



Introduction



Objectives



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References



Credits

## Introduction

The values and attitudes we live by affect how we relate to other people and to all our activities in the environment, and so are a major influence on our prospects for achieving a sustainable future.

Although they cannot be separated from cognitive understanding, values and attitudes relate to the affective (or emotional) dimension of human behaviour. While values and attitudes are similar in this regard, they differ in several important ways.

- Values are generally long-term standards or principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong.
- Attitudes predispose us to respond in particular ways to people and events. They are not so deeply felt as values and quite often change as a result of experience.

This module provides an opportunity to consider the importance of human values and attitudes in shaping the future. It also provides ideas and examples for two categories of strategies for exploring values in the classroom - values clarification and values analysis.

## Objectives

- To develop an understanding of values education strategies;
- To consider the relation between values and personal behaviour affecting the achievement of sustainable futures;
- To reflect on your futures awareness, commitment and actions; and
- To develop skills for using values clarification and values analysis in teaching.

# Activities

- [1. The Elephant Dilemma](#)
- [2. Towards an ethic of sustainability](#)
- [3. Values education strategies](#)
- [4. Reflection](#)

## References

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## Credits

This module was written for UNESCO by Bernard Cox, Margaret Calder and John Fien using materials and activities developed by Angelina Galang, Jose Camagun, Edith de la Cruz, Saras Reddy and Debbie Heck in *Learning for a Sustainable Environment* (UNESCO - ACIED).



Begin by opening your [learning journal](#) for this activity.

The module commences with an opportunity to review a range of different values about animal conservation through a case study of The Elephant Dilemma in Africa.

In 1979, there was over 1.3 million elephants in Africa. By 1995 this had shrunk to between 300,000 and 600,000 with 80% of the elephants in eastern Africa lost. Increases in human numbers, and the expansion of their activities into the elephant's range were key factors in this. However, the age-old problem of elephant poaching to meet the worldwide demand for ivory, has been the major cause of this disastrous decline in elephant numbers.



Alarmed by the rate of elephant poaching, the Convention on International Trade in Endangered Species ([CITES](#)) banned all trade in ivory and other elephant products in 1990.

However, the conservation of the African elephant is a complex wildlife management issue. With better anti-poaching measures and strict trade bans in place, elephant numbers grew rapidly in some areas. However, the area of land available to them remained restricted. This has had a major effect on the biodiversity of local ecosystems and a range of new management strategies introduced, such as culling elephant numbers and removing some to other territories.

Culling is a controversial management practice. Some say that it is cruel to kill such a beautiful and majestic animal. However, others are concerned about the deteriorating condition of ecosystems where there are too many elephants and by the damage to farm crops that is increasingly becoming a problem.

And what should governments do with the stockpile of ivory from elephants that are culled? Many of these countries have low levels of national income and have argued that it is unfair to stop them from earning money from exporting their legally gathered ivory stores.

Read a report on [Conserving Africa's Elephants Current Issues & Priorities for Action](#) prepared by the Worldwide Fund for Nature (WWF) for additional information on this issue.



Web

At the April 2000 Conference of the Parties to CITES, (ie. the countries who have signed the CITES Convention) decisions were made to slightly relax the trade ban on elephants to try to reduce the number of elephants in a controlled way and enable African countries to earn some income from ivory exports.



Journal

Q1: Imagine you were a journalist at the April 2000 Conference of the Parties to CITES. Identify three types of persons you would need to interview in order to obtain a comprehensive understanding of different viewpoints on the Elephant Dilemma.

Q2: Make a list of (i) three arguments for and (ii) three arguments against relaxing the international ban on trade in ivory and other elephant products.

Q3: What beliefs about (i) animal rights, (ii) economic development, and (iii) social development lie behind these contrasting views?



Activities







TOP



Journal

Begin by opening your [learning journal](#) for this activity.

A sustainable future depends upon people living according to values and principles of sustainability, including:

-  Social Equity and Peace
-  Appropriate Development
-  Conservation
-  Democracy

These values reflect the [four dimensions](#) of a sustainable future.

Review the way these four dimensions are integrated into the ethical principles in the [Earth Charter](#).



## Ethics and Sustainability

Changing our lifestyles and the way our social institutions operate so that they reflect these values will require the co-ordinated efforts of all of us - and time. The next few decades are crucial in this respect.

