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Item Type	Learning object
Authors	AtKisson,, Alan;Stucker, Dominic,author.;Wener, Leah
Publisher	Earth Charter Initiative
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Download date	2026-11-11 09:40:25
Link to Item	http://hdl.handle.net/20.500.12424/187093

EC-Assess:

The Earth Charter Ethics-Based Assessment Tool

An Open-Source Tool for Evaluating the Sustainability of Organizations, Projects, Initiatives, and Individuals





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The Earth Charter Ethics-Based Assessment Tool

An Open-Source Tool for Evaluating Sustainability of Organizations, Projects, Initiatives, and Individuals

Version 5
1 September 2008

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Donor: *Plan Netherlands*

Published by: *Earth Charter International Secretariat*

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The final words of the Earth Charter "Preamble:"

"We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life [the Earth Charter] as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed."

I. INTRODUCTION

*What is **EC-Assess?***

EC-Assess is an integrated ethical assessment tool that can be used by individuals or groups who want to evaluate and improve both their *level of declared commitment* and their *level of performance* in pursuit of a more just, sustainable, and peaceful world.

The tool is designed to be applicable and useful in a very wide variety of contexts, ranging from individual lifestyle assessment, to projects or organizations seeking to improve their own practice of Earth Charter principles, to groups seeking to evaluate (from an external position) the ethical commitment and performance of governmental agencies, non-governmental organizations, educational institutions, corporations, etc.

EC-Assess is based on the ethical framework of the Earth Charter, and uses a simple worksheet found in Section III of this booklet. Using a subset of the Earth Charter's sixteen Principles and sixty-one Supporting Principles, evaluators first identify which Supporting Principles are relevant to the subject of the assessment (material and within the subject's influence). They then evaluate (1) the extent to which each Supporting Principle is espoused publicly, and (2) the extent to which actual planning and performance reflects the implementation of that Supporting Principle in practice.

The results allow the evaluator to identify areas where either the declared embrace of a Supporting Principle is strong or weak, and where the actual practice of a specific Supporting Principle is strong or weak. The results highlight, in particular, those areas where declared commitment to a Principle, and the practices of that initiative or organization, are not in sync with one another.

*Why conduct **EC-Assess**?*

Assessment is about accountability and improvement. We assess both to gauge progress, and to find out how to make more of it.

Ethics-based assessment is different from ordinary performance assessment, in that it focuses on the expressed core values of the subject being evaluated, and compares performance against those values and aspirations. The Earth Charter is used as the framework for EC-Assess because it is a very broadly endorsed statement of globally embraced values and aspirations for the future of our world. It provides a "highest common denominator" set of ethical principles for building a just, sustainable, and peaceful society.

The Earth Charter is truly "of the People," in that it resulted from an unprecedented global process of consultation and consensus building involving thousands of citizens, leaders, and scholars.

The Earth Charter draws its authority from this consultation process and from the thousands of institutional endorsements it has received since 2000. It thus offers a high and legitimate standard for measuring ethical commitment and performance.

By utilizing EC-Assess as a normative, systemic, and customizable assessment, individuals and organizations can stimulate discussion and inspire action to change lifestyles, goals, and operations to better reflect both their espoused values, and the values identified as most necessary to ensure a just, sustainable, and peaceful world for coming generations.

Furthermore, when EC-Assess is used to assess the projects or programs of other organizations, including those in the business and government sectors, such assessment - especially when conducted using appreciate inquiry - can stimulate constructive exchange of information, dialogue, and debate, as well as motivating additional action for positive change.

The EC-Assess process helps to harness the power of "cognitive dissonance," instances when actions do not mirror espoused values. These points of dissonance can be recognized as opportunities for launching campaigns to change personal behavior, strategy, and practice.

*Preparing to conduct **EC-Assess***

Earth Charter International (ECI) strongly recommends that all evaluators - whether they are individuals or organizations - conduct an EC-Assess focused on themselves before using the process to assess other evaluation subjects. This will build both a deeper understanding of the process, a sense of empathy for the subjects you are evaluating, and the opportunity to put the tool to work in the improvement of your own commitment and performance relative to the ethical vision of the Earth Charter.

Before beginning the EC-Assess steps outlined below, the evaluator should take into account these process considerations.

- **Adopt a mindset of appreciative inquiry.** Approach assessment from a positive and constructive perspective, looking for strengths and building upon them.

- **Be prepared to "dig deep."** The assessment will be richer and more meaningful if each Supporting Principle is carefully taken into consideration. Make sure to properly view EC-Assess as a normative, yet subjective, tool.

- **Be committed to change yourself.** This is easier said than done. Changing your behavior, policies, or operations is challenging. Durable change necessitates stepping outside

of your (or your organization's) comfort zone and tolerating a great deal of ambiguity until new practices become habitual. Sometimes change requires an initial investment of resources, financial or otherwise, that will only pay off in the long run. Such processes can take a long time and progress is not always linear.

