



# Values Mapping Tool for Projects

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# 1 Research Instruments

## 1.1 KII Guide: Example

### Section A: Project Stakeholder Group's Representative - Role and Values

*Key Informant Interviews (KIIs) are directed at an individual. Understanding each person's values is just as important as understanding a group or organization's values. All persons who participate in a KII should be informed about and sign an appropriate "informed consent" form. Also, where appropriate, obtain the participant's consent to record the conversation, assuring them that the recording will only be used to verify notes taken, and that the recording will not be kept afterwards. Reassure participants that – unless they specifically request otherwise – all their responses will be anonymous, and not attributed to any identifiable person.*

*The final nature of sampling is dependent on the project's aim, size, and type, which in turn will define the number and scope of KIIs. In some settings, it may be appropriate to provide remuneration (or, at least, snacks) to those who participate in a KII.*

#### Reaching your Audience

The examples of questions provided in this document for research instruments (KIIs and FGDs) are intentionally sophisticated, intended for use with academics and experienced professional development practitioners.

Depending on your intended audience, it may be appropriate to modify these questions and use language that is easier to understand.

*Start each KII asking about what led the informant to their work on the project.*

1. Would you briefly describe your project role, duties, and responsibilities at [name]?
2. What motivates you to work in this sector on this project? Can you suggest specific moral values that are associated with this motivation?
3. Which of your personal values align with [name] values? Are there any in conflict?

### Section B: Project's Normative Culture

4. Moral Instruments/Tools: In your work on this project, how would you describe your overall familiarity and comfort in referring to and in applying the "moral instruments" (e.g., the Vision, Mission, Code of Conduct, etc. of the stakeholder group associated with this project)?
5. [Insert a statement about how the project exists within a values context and, in that way, defines itself, e.g., as a part of a larger program aligned with the strategy and values of a rights-based organization]. Are you open to the possibility of expanding that definition to also embrace moral and ethical concerns that are not directly addressed by a [insert key term from the statement, e.g., rights-based] moral framework, such as issues of care and compassion, solidarity and collaboration, justice, equity, etc.?

## Section C: Project Challenges/Opportunities in Practice

*A moral dilemma refers to a situation in which a difficult choice must be made between two courses of action, each course of action entails one or more tradeoffs that transgress a key moral value or associated ethical principle. No matter what you do in a moral dilemma you will find yourself facing a conflicting choice demanding that you respond to two or more different moral obligations, when you can only do one.*

6. Facing a dilemma: Please provide one or more examples of some key moral dilemmas that have arisen for you in your work on this or similar projects. How did you respond to this situation in that instance? What support and guidance was available to assist you in resolving this dilemma, if any?
7. Resources: Do you know of any resources available to help project staff to understand and address moral dilemmas as they arise? Do you believe more resources and training should be available for navigating situations as those mentioned above?
8. Safety and security: How do you consider the adequacy of current project safeguarding standards for those involved in bringing the project to fruition, and for those who are intended to benefit from this project?

## Section D: Moral Challenges/Opportunities in Project Advocacy, Persuasion, and Coalition Building

*In this section, you will be asked to identify relevant examples based on the project's (and stakeholders') work. For example, for an organization focused on human wellbeing, you might ask about what kinds of projects ought to be undertaken to address people's struggles to access quality education and healthcare. For each of the cases below, you will replace the underlined text with contextualized examples arising from your project.*

9. Equitable distribution: People around the world struggle to access quality education and healthcare. What ought this project be designed and implemented to do about it?

*Understanding people's agency is also critical as it will inform your stakeholder profiles. Organize questions around issue areas and affected populations (underlined in the example) with questions like:*

10. Agency/participation: What does it mean to you to "center" people in your advocacy? In what ways are you able to decide on or otherwise influence the affordability of access to quality education for marginalized persons?
11. Gender based discrimination/sexism: Sometimes local traditional gender roles appear to significantly disadvantage the wellbeing of girls/women, the choices available to girls/women, and achieving equal respect of girls/women. What ought this project do about this? How does this relate to the project's commitment to localization, if at all, and the potential conflict between prevailing gender norms in that local context when such norms do not appear to treat girls/women with equal respect as is accorded to boys/men?