Only an ethic of sustainability can change the basic relationships that people have with the Earth and with each other. Lifestyles are a matter of the choices we make and our values. But individuals, groups and societies are often divided over which values to choose. This is especially true when the resources that support life are limited and there are competing demands for them.

Ethics help resolve such conflicts. By pointing out what is right and what is most worthwhile, ethics encourage people to think about the most important issues involved in their choices.





Ethics do not give easy answers to the dilemmas of life, but they can encourage people to choose the options that serve the best interests of others as well as themselves. Ethics can also motivate people to make the sacrifices such choices often require.

In a world of limited resources, conflicting values, and competing individuals and groups, an ethic of sustainability can help the way human beings learn to co-operate with each other and the rest of nature for the mutual well-being of all.





Ethics are, therefore, essential for sustainability. Every society that has treated the land and its citizens well has had a responsible ethic of sustainability. What is unprecedented today with emerging trends towards globalisation is the need for such an ethic to be more widely understood and practised.

A responsible ethic of sustainability provides values or principles that guide our relationships with each other (social justice) and with the Earth (conservation). A sample ethic of sustainability has been suggested by a partnership between the three major conservation groups in the world, the World Conservation Union (IUCN) , the Worldwide Fund for Nature (WWF) and the United Nations Environment Programme (UNEP). The values in this ethic include:

### Social Justice

-  Basic human needs
-  Intergenerational equity
-  Human rights
-  Democracy

### Conservation

-  Interdependence
-  Biodiversity
-  Living lightly
-  Interspecies equity



Journal

Q4: Identify the three values in the suggested ethic of sustainability that are most significant to you.

Q5: Explain why you chose these three.

Q6: List the actions you presently do (or could start doing) to improve the chance of achieving a sustainable future in your community - and the values that are guiding you in this.



# Values in an Ethic of Sustainability



## Social Justice Values

### Basic human needs

The needs of all individuals and societies should be met, within the constraints imposed by the biosphere; and all should have equal opportunity for improving their lot.

### Intergenerational equity

Each generation should leave to the future a world that is at least as diverse and productive as the one it inherited. To this end, non-renewable resources should be used sparingly, renewable resources should be used sustainably, and waste should be minimised. The benefits of development should not be consumed now while leaving the costs to the future.

### Human rights

All persons should have the fundamental freedoms of conscience and religion, expression, peaceful assembly, and association.

### Democracy

All persons and communities should be empowered to exercise responsibility for their own lives and for life on Earth. Thus, they must have full access to education, political enfranchisement and sustaining livelihoods; and they should be able to participate effectively in the decisions that most affect them.



## Conservation Values

## **Interdependence**

People are a part of natural systems and depend utterly on them. Thus, natural systems should be respected at all times. To respect natural systems means to approach nature with humility, care and compassion; to be frugal and efficient in resource use; to be guided by the best available knowledge, both traditional and scientific; and to help shape and support public policies that promote sustainability.

## **Biodiversity**

Every life form warrants respect and preservation independently of its worth to people. People should preserve the complexity of ecosystems to ensure the survival of all species and the safeguarding of their habitats and, through this, contribute also to the material and spiritual quality of human life.

## **Living lightly**

Everyone should take responsibility for their impact on natural systems. They should not interfere unduly with ecological processes, diminish biodiversity, or over-exploit renewable resources and the ecosystems that support them. They should use natural resources and the environment carefully and sustainability, and restore degraded ecosystems.

## **Interspecies equity**

People should treat all creatures decently, and protect them from cruelty and avoidable suffering.



Print



Journal

Begin by opening your [learning journal](#) for this activity.

Many of the social, economic and environmental issues that must be explored when teaching about sustainable futures can be controversial. This is because these issues reflect contrasting values and often cause disputes and controversy in the community. This can sometimes place teachers in a difficult situation.

However, to choose to ignore such issues just because they are controversial would be unprofessional. As David Orr has written:



The crisis of sustainability, the fit between humanity and its habitat, is manifest in varying ways and degrees everywhere on Earth. It is not only a permanent feature on the public agenda; for all practical purposes it is the agenda . . . Sustainability is about the terms and conditions of human survival, and yet we still educate at all levels as if no such crisis existed . . .