- **Involve others.** Organizations should seek to involve as many staff as possible in the process, so that the assessment also becomes a strategic training and team-building activity.

- **"Put yourself in their shoes" when assessing other organizations.** Again, use an approach of appreciative inquiry that is constructive and seeks out collaborative solutions to identified dissonance. Invite stakeholders from the selected organization to conduct EC-Assess in parallel or in collaboration with you.

Before starting the EC-Assess process, it is a good idea to read (or re-read) the entire Earth Charter[1]. This will remind you of the context and purpose of the assessment, before you delve into the specific details of the main Principles and Supporting Principles.

EC-Assess consists of seven steps, summarized here. Detailed step-by-step instructions follow, along with the EC-Assess Worksheet.

1) **Select the Subject.** The "Subject" of your assessment is the entity you are evaluating. Choices range from the individual and household level, to entire NGOs and their programs, to organizations and initiatives in business, government, and other sectors. The first step is to be clear about what you are – and are not – assessing.

2) **Map What's Relevant.** In this step the assessor (or team of assessors) considers each one of the Earth Charter's Supporting Principles under Principles 5-16, and decides which ones are relevant or "material" and within the Subject's influence.

3) **Evaluate the Values.** For each one of the selected (relevant) Supporting Principles, the assessment team ranks the Subject

Note on Methodology

EC-Assess focuses on Principles 5-16 and their specific Supporting Principles. This follows the structure of the Earth Charter. The first four Principles of the Charter are broad and encompass the whole of its ethical framework in general terms. They are followed by the phrase, "In order to fulfill these four broad commitments, in it necessary to..." which then introduces the remaining, more specific Principles and Supporting Principles. Principles 5-16 are more specific expressions of the Earth Charter's ethical principles, and more conducive to the exercise of assessment. Similarly, the main Principles 5-16 are themselves general expressions of more specific actions that are described in the Supporting Principles.

[1] Find the Earth Charter text in over 30 different languages at www.earthcharter.org

according to the following 0-3 scale. The essential questions are "To what degree does the Subject *declare that they care* about this Principle?" and "To what degree does this Supporting Principle *appear to be valued,* based on the evidence of statements, policies, declarations, resolutions, guide- lines, etc.?"

Scoring Guide:

Score	Evidence of Care for the Supporting Principle
0	Level of care for this Principle is either totally invisible, impossible to determine, or not contributing to the Earth Charter vision
1	There exists evidence of ***minimal*** care about this Principle
2	There exists evidence of ***growing*** care about this Principle
3	There exists evidence of ***great*** care about this Principle

4) **Appraise the Performance.** Now, for the same set of Supporting Principles, appraise the degree to which each is evidenced in action. The essential questions are, "To what degree is the Subject *demonstrating* that they value this Supporting Principle? Are they *taking action* to reflect that, and not just *talking* about it?" Note that the scoring is not meant to assess whether the Subject has achieved the "perfect realization" of the Principles, but rather to gauge their level of sincere and tangible engagement in the process of implementation.

Scoring Guide:

Score	Evidence of Action to Implement the Supporting Principle
0	Implementation/action to realize this Principle is either totally invisible, impossible to determine, or not contributing to the Earth Charter vision
1	There exists evidence of ***minimal*** action to realize this Principle
2	There exists evidence of ***movement toward*** more action to realize this Principle
3	There exists evidence of ***engaged*** action to realize this Principle

5) **Reflect on the Feedback.** The assessment team then studies the results, seeking for patterns and highlights in the resulting "Earth Charter ethical snapshot" of the Subject. Note which values are both fully embraced in theory as well as fully embodied in practice ... as well as those values embraced in word, but are not supported by action. Those Supporting Principles for which great or growing care was identified, but that are not yet reflecting significant levels of engaged action, represent areas of dissonance. These can present the greatest opportunities for meaningful change, because the Subject is likely to be motivated to bring action into alignment with declared values. These areas might emerge as the highest priority for a change campaign.

6) **Create the Campaign.** The assessor or assessment team then formulates a plan of action for bringing about meaningful change in the life and/or operations of the Subject organization. If the Subject is oneself or one's own organization, this plan involves concrete strategies and tactics for promoting more fully embodied values, through action to implement those values. If the Subject is external to the assessors, the campaign may be an information campaign, to present the overall results of the Assessment and encourage engagement and change on the part of the Subject. Campaigns can be created around one or more specific Supporting Principles, a Principle, or a Pillar of the Earth Charter.

7) **Score the Success.** Follow through with the campaign(s) and keep track of progress. To measure the impact of the campaign(s), repeat steps 2-5 after an appropriate time interval.

As you move through the above steps, and feel you need guidance, please write to Earth Charter International, at "ec-assess [@] earthcharter.org." Our staff or volunteers will do their best to assist you. We appreciate your feedback on this tool, as we always seek to improve upon our work.