## Section E: Leadership

12. Motivational leadership: Do you think that the project's management/leadership articulates a strong, clear, understandable, and pragmatic responsiveness to the project's goals/mission/vision? How well is this going now? How might this be improved?
13. Taking the pulse, setting the agenda: In your view, is the project (in its design, planning, implementation, and impact) doing a satisfactory job in tackling contemporary ethical challenges in the humanitarian and development sector, such as localization, decolonization, indigenous rights, climate change, gender equality, racism, and similar concerns?

## Section F: Future Moral Orientation

14. Looking ahead - one example: The climate crisis is real. What do you think this project should be responsive to now, to proactively protect people's survival, protection, development and participation in the future in this context?

### 1.2 Focus Group Discussions

*Like the KII, the purpose of the FGD is to establish a baseline of what is the current moral awareness among the project stakeholder groups, and what characterizes the moral discourse in the context of the project. The FGD will also explore stakeholder group understandings of the meaning of the priority moral values already identified and their general familiarity with moral and ethical discourse. The goal therefore of each FGD is to understand where the project and its stakeholders are and are not on the same page regarding the moral values and ethical principles associated with key issues for the project – both in the context of how the project is designed, planned and implemented, and in the intended and actual impacts of the completed project.*

*As with KIIs, the final nature of sampling is dependent on the project's aim, size, and type, which in turn will define the number and size of each FGD. In some settings, it may be appropriate to provide remuneration (or, at least, snacks) to those who participate in an FGD.*

*The selection of those to involve in a FGD should be made in ways that not only represent a cross-section of that stakeholder group, but also be sensitive to factors of gender, age, ethnicity, etc. Ideally a focus group should not be fewer than 4 persons, or larger than 7 persons. All persons who participate in an FGD should be informed about and sign an appropriate "informed consent" form. Also, where appropriate, obtain each FGD participant's consent to record the conversation, assuring them that the recording will only be used to verify notes taken, and that the recording will not be kept afterwards. Reassure participants that – unless they specifically request otherwise – all their responses will be anonymous, and not attributed to any identifiable person.*

*When drafting the FGD guide, use the project's themes or goals identified during meetings and through the contextual analysis. As with the KII sample, the underlined text below should be replaced with the project-relevant issue/goal/theme.*

## Section A: FGD Guide: Sample

1. FGD Orientation: Welcome participants to the space for the discussion. Once everyone is gathered:
  - Review the point of the focus group discussion,
  - Review the outline and format of the discussion,
  - Review ground rules for the discussion:
    - Come to the discussion having faith that colleagues are contributing with the best intentions.
    - Respect, tolerate, and honor the engagement of others' views (an FGD is critically engaging and discussing ideas, not the people that share them). This includes engaging, responding, and perhaps respectfully challenging ideas, but not shutting them down.
    - Be mindful of allowing others time to speak; no interruptions.
    - *Ask: any others ground rules?*
  - Strongly encourage participants to keep responses to 1-1.5 minutes.
  - *If you have a timekeeper:* Inform the stakeholder group members present that the timekeeper will alert us when there is one minute remaining in each discussion segment.

## Section B: Personal values (10 minutes)

*Ask both questions below at the outset and invite the FGD participants to respond to one or both within the allotted time.*

2. Context: The recognition of and respect for universal, equal human dignity is the foundation for human rights, for many of our personal values, and for many other important moral frameworks that help us achieve mutual reciprocity, caring, and respect. The following questions are intended to help identify the values that motivate, energize, and inspire you personally in your work on this project.
3. Personal values, motivations, and concerns: Such values, motivations and concerns have almost certainly had some influence in leading you to work in the international cooperation/development sector, and specifically on this project. Very briefly, why do you work in the sector of international cooperation and development, and on this specific project? While there are probably many motivations, can you identify one as being the most compelling to you in this context?
4. Again, briefly, was working on the wellbeing and human rights of children a specific personal goal for you when you started your engagement on this project? If yes, then why? If not, has your experience on the project now made this focus among your highest career priorities?

## Section C: Thematic explorations

*Replace these moral themes as needed with those relevant to your project.*

*Addressing injustices based on race, gender, and other facets of one's identity necessarily entails addressing historical wrongs and identifying problematic social and economic structures in place. While necessary, identifying the problem is not sufficient to making meaningful progress and enacting positive changes. Making progress requires a vision of social and economic justice; the values and principles that ground this vision as well as concrete positive instances that allow progress to be measured and identified. Does this project offer the potential, directly or indirectly, to serve a positive role in overcoming injustices?*

5. Social and economic justice: Does your project have the potential – or indeed the express purpose – of serving justice? Do you think it will do so, directly or indirectly? Justice as a moral value is as important as human rights.