Source: Orr, D. (1992) *Ecological Literacy: Education and the Transition to a Postmodern World*, State University of New York Press, Albany, pp. 83, 145.



### Principles for Teaching about Values- Laden Issues

The challenge for teachers is to develop principles for dealing with values-laden issues in a professional and ethical way. Such principles would acknowledge that avoiding values and controversy when teaching about sustainability is neither desirable nor possible. They would also provide guidance for adopting a positive and optimistic approach to teaching controversial issues with an emphasis on the use of critical thinking skills.







Interaction

Identify the [principles](#) that you follow when teaching about value-laden issues, and compare them with the rankings given to these principles by other teachers.



Journal

Q7: When you have finished this interaction answer the following questions:

-  How do your rankings differ from the average of the other teachers?
-  Are the differences of any significance?
-  Do they relate to your personal philosophy of teaching or, perhaps, to the contexts in which you teach?
-  Are there any principles that you might want to 'push-up' your ranking as a result of seeing what other teachers think? Which one(s)? Why?



## Applying Values Education Principles

Several techniques for teaching about value-laden issues have been developed. Two important ones are values clarification and values analysis. This activity provides practice in these techniques and ideas for using them in your teaching.

 [Values clarification](#)

 [Values analysis](#)





## Values Clarification

Values guide our decisions as to what is good, true and right. Thus, they depend as much on our feelings as on our thoughts.

Values clarification is a technique for encouraging students to relate their thoughts and their feelings and thus enrich their awareness of their own values.

This activity illustrates one values clarification strategy - a values grid.



## A Values Grid

A values grid helps students clarify the degree of commitment they feel to different issues.



Q8: To practise this values clarification technique, begin by making a list of three issues or questions that are of concern to you.

Examples could be:

- Should the parkland close to the centre of the city be re-developed to house landless people from nearby rural areas?
- Should girls receive equal educational opportunities to boys?
- To what extent should governments give financial incentives to overseas companies to encourage them to invest in local industries?

Q9: How strongly are you committed to resolving these issues? Complete the table in your learning journal to describe the extent of your commitment.









## Values Analysis

Where values clarification guides reflection on personal moral dilemmas, values analysis is commonly used with social issues that involve many people and viewpoints.

Thus, values analysis is a way of helping students examine other people's values as well as their own. It requires the use of logical thinking skills to analyse different viewpoints about an issue.

A case study of a proposal to develop a copper mine on a small island in the South Pacific is used to illustrate how values analysis enables students to review the positions held by various stakeholders in a controversial issue.

There are four steps in values analysis:

-  Analysing the issue
-  Assessing consequences for stakeholders
-  Analysing stakeholders' perspectives
-  Making a decision






## Analysing the Issue

Q10: Read the [background information](#) on the proposed Isoman mine and answer the following questions.



Journal

-  What are the potential products of the Isoman mine?
-  What were the results of the feasibility study?
-  Identify some of the groups of people interested in, or affected by, the development of the mine.

See a sample list of [groups](#) (stakeholders).



## Assessing Consequences for Stakeholders



Read a summary of [newspaper reports](#) on the responses of some stakeholders to the proposed mine.

Journal

Q11: Compare the situations in the Isoman and Taranga mines.



## Analysing Stakeholders' Perspectives



Issues arise when different people have reasoned - but opposing - views about the same matter. It can help the resolution of an issue if a careful analysis is made of stakeholder's opinions.

Journal

Q12a: Summarise the viewpoints of the following three stakeholders:



[The Minister for Minerals and Energy](#)



[Isoman land-owners](#)



[The Environwatch conservation group](#)

Q12b: Summarise the views of the remaining groups of stakeholders.

See a [summary](#) of stakeholders' perspectives.



## Making a Decision

Imagine you are the Minister for Minerals and Energy, and you have a firm commitment to the values of sustainability: peace and equity, appropriate development, democracy and conservation.

While you need to consider the views of all stakeholders, you should remember that not all of the stakeholders are equally powerful. Which stakeholders are the most influential? Why? Which stakeholders might have difficulty communicating their views to you? Why? What could you do to encourage wide participation in decision making?

Will you allow the mine to be developed or not?