We hope that EC-Assess and the Earth Charter can help you bring about desired and meaningful change toward achieving sustainability in your own life and through your organization. Such action brings humanity one step closer to realizing a "just, sustainable, and peaceful world." Please share EC-Assess with others to multiply its positive effects.

We welcome your comments, suggestions, and, most of all, your stories about how ethics-based assessment, using the Earth Charter, supports you in your own work to create a better world.

Step-by-Step Instructions and the EC-Assess Worksheet follow the next section. You may also choose to use the electronic version of the Worksheet, which calculates results automatically, and is available in our online Resource Center.

An Example of **EC-ASSESS** in Action

Using EC-Assess to evaluate commitment and action of tourism stakeholders towards sustainability in Quepos, Costa Rica

By: Alicia Jiménez and Daniel Korpela

www.INEX.org

This section provides an example of how EC-Assess can be conducted, what kind of data can be obtained, and how it can be presented. It is divided into the following sub-sections: Introduction; Methodology of Data Collection; Kinds of Information that can be Obtained; Different Forms for Presenting the Data; and Recommendations and Conclusions.

• Introduction

This assessment was carried out by students of INEX (International Network for Educational Exchange), an Austria-based organization committed to education in leadership and sustainability. In the summer of 2008 INEX brought twenty European Masters student's to Costa Rica to participate in a course on sustainable development. INEX included the Earth Charter in its summer program in two ways: first, by discussing theoretical aspects of the ethical principles contained in the Earth Charter in a two week theory course; and, second, by using EC-Assess as a methodological tool for subsequent research.

The research objective was to analyze to what extent the tourism sector in Costa Rica is moving toward sustainability. Tourism is one of the most important economic activities in Costa Rica, being the number one source of foreign currency. Therefore, the actions toward the sustainability of this sector is likely to have great impacts on the country.



Figure 1: View of Manuel Antonio coastal area. Photo by Jaana Laitinen

Due to time constraints, it was possible to select only one geographical area to conduct the assessment, Quepos and neighboring Manuel Antonio National Park. Quepos is a small tourist town on the Central Pacific coast of Costa Rica. It has roughly 15,000 inhabitants, and an area of 445.52 km^2. Manuel Antonio National Park has an area of 56.98 km^2. Tourism is the main economic activity and approximately 150,000 tourists visit Quepos and Manuel Antonio each year.

• Methodology of Data Collection

As mentioned in the introduction of this booklet, EC-Assess is a qualitative tool; therefore, an appropriate methodology to use was open ended interviews. Since tourism is a complex sector with many stakeholders, it was important to first identify and select the "subject" with whom to undertake the interviews to apply EC-Assess.

A large spectrum of subjects was selected to get a comprehensive picture of the situation. The interviewees were representatives of the following institutions:

- Local Government (the Mayor and advisory staff);
- Regional Offices of the Ministry of Agriculture and Ministry of Environment and Energy;
- Businesses (members of Quepos Tourism Chamber of Commerce, hotel owners, and managers of tour companies and souvenir shops); and
- Schools.

In addition, several tourists and citizens were chosen randomly to be interviewed; being the most important customers of this sector, their actions and habits have an important impact on sustainability of tourism.

• Kinds of Information that can be Obtained

The main objective of EC-Assess is to make evident those ethical principles of sustainability in which there are the greatest discrepancies between actions and espoused values; for it is in these areas where there is the greatest opportunity to generate change in behavior and practice towards sustainability.

The ethical principles assessed can be divided into three broader areas (or Pillars) for extended analysis:

- Ecological Integrity (Pillar II – Principles 5-8)
- Social and Economic Justice (Pillar III – Principles 9-12)
- Democracy, Nonviolence and Peace (Pillar IV – Principles 13-16)

Example from the government and local government sectors

INEX students found that some major discrepancies between commitment and actions of local and national government institutions are related to the principles of Ecological Integrity. The interviewed Local Government officials expressed a high level of care especially for environmental conservation and protection (Principles 5 and 6). However, the actions towards more sustainable environmental management have not corresponded to high commitment. The potentially contradictory economic and ecological interests of the local government were identified as possible reasons for this discrepancy.

Other problems were identified that are making it difficult for government stakeholders

to achieve Ecological Integrity:

- Lack of environmental long-term planning – producing disorganized and environmentally damaging real estate developments
- Lack of measures to avoid unsustainable consumption of renewable resources (e.g. use of water, forest resources, soil)
- Inefficient waste management

Through this assessment, it was also discovered that the expressed level of care regarding principles on culture of peace or gender equality was significantly lower than those related to ecological integrity, indicating that more time and effort needs to be devoted to these issues.

It was also possible to identify good practices of government stakeholders that are leading towards sustainability. For example, the Ministries of Environment and Agriculture are undertaking endangered species protection, implementing recycling programs nearby Manuel Antonio National Park; promoting eco-friendly products, and so forth. Also, the Municipality is taking measures against corruption by punishing staff members who accept bribes to allow construction in protected areas.

By systematically going through each supporting Principle in EC-Assess with the interviewees, the students were able to stimulate meaningful discussions with government officials. They were able to discuss at length the local socio-economic and environmental situation and how it can be improved. The design of EC-Assess helps to facilitate such rewarding interactions.

Example from the business sector

For the business stakeholders (mainly hotels), the students found that general awareness and commitment to topics related to sustainability was rather high (average level of commitment for all Principles was 2.15 on a scale of 0-3). It is possible that their perceptions and commitment have been influenced by the efforts of the National Institute of Tourism (ICT), which issues a certificate of sustainable tourism to hotels that implement actions towards sustainability (e.g. energy saving, waste management, and using alternative energy sources, among others).

Different Forms for Presenting the Data

Presenting data in aggregate form in a bar graph

Figure 2 shows the aggregate totals for the three pillars from the business stakeholders. It is possible to see that the highest level of care and level of action is in Pillar II (Ecological Integrity). Hoteliers seem to be less concerned with Social and Economic Justice (Pillar III) as well as Democracy, Nonviolence and Peace (Pillar IV). Arguably, programs should be created to improve the level of care and action in these areas. The greatest discrepancy was found in Pillar IV, where there is the greatest potential for improvement and increased action.

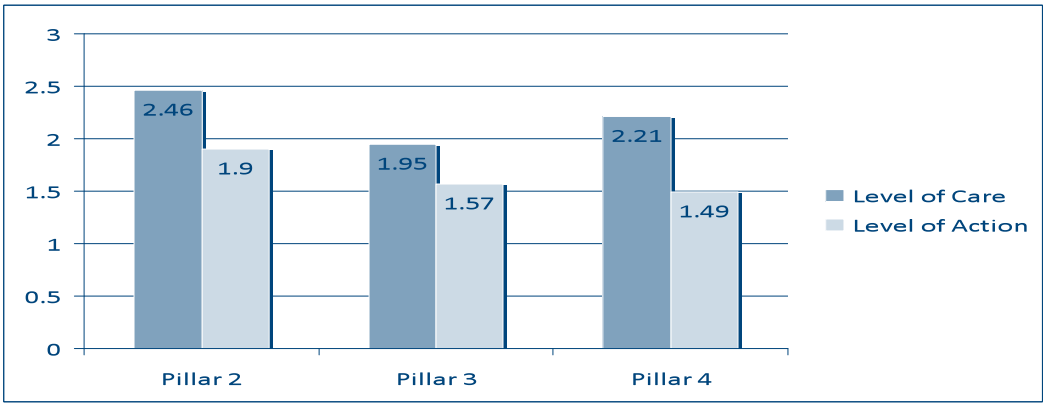


Figure 2: Responses from businesses stakeholders

Presenting data in written form

To present the results obtained from the interviews with School representatives (mainly teachers), the students preferred to not use graphs but to give the results in written form, specifying the level of care and performance for specific actions.

The following are some example of actions that mirror the Principles found in each Pillar, and are relevant to the schools in Quepos. The first arrow represents the level of care and the second the level of action. For each of them, arrows up show when the level of care or the level of action are high, and the arrows down show the opposite.

Ecological Integrity

- protection of animals and endangered species ↑↑
- mitigation of pollution ↑↓
- sustainable management of non-renewable resources ↓↓
- engagement in long-term global activities for precautionary approaches to environmental protection ↓↓

Social and Economic Justice

- adoption of sustainable patterns of consumption and reproduction ↑↓
- promotion of human rights of women and girls ↑↑
- mitigation of violence ↑↓
- mitigation of discrimination ↑↑

Democracy, Nonviolence, and Peace

- engagement in a vivid democratic state ↑↑
- mitiagation of corruption ↑↓

Presenting data in disaggregated form in a bar graph

Another way to present the results obtained from EC-Assess is to present the level of care and

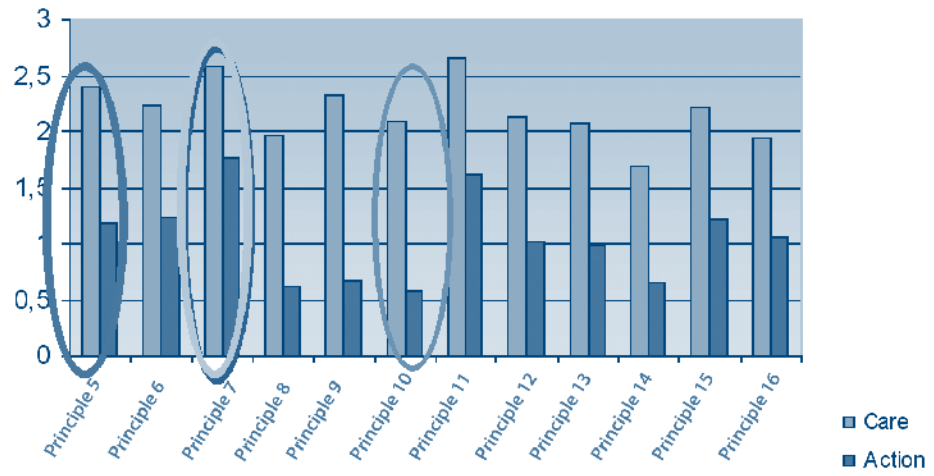


Figure 3: Results from tourists

action for each principle on the same bar graph (Figure 3). In this way, it is possible to clearly see where the major discrepancies are. Also we can see how high or low the level of care and the level of action are with regard to each principle.

From the more detailed graph above, the students highlighted three different Principles and proposed different actions for each. They took a closer look at Principles five, seven and ten and suggested some potential actions to be taken by the stakeholders:

Scenario	Actions
<u>If the level of care is high but the level of action is low.</u> (**Principle 5:** Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.)	**Provide facilities (e.g. trashcans for recycling and information on sustainable lifestyles).**
<u>If the level of care and action are high</u> (**Principle 7:** Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.)	**Build upon activities already initiated.**

Scenario	Actions
If the level of care is low (**Principle 10:** Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.)	**Generate awareness through information.**

• Examples of Recommendations

The dialogue that started with each stakeholder helped the students not only to understand the local situation better, but also to propose recommendations specifically for each stakeholder. The following are some examples of recommended actions for each stakeholder to help them address areas with major discrepancies between level of care and level of action.

INEX students also acknowledged the importance of encouraging a systemic way of thinking among all the stakeholders that have influence on the tourism sector. Finally, they proposed that the stakeholders develop capacities to collaborate and bridge existing gaps to effectively mobilize sustainability plans into action.

Sector	*Recommendations*
Business	• Get more actively involved in the process to obtain Certification in Sustainable Tourism.
Ministries of Agriculture and Environment	• Promote more inter-institutional coordination. • Develop a long term sustainable development plan in coordination with all the area's stakeholders.
Local Government	• Partner with hotels and other businesses in a landscape plan to beautify the town, in addition to developing a recycling project.
Schools	• Create a school network of environmental care and enlarge cooperation with national parks.
Tourists and Citizens	• Respect and follow plans and regulations set forth by different stakeholders.

• Conclusions on EC-Assess

This research project shows that there is potential to use EC-Assess to highlight sustainability principles organizations and sectors identify as important but are failing to put into practice.

Through the dialogue that is generated during the interview process, it is possible for those conducting EC-Assess to identify strategic actions where there is potential for improvement (a high level of care and low level of action). EC-Assess can be conducted by anyone, they can be people employed in local organizations or external researchers. With this tool it is also possible to identify actions for other scenarios, like what to do when there is low level of care for a certain principle of sustainability.

An important aspect to consider when planning to conduct EC-Assess is the length of time that is required to apply this tool. It is not a short process, so assessors and/or interviewees should be prepared to invest significant time and energy.

Another interesting aspect of EC-Assess is the possibility for comparisons that this tool provides. It is possible for future students to undertake an assessment of the tourism sector in another part of Costa Rica, and identify whether or not there are similar tendencies among the same stakeholders, such as local governments, national government officials, businesses, tourists, citizens and schools.

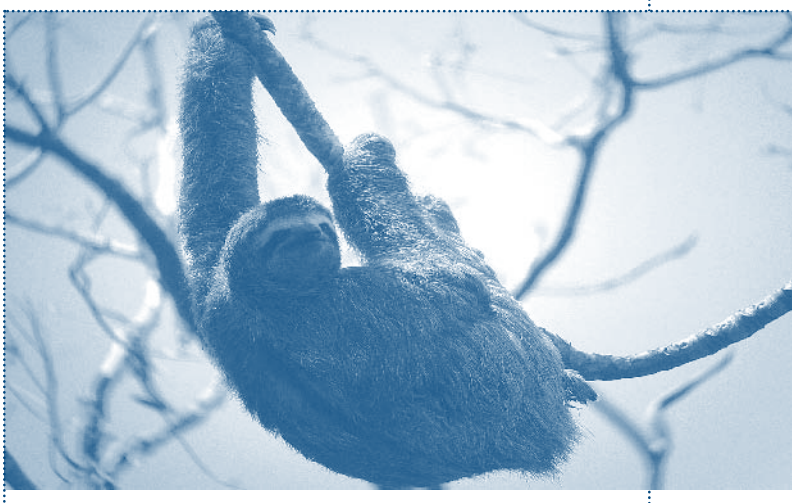


Figure 4: Biodiversity in Manuel Antonio. Photo by Daniel Korpela

Another option is to go back to Quepos and Manuel Antonio, and assess how the situation has changed over time and see if the recommendations have been put into practice. It would also be interesting to see if and how people's perceptions have changed.

II. EC-ASSESS: Step-by-Step Instructions

Step 1: Select the Subject

Name and briefly describe the entity you are going to assess. If you have difficulty defining its boundaries, think in terms of where decision-making control stops.

Note: We use the term "Subject" on purpose to underscore (1) that the assessment is inherently subjective and (2) that the entity being evaluated is the subject, and not the object, of evaluation. That is, the Subject should be a participatory actor in the assessment process.

Step 2: Map What's Relevant

To begin the actual assessment, first fill in the "Relevance" column for the entire worksheet, writing either "Yes" or "No" beside each Supporting Principle as appropriate to the Subject.

The guiding principle for determining relevance or materiality is, "Can this Subject make decisions that affect the realization of this Principle?"

Relevance will be different for different kinds of Subjects. For example, a *business* may find Principle 7d (on the internalization of externalized costs etc.) as very relevant, because there are many decisions a business can make to implement this Principle. On the other hand, a *school project* might not find Principle 7d very relevant to their work at all, nor could it take decisions to "implement" the Principle meaningfully. Indeed, the action verb at the beginning of each Supporting Principle may help determine whether or not the Principle is material.

When in doubt, it's relevant. If there seems to be some lack of clarity about whether a Supporting Principle is material or not to the Subject, include it in the assessment, since the lack of clarity usually derives from a mixed picture of the Subject's ability to make decisions regarding its realization. Having incomplete control or limited influence is still a form of influence, and even a more limited level of influence brings with it ethical responsibility to consider one's actions in light of the Principle.

Step 3: Evaluate the Values

For each Supporting Principle that has been judged "Relevant," evaluate the evidence for whether the Subject has "declared that they care" about that Principle - in whatever way is appropriate to that Subject. Note that it is not at all necessary that the Subject reference the Earth Charter, or even know about it! The question is, does the Subject care about this issue, and to what extent? Written evidence can be found in vision and mission statements, strategies, policy, business plans, hiring policies, contracts, etc. Unwritten, common practice may also be a source for evidence of care.

Note: This part of the evaluation is by definition a *subjective* and *normative* judgment. This is the nature of ethics-based assessment. Note also that you can only make this judgment based on the evidence at hand. That is why a "zero" score does not indicate that the Subject does not care about that Principle, only that there is *no visible evidence* of such care.

Enter scores (0, 1, 2, or 3) in the second column of the worksheet, using the scoring guide below. For each Principle, average your scores for the relevant Supporting Principles to determine the score for the main Principle. When finished, calculate the average for each Pillar (Ecological Integrity; Social and Economic Justice; and Democracy, Nonviolence, and Peace), in addition to the "average the averages" to get an overall score for Declared Level of Care.

Scoring Guide:

Score	Evidence of Care for the Supporting Principle
0	Level of care for this Principle is either totally invisible, impossible to determine, or not contributing to the Earth Charter vision
1	There exists evidence of ***minimal*** care about this Principle
2	There exists evidence of ***growing*** care about this Principle
3	There exists evidence of ***great*** care about this Principle

Step 4: Appraise the Performance

Now follow the same procedures as for Step 3, but consider the evidence for whether the Subject is taking action to realize each relevant Supporting Principle. Is the Subject acting on this issue and to what extent? Use the scoring guide to determine the score, and derive averages and overall scores in the same way as well.

Note once again that this evaluation is subjective, but is based on evidence at hand. For organizations, that evidence may be in the form of public reports or presentations, or knowledge obtained through interviews with people who work there. Once again, a "zero" does not mean that nothing is happening; but it does indicate that the assessment team was unable to find evidence of action.

Scoring Guide:

Score	*Evidence of Action to Implement the Supporting Principle*
0	Implementation/action to realize this Principle is either totally invisible, impossible to determine, or not contributing to the Earth Charter vision
1	There exists evidence of ***minimal*** action to realize this Principle
2	There exists evidence of ***movement toward*** more action to realize this Principle
3	There exists evidence of ***engaged*** action to realize this Principle

Step 5: *Reflect on the Feedback*

For the next step, we recommend a discussion meeting where the assessors and the Subject review and discuss the results, in the spirit of appreciative inquiry. Start from the understanding that the Earth Charter Principles describe a comprehensive set of ideals, many of which have been relatively newly understood to be important, and that it would be very unlikely for anyone or any organization to score highly on every parameter.

Questions to focus on might include, "Where can this Subject start to improve, right away? In what areas would a focused effort to improve performance create better alignment with expressed values - as well as result in a more just, sustainable, and peace-oriented development for that Subject?"

Use the Scoring Sheet as a starting point for reflection and discussion - but remember, an assessment tool is just a tool. There may be important issues that emerge that are not directly reflected in assessment scores. Keep the conversation open and flexible, so that you have the chance to get to the heart of the issues and find those areas where a focused initiative might overcome blockage to change, or hit a "leverage point" that releases cascading positive changes with systemic impacts.

Scoring Guide:

- Fill in the "Scoring Sheet" by calculating the averages for each Pillar, as well as the overall "Level of Care" and "Level of Action."