*Oppression against any marginalized group involves issues of majority power, problematic social and legal structures, historical legacies, and narratives of historical wrongdoings, and continuing problematic attitudes and behaviors. In the following questions, we will explore the intention and role that this project serves in the context of the project's stakeholders' overarching and particular moral commitments, and explore how the moral impact of this project – intended and actual - apply to (i) anti-oppression, (ii) anti-racism, and (iii) gender equality/equity.*

6. Anti-oppression: In your own words, what is the opposite of “anti-oppression”, and how might this project – in its design, planning, and implementation - best promote this positive perspective and strengthen equality, fairness, social cohesion, community identity, and other positive moral outcomes (ask participants to specify what moral outcomes they think apply)?

*Across all forms of discrimination against and disrespect for our common and equal human dignity, there are important intersectionalities that further marginalize and disadvantage people and communities who are already facing deep oppression. One of the most significant of these intersectionalities is discrimination based on gender (and gender identity). The following two questions explore the relevance of the project and its likely impact on these considerations.*

7. Gender equality and equity: Do you think that discrimination against women and girls is culturally rooted, yet is still amenable to being changed and ultimately eliminated? If so, please provide one important example informed by your own work and experience to describe how this project might best prevent, respond to, and/or care for those project stakeholders who are likely to suffer most from gender-based discrimination.

#### **Challenging existing norms**

It is the nature of applied ethics to challenge all situations that appear to fail to recognize and respect the universal, equal human dignity of ALL persons. The commitment to this universal standard for human dignity is contained in the first sentence of the first Article of the Universal Declaration of Human Rights, signed by all nations.

That stated, some people may balk at assessments of “anti-oppression” and “disrespect” (e.g., for marginalized people). Engage in such questions with appropriate sensitivity to cultural norms and being mindful of the overall constructiveness of such challenges. Take appropriate advice from donors in establishing tone and content of such questions.

8. Intersectionality: Are you able to identify any gendered intersectionalities of privilege among stakeholders of this project? If so, how should this project be more attentive to this situation? How might this project and its stakeholders best promote and raise awareness of gendered intersectionalities that will signal something significant and meaningful about the universal human dignity of all persons?

#### Section D: FGD Conclusion and wrap-up

*Thank the FGD participants for their participation and remind them of the FGD's goals and what outcome this will contribute to, including next steps and how you will use the information from this discussion. Solicit any last-minute comments on the structure of this FGD, get a sense of participants' reactions (and maybe gauge the perceived value and interest of future workshops and discussions).*

## 2 Validating Values

Values mapping requires accurately describing the moral values and related ethical principles used by stakeholders; *not* interpreting those values and principles through one's own lens. Thus, the project's MEL and/or CLA staff's analysis and data gathering must be as neutral as possible, and staff must be as aware as possible of their own biases, assumptions, and priority moral values.



*The values typology you are developing must be linked empirically and qualitatively to the practical concerns and reasoning patterns found during data collection.*

Additionally, values categories need to be conceptually distinct. *Hint:* Just like closed-ended survey question answers must be mutually exclusive.

### 2.1 Facilitating validation exercises with KIIs and FGDs

The moral values found in the contextual analysis of a project and some of its stakeholders may not be the same as those held by all of the project's stakeholders, or the values that are formally set apart as "Priority Values" by the organizations, firms, or other stakeholders involved in the project. Validating the findings of the documentary analysis does not mean *confirming* that those values are relevant. Instead, you will facilitate KIIs and FGDs with an open mind using active listening skills and probing to understand how people think and reason around project-related issues.



### 2.1.1 Sampling

In addition to validation and baseline measurement, one of the goals of data collection is to engage in a discourse on project values and ethics, including the personal values of project stakeholders. Thus, a large and diverse set of participants is ideal.

*KIIs:* sample a cross-section of staff/stakeholders. Plan on talking with a variety of leaders, managers, staff, and affected populations of diverse age, gender, socioeconomic status, ethnic backgrounds, etc., engaged in every project process, e.g., finance, HR, CLA, MEL, technical advisors, etc.