Journal

**Q13: Write the text of the speech you will make in parliament to announce your decision on the issue.**

**Make sure that your speech summarises the advantages and disadvantages of the options you are considering and the key reasons for your decision.**



Previous



Activities



Early in 1992 Copper Pacific Limited were granted a Special Prospecting License over the Isoman copper/gold prospect through its locally registered company.

Following the granting of the licence, a major drilling program, using up to four drilling rigs, was completed. The program was designed to assess the feasibility of a mining operation.








The drilling indicated resources of 930 million tonnes of 0.43% copper and 0.14 grams of gold/tonne. All of this resource could be recovered from two open pits.

Metallurgical testwork indicated the easy recovery of copper and gold into clean concentrate. Mine, mill and infrastructure design work has progressed in conjunction with a comprehensive environmental monitoring program. The company has commenced discussion with the Government on permit requirements and possible commercial arrangements for the project.

An economic evaluation utilising all the new data indicates the potential of processing up to 100,000 tonnes of ore per day.

All funding for the Isoman project would come from shareholders' funds that are sourced from operating mines in other countries.

**Groups of people (stakeholders) interested in or affected by the development of the mine include:**

-  **Copper Pacific and their shareholders**
-  **People living near the mine**
-  **The Government of the country**
-  **The people**
-  **Conservation societies**
-  **Other firms buying minerals from the two companies**
-  **Trade Unions**

Isoman Province is among the most pristine and beautiful places in this country. In 10 years it may not be that beautiful because there will be two massive pits dug in the mountains to extract the copper ore in the area.

There will also be a huge dump site where 100,000 tonnes of rock will be dumped every day and there will be a giant 20km drain pipe down to Beya where the copper tailings will be flushed into the sea.

There will almost certainly be a four-lane highway build up to the mine from our capital city and probably as far as Beya where the port will be.

As Copper Pacific is not intending to build a big mining town, people will commute from Beya and as a result within 20 years there will be substantial housing developments along the road between the mine and Beya.

But what is the hardest thing to imagine is not just how much the geography will change but just how much the lives of the people of Isoman will change. Their lives, along with economy, will change, probably irreversibly.

If the Government wants to develop the mine, it or the Native Land Trust Board, will have to come to an agreement for compensation, in order to give the mine developer Copper Pacific, access to the land that will be needed for the development to proceed. Under the Constitution, the Government has legal but as yet unclear obligations to the landowners to assure that they benefit from the development.

Late last year, Copper Pacific submitted to the Government a package of compensation proposals that would give landowners compensation for the land that would be used. That proposal is based essentially on the Papua New Guinea formula where compensation is paid on the basis of land used by the developer.

What is particularly fortunate for the Government is that the number of people directly affected by the Isoman mine is relatively small. As a result the Government and the developer may be in a unique position to develop a system of compensation that pays landowners in ways that generate a sustainable flow of income.

Proposals for compensation to the landowners based simply upon the destruction and use of land are unlikely to work. This may lead to similar sorts of difficulties to those that arose in the island of Taranga with the Taranga Copper Mine in Papua New Guinea. If anything the experience of large and long duration mining projects in developing countries is that they result in high rates of population growth among the local population, a total change in lifestyle and almost invariably a decline in subsistence agriculture

and a greater and greater reliance on purchased food.

In Taranga many of the younger generation of landowners, including the young man who led the insurrection against the Papua New Guinean government, did not want the mine at all. One was reported to have said 'We have gotten nothing out of this mine and soon it will close and we will not even get compensation'.

Such a position at first appeared incomprehensible because Taranga Copper Limited (TCL) had been paying millions of dollars annually in land compensation as well as royalties to the landowners at Taranga.

While many of these people had the traditional rights to use this land they were not landowners and received only what their relatives gave them.

The situation on Taranga was the result of a combination of this system of compensation, combined with the massive environmental degradation caused by mining.

These errors resulted, at first, in an insurrection by Mr Ona and the other landowners that shut the Taranga mine. It finally resulted in a violent and bloody civil war.

Isoman is very obviously not Taranga but still there are several lessons that arise from the experience of Taranga. The first is that you cannot necessarily believe that by paying landowners, all those affected adversely in the mine area will benefit.

The second is that each landowner as well as all those in the mine impact area, must be compensated for the loss of their lifestyles.

If the Government proceeds with a land compensation package to the landowners and those in the mine impact area that is based on the number of acres taken and the number of trees destroyed they will be making a principled mistake - not just a financial one.

It is entirely possible that the Isoman mine will be sufficiently rich and of sufficient duration that the people of Isoman will be permanently changed and will become fully integrated into the money economy.

However, it is also quite possible that they, or a good portion of them, will not be fully integrated into the economy and that what will be lost is a subsistence lifestyle and it will not be replaced with a lifestyle that the landowners consider to be a clear improvement.

The company and the Government must prepare a proposal that compensates for that possible loss because, if 15 years from now, the

landowners are not as well as off as they are now and they see people making a great deal of money there may well be trouble.

By that time the Government will also be very dependent upon its copper earnings and the potential for economic dislocation caused by landowner disputes will be substantial.

The best way to guarantee this is by the establishment of a trust fund that could be used for development projects in Isoman and to pay a flow of income that is at least equivalent to the subsistence income they have now.

Fortunately there are very few people in Isoman and this could probably be done without financially crippling the project. If it is not financially possible it will mean that the development would occur at the possible long term expense, rather than the benefit of the landowners.

You are the Minister responsible for using mining licences. Copper Pacific is applying for a licence to mine the Isoman Copper deposit.

Isoman province has been notorious to your political party as it is a very strong nationalist area. You are mindful of the next general election. You want your party to win the Isoman seats so your decision will be critical to their return to parliament.

The priority of your government is economic development and the income from the copper mine will certainly boost the economy of the country.

However, you are also mindful of the harmful effect of the mine on the environment.

Isoman land owners claim that their province has been the most neglected part of the country. There is very little economic development taking place in Isoman. The roads are bad; some villages can only be reached by horseback and the people still depend on root crops and yaqona for their income.

The people feel that the government has neglected them for too long. Since the closing of the banana industry several years back, nothing in particular has been introduced to the province except for a few fish ponds, beef farming through Government loans and a dwindling cocoa industry.

Opening the Isoman Copper Mine will be good for the local community as it will accelerate economic development and will help Isoman contribute positively to the achievement of national economic goals.

You are the elected leader of the Environwatch conservation group and you do not want the Minister to grant the licence.

You believe that there is not enough information available to gauge the environmental impact of the mine.

This could be used as a delaying tactic. A time frame of five years will be needed to get all the information.

Copper Pacific might lose interest as a result and hopefully, in the meantime, a new government will be elected that might decide against the opening of the copper mine.

## **A summary of group positions:**



### **National Trades Union Committee**

They strongly endorse the company's application for a mining licence because of the large number of unemployed skilled miners. The Isoman mine is expected to be in operation for 27 years and this will provide thousands of jobs, and in turn bring economic gain to the nation.



### **Villagers supporting the mine**

They want the mine opened because of the benefits the mine will bring to the village. These include a deep water dock and a factory for chemically processing the ore. Employment, electricity, transportation and royalties from the damage to the fishing ground will help families to build new and better homes and will help improve schools and church facilities.



### **Villagers opposed to the mine**

The mine will be responsible for the death of the people. The factory might explode, as happened at Bhopal in India; the deep water dock will scare the fish away; waste from the factory might kill the fish or make them poisonous. Social life will deteriorate because of prostitution, drunkenness and drugs and there will be less respect for the village leaders. The traditional social fabric will be destroyed. We are better off as we are.



### **Copper Pacific**

Feasibility studies show that the Isoman mine will be of great economic benefit to the country. The financial return will be 60% more than the return from sugar and tourism combined. The economic benefits include jobs, infrastructure, communications, foreign exchange earnings, and expanded agriculture to meet workers' needs. The social benefits include education, medical services and other community services.



Begin by opening your [learning journal](#) for this activity.



**Completing the module:** Look back through the activities and tasks to check that you have done them all and to change any that you think you can improve now that you have come to the end of the module.

Values education aims to achieve two basic outcomes:

- Helping students to better understand the values that guide their own daily lives, and
- Contributing to changes in values held collectively by communities and personally by individuals.

In education for a sustainable future, the direction of this change is toward increased understanding, tolerance and fairness toward other humans (through social equity, peace and democracy) and toward sustainability in the use of resources drawn from the natural environment (through appropriate development and conservation).



Q14: Identify eight key values that you believe can contribute to achieving a sustainable future.

Q15: Outline how the Isoman Copper Mine exercise (or a similar issue - perhaps one in your own country) could be adapted to use with a class you teach.



**Activity 1 - The Elephant Dilemma**

**Q1:** Imagine you were a journalist at the April 2000 Conference of the Parties to CITES. Identify three types of persons you would need to interview in order to obtain a comprehensive understanding of different viewpoints on the Elephant

1.
2.
3.

**Q2:** Make a list of (i) three arguments for and (ii) three arguments against relaxing the international ban on trade in ivory and other elephant products.

FOR	AGAINST
1.	1.
2.	2.
3.	3.

**Q3:** What beliefs about (i) animal rights, (ii) economic development, and (iii) social development lie behind these contrasting views?

Beliefs about...	FOR	AGAINST
Animal Rights		
Economic Development		
Social Development		

**Activity 2 - Towards an ethic of sustainability**

**Q4:** Identify the three values in the suggested ethic of sustainability that are most

significant to you.

1.
2.
3.

**Q5:** Explain why you chose these three.

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**Q6:** List the actions you presently do (or could start doing) to improve the chance of achieving a sustainable future in your community - and the values that are guiding you in this.

Actions	Guiding values

### Activity 3 - Values education strategies

**Q7:** Answer the following questions after completing the interaction:

How do your rankings differ from the average of the other teachers?

--

Are the differences of any significance?

--

Do they relate to your personal philosophy of teaching or, perhaps, to the contexts in which you teach?

--

Are there any principles that you might want to 'push-up' your ranking as a result of seeing what other teachers think? Which one(s)? Why?

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### Values Grid

**Q8:** To practise this values clarification technique make a list of three issues on questions that are of concern to you. Examples could be:

- Should the parkland close to the centre of the city be re-developed to house landless people from nearby rural areas?
- Should girls receive equal educational opportunities to boys?
- To what extent should governments give financial incentives to overseas companies to encourage them to invest in local industries?

My three issues are:

1.
2.
3.

**Q9:** Now consider how strongly you are committed to resolving these issues. Read the following seven behaviours which reflect different degrees of commitment.

- A. I have chosen my position freely.
- B. I have considered alternatives before deciding on one.
- C. I have thought carefully about positive and negative consequences.
- D. I am proud of my viewpoint.

E. I have publicly stated my viewpoint to other people.

F. I have taken actions to support my viewpoint.

G. I have spoken and acted consistently and repeatedly on my viewpoint.

Complete the following table by typing an asterisk mark (\*) in every box which describes your views and actions (from A to G) on each of your three issues.

	A	B	C	D	E	F	G
Issue 1							
Issue 2							
Issue 3							

What does your profile show about your commitment to these three issues?

What does your profile reveal to you about your values?

### Values Analysis Techniques

#### Analysing the Issue

**Q10:** After reading the background information on the proposed mine, answer the following questions:

What are the potential products of the Isoman mine?

What were the results of the feasibility study?

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Identify some of the groups of people interested in, or affected by, the development of the mine.

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### Assessing Consequences for Stakeholders

**Q11:** After reading a summary of newspaper reports on the responses of some stakeholders to the proposed mine, compare the situations in the Isoman and Taranga mines.

Similarities	Differences

### Analysing Stakeholders' Perspectives

**Q12a:** Summarise the viewpoints of the following three stakeholders:

Stakeholders	Major views on Isoman copper mine
Minister for Minerals and Energy	
Isoman Land-owners	
Environwatch	

**Q12b:** Now summarise the views of the remaining four groups of stakeholders.

National Trade Union Committee	
Villagers supporting the	

mine	
Villagers against the mine	
Copper Pacific Mine Company	

**Q13:** Imagine you are the Minister for Minerals and Energy. Would you grant a licence for the mine to be developed or not? Why? Write the text of the speech you will make in parliament to announce your decision on the issue.

**Activity 4 - Reflection**

**Q14:** Identify eight key values that you believe can contribute to achieving a sustainable future.

1.
2.
3.
4.
5.
6.
7.
8.

**Q16:** Outline how the Isoman Copper Mine exercise (or a similar issue - perhaps one in your own country) could be adapted to use with a class you teach.