- Identify those areas clearly deserving of priority attention, for example when Principles that are very relevant receive low scores generally, or where a high "Level of Care" score is not matched by a high "Level of Action."
- Review the entire assessment worksheet to look for important trends and patterns and issues that link together.
- Then select a Principle, or set of Principles, to focus on in the creation of an action campaign.

Step 6: Create the Campaign

The act of *assessment* presupposes a commitment to take action - either to change oneself or one's own organization, or to attempt to influence the assessed Subject and encourage them to take action to improve performance.

It goes beyond the scope of this tool to discuss how to create change efforts, but there exist many good resources to support you in developing a campaign. Focus on those areas where improvement is necessary and/or possible, but have patience: changing habits, cultures, and the core values that drive decision making is often challenging, to say the least.

At this point in the process, the work is less focused on Supporting Principles, and much more concentrated on the process of raising awareness and facilitating change. Let the spirit of the Earth Charter - its proven capacity to inspire and support change and innovation over the long run - help you in this as well.

Step 7: Score the Success

Assessment should never be a one-time action. Choose an appropriate time interval - a realistic period during which change can be expected to occur - and revisit the EC-Assess scores for the Subject to see how well the campaign for change has worked. Celebrate progress, search for new opportunities... the quest for change toward a more just, sustainable, and peaceful world is the work of generations. Every step forward makes a difference!

III. EC-ASSESS WORKSHEET

(Also see the Excel version of this Worksheet, available in our online Resource Center , which automatically calculates averages and generates bar graphs for easier results interpretation.)

NAME OF SUBJECT AND BRIEF DESCRIPTION:

Relevance of Principle	Declared Level of Care	Level of Engaged Action	Earth Charter Principles 5-16 (with Supporting Principles)
Earth Charter Pillar II. Ecological Integrity			
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.**
			a. Adopt at all levels sustainable development plans and regulations that make environmental conservation and rehabilitation integral to all development initiatives.
			b. Establish and safeguard viable nature and biosphere reserves, including wild lands and marine areas, to protect Earth's life support systems, maintain biodiversity, and preserve our natural heritage.
			c. Promote the recovery of endangered species and ecosystems.
			d. Control and eradicate non-native or genetically modified organisms harmful to native species and the environment, and prevent introduction of such harmful organisms.
			e. Manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems.
			f. Manage the extraction and use of non-renewable resources such as minerals and fossil fuels in ways that minimize depletion and cause no serious environmental damage.
			< Averages for This Principle

Relevance of Principle	Declared Level of Care	Level of Engaged Action	Earth Charter Principles 5-16 (with Supporting Principles)
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.**
			a. Take action to avoid the possibility of serious or irreversible environmental harm even when scientific knowledge is incomplete or inconclusive.
			b. Place the burden of proof on those who argue that a proposed activity will not cause significant harm, and make the responsible parties liable for environmental harm.
			c. Ensure that decision making addresses the cumulative, long-term, indirect, long distance, and global consequences of human activities.
			d. Prevent pollution of any part of the environment and allow no build-up of radioactive, toxic, or other hazardous substances.
			e. Avoid military activities damaging to the environment.
			< Averages for This Principle
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**7. Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.**
			a. Reduce, reuse, and recycle the materials used in production and consumption systems, and ensure that residual waste can be assimilated by ecological systems.
			b. Act with restraint and efficiency when using energy, and rely increasingly on renewable energy sources such as solar and wind.
			c. Promote the development, adoption, and equitable transfer of environmentally sound technologies.
			d. Internalize the full environmental and social costs of goods and services in the selling price, and enable consumers to identify products that meet the highest social and environmental standards.
			e. Ensure universal access to health care that fosters reproductive health and responsible reproduction.
			f. Adopt lifestyles that emphasize the quality of life and material sufficiency in a finite world.
			< Averages for This Principle

Relevance of Principle	Declared Level of Care	Level of Engaged Action	Earth Charter Principles 5-16 (with Supporting Principles)
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.**
			a. Support international scientific and technical cooperation on sustainability, with special attention to the needs of developing nations.
			b. Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.
			c. Ensure that information of vital importance to human health and environmental protection, including genetic information, remains available in the public domain.
			< Averages for This Principle
Earth Charter Pillar III. Social and Economic Justice			
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**9. Eradicate poverty as an ethical, social, and environmental imperative.**
			a. Guarantee the right to potable water, clean air, food security, uncontaminated soil, shelter, and safe sanitation, allocating the national and international resources required.
			b. Empower every human being with the education and resources to secure a sustainable livelihood, and provide social security and safety nets for those who are unable to support themselves.
			c. Recognize the ignored, protect the vulnerable, serve those who suffer, and enable them to develop their capacities and to pursue their aspirations.
			< Averages for This Principle
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.**
			a. Promote the equitable distribution of wealth within nations and among nations.
			b. Enhance the intellectual, financial, technical, and social resources of developing nations, and relieve them of onerous international debt.
			c. Ensure that all trade supports sustainable resource use, environmental protection, and progressive labor standards.

Relevance of Principle	Declared Level of Care	Level of Engaged Action	Earth Charter Principles 5-16 (with Supporting Principles)
			d. Require multinational corporations and international financial organizations to act transparently in the public good, and hold them accountable for the consequences of their activities.
			< Averages for This Principle
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.**
			a. Secure the human rights of women and girls and end all violence against them.
			b. Promote the active participation of women in all aspects of economic, political, civil, social, and cultural life as full and equal partners, decision makers, leaders, and beneficiaries.
			c. Strengthen families and ensure the safety and loving nurture of all family members.
			< Averages for This Principle
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.**
			a. Eliminate discrimination in all its forms, such as that based on race, color, sex, sexual orientation, religion, language, and national, ethnic or social origin.
			b. Affirm the right of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.
			c. Honor and support the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.
			d. Protect and restore outstanding places of cultural and spiritual significance.
			< Averages for This Principle

Relevance of Principle	Declared Level of Care	Level of Engaged Action	Earth Charter Principles 5-16 (with Supporting Principles)
Earth Charter Pillar IV. Democracy, Nonviolence, and Peace			
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.**
			a. Uphold the right of everyone to receive clear and timely information on environmental matters and all development plans and activities which are likely to affect them or in which they have an interest.
			b. Support local, regional and global civil society, and promote the meaningful participation of all interested individuals and organizations in decision making.
			c. Protect the rights to freedom of opinion, expression, peaceful assembly, association, and dissent.
			d. Institute effective and efficient access to administrative and independent judicial procedures, including remedies and redress for environmental harm and the threat of such harm.
			e. Eliminate corruption in all public and private institutions.
			f. Strengthen local communities, enabling them to care for their environments, and assign environmental responsibilities to the levels of government where they can be carried out most effectively.
			< Averages for This Principle
YES or NO	**0, 1, 2, 3**	**0, 1, 2, 3**	**14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.**
			a. Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.
			b. Promote the contribution of the arts and humanities as well as the sciences in sustainability education.
			c. Enhance the role of the mass media in raising awareness of ecological and social challenges.
			d. Recognize the importance of moral and spiritual education for sustainable living.
			< Averages for This Principle

Relevance of Principle	Declared Level of Care	Level of Engaged Action	Earth Charter Principles 5-16 (with Supporting Principles)
YES or NO	0, 1, 2, 3	0, 1, 2, 3	**15. Treat all living beings with respect and consideration.**
			a. Prevent cruelty to animals kept in human societies and protect them from suffering.
			b. Protect wild animals from methods of hunting, trapping, and fishing that cause extreme, prolonged, or avoidable suffering.
			c. Avoid or eliminate to the full extent possible the taking or destruction of non-targeted species.
			< Averages for This Principle
YES or NO	0, 1, 2, 3	0, 1, 2, 3	**16. Promote a culture of tolerance, nonviolence, and peace.**
			a. Encourage and support mutual understanding, solidarity, and cooperation among all peoples and within and among nations.
			b. Implement comprehensive strategies to prevent violent conflict and use collaborative problem solving to manage and resolve environmental conflicts and other disputes.
			c. Demilitarize national security systems to the level of a non-provocative defense posture, and convert military resources to peaceful purposes, including ecological restoration.
			d. Eliminate nuclear, biological, and toxic weapons and other weapons of mass destruction.
			e. Ensure that the use of orbital and outer space supports environmental protection and peace.
			f. Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.
			< Averages for This Principle

Overall Scoring

		Notes
Overall average "Level of Care"		
Overall average "Level of Action"		
Average for Ecological Integrity "Level of Care"		
Average for Ecological Integrity "Level of Action"		
Average for Social and Economic Justice "Level of Care"		
Average for Social and Economic Justice "Level of Action"		
Average for Democracy, Nonviolence, and Peace, "Level of Care"		
Average for Democracy, Nonviolence, and Peace, "Level of Action"		
Principle #'s with High Care and High Action		
Principle #'s with Low Care and Low Action		
Principle #'s where Declared Care is Higher than Action		
Principle #'s where Action is Higher than Declared Care		

Analysis Notes and Priorities Identified for Change Campaign

The final words of the Earth Charter's "The Way Forward:"

"Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life."

Earth Charter Initiative

"The Earth Charter Initiative" is the collective name of the extraordinarily diverse, global network of people, organizations and institutions that participate in promoting and implementing the values and principles of the Earth Charter. The Initiative is a broad-based, voluntary, civil society effort. Participants include leading international institutions, national governments and their agencies, university associations, non-governmental organizations and community-based groups, city governments, faith groups, schools and businesses – as well as thousands of individuals. The mission of the Earth Charter Initiative is to help establish a sound ethical foundation for the emerging global society and to promote the transition to a sustainable way of life founded on: respect and care for the community of life; ecological integrity; universal human rights; respect for diversity; economic justice; democracy; and a culture of peace. For more information about the Earth Charter, please visit www.earthcharter.org

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