*FGDs:* determine the best way forward as you would with any CLA or MEL exercise. Ensure gender-sensitivity and balance, e.g., hold separate sex FGDs when this will support more comfortable engagement. Will you get the most openness out of a discussion in a mostly homogeneous group or will a heterogeneous group make for more fruitful discussion? Will people be more comfortable and participatory among those around their age? Are there stakeholder groups from marginalized populations who would benefit from having their own FGD? Depending on the number of stakeholders, plan on holding at least one FGD and as many as 4-6 FGDs.

#### **“Beneficiaries”?**

*Affected populations* are people who are directly involved in your project or who may be indirectly affected by your project. The term replaces “beneficiaries” since that term assumes a degree of passivity and that projects always benefit those whom we seek to serve.

We use this term, or simply use the word “people”, to acknowledge that interventions may not benefit and can inadvertently harm those whom we seek to serve.

### 2.1.2 Collecting data

Plan for KIIs and FGDs as you would for any CLA or MEL-focused KIIs/FGDs. These KIIs/FGDs are part of establishing a baseline for the project being evaluated. Use best practices in interviewing and facilitating stakeholder group discussions including, where appropriate, implementation of standards appropriate to human subjects research ethics. Provide a safe space for the discussion.

The interviewer/ facilitator should be open, non-judgmental, use active listening, and make the discussion a conversation (not just a Q&A). She/he/they should ensure that:

- Informed consent form was explained and signed;
- Interview duration is 30 minutes/FGD is 60 minutes (consider having a timekeeper who gives a one-minute alert for each discussion segment);
- Participants are aware that they do not need to answer every question;
- Request permission to record the KII/FGD for notetaking purposes; and
- Offer clear assurance that recording and responses will be kept confidential; any quotes or attributions will be explicitly agreed upon beforehand.

### 2.1.3 Analysis

Either with a software program like NVivo and/or by deep reading the transcripts, notes, specifications, or other descriptive materials related to the project’s design, planning, implementation, and impact (expected of actual); as well as the stakeholders’ connection to (or role in) the project, look for the terms/phrases/principles/commitments/exhortations/prohibitions used that convey moral values. Capture how they are used: are terms/phrases used to mean the same moral value or along a single dimension of a moral value? Do people use the same terms/phrases to mean different dimensions of a moral value or different values? Are conflicts in moral values readily apparent, or implied? Are value biases implied or explicit?



As you analyze the data, use a matrix (e.g., Excel spreadsheet if you're doing this by hand) to capture:

- Who (which stakeholder) used each term/phrase (typically in rows);
- Terms/phrases used (typically in columns);
- Use different columns for the same term/phrase where they are used to mean something different; and
- Identify the values and insert the values in the first row of the spreadsheet.

Analyze the data to understand the frequency and implied or explicit priority of the moral values used.

Analyze the data for who holds each value. Take note of moral values held across stakeholders, especially in specific and comparable contexts. Similarly, take note of prominent conflicts in moral values among stakeholders, also in specific and comparable contexts.

Identify priority moral values and associated ethical principles for project stakeholders and note where such values are particular dependent on specific context settings. These are the values and principles that will be salient to the next validation exercise, as they serve as the qualitative moral and ethical values and principles of project stakeholders.

## 2.2 Validation workshop

The next step in validating the project's priority values and, where appropriate, ethical principles of project stakeholders, is to facilitate a workshop with a representative cross-section of project stakeholders. Facilitation should support a discussion of the findings to date, making certain that participants understand them. Once that foundation is established, then you can determine how best to proceed: with the most salient values that arose from the values mapping process or from participatory deliberations based on a longer list of moral values.

In that latter case, validation workshops typically begin with a comprehensive list (typically between 80 to 90) moral values and a facilitated discussion among all present about which of the values best address (or resonate with) the project (or organization/firm). Through iterative steps, the facilitators try to push participants to agree on getting the list as short and parsimonious as possible. Typically, we always aim for 5 to 7, but will settle for up to 12. Keep in mind that larger numbers of values mean that we will need to formulate and work with more indicators, and there are only so many indicators a project can monitor and evaluate.



The facilitator keeps encouraging participants to see how much it is possible (or not) to work with the original list, and to explain why (if it happens) that "extra" values are added, or previously high-priority values are dropped.

Facilitate a discussion of these moral values, their definitions, and how they arose for different stakeholders. Finally, facilitate a ranking of the moral values to identify the top 7-12 priority moral values for your project. These will be the most significant, motivational, and descriptive moral values for this project. Develