live.

PERL partners:

- research social responsibility and sustainable lifestyles;
- promote education for sustainable development; in particular, education for sustainable consumption;
- provide capacity building;
- develop values-based indicators for use in schools;
- create active learning methods and materials;
- encourage policy changes for education for sustainable living;
- give visibility to creative communities that collaboratively invent new ways of living.

Values-Based Indicator Toolkits



There is a gap between what many individuals, especially consumers, want to do and how they in fact act. Knowledge about the consequences of behavior does not in itself appear to determine the direction in which individuals steer their daily choices. Recent research supports the claim of those who contend that values can and often do motivate the choices people make.

PERL is coordinating an initiative which deals with learning to use value-based indicators for sustainable living and thereby assisting in balancing the focus on the social as well as the environmental and economic dimensions of sustainable consumption and production.

Frameworks for values-based indicators have been successfully investigated and developed by, among others, The ESDinds project for use by CSOs and NGOs, as well as businesses. The framework the ESDinds project created is named WeValue and has shown that not only can values-based indicators be developed; the process of using such value-based frameworks can result in significant transformational learning and mission focus for the groups involved. PERL is taking this work forward in the context of schools and adapting the WeValue guide for use by teachers.



By considering « the future we want » and why we want that future stimulates agency and the ability to determine one's future rather than to merely be formed by external events. But to consider the dimensions of a desirable future the individual or group (in this case class or school) must examine and identify the values base from which this springs.

Values and questions of life-quality in relation to sustainable living are not central themes of most educational institutions. Although many institutions of higher education train teachers in ethics and religious studies, the WeValue approach to inter-active learning requires interdisciplinary cooperation, multicultural awareness, non-dogmatic attitudes and the ability to help students recognize the interconnectedness of values and actions.

To ensure that the Values-Based Indicator Toolkits which PERL has developed, can be used effectively by teachers, teacher-training seminars have been held and the methodology tested in schools.



If you want to learn more about the WeValue project or PERL's involvement, visit the following websites:

www.livingresponsibly.org
<http://www.wevalue.org>

Throughout the last decade most education about sustainable lifestyles has centered around explaining the dire consequences of what has been done wrong or looking for purely technological solutions. Approaching education for sustainable lifestyles from a constructive value-based perspective is the intent of the toolkit and the social learning methodology which is being further developed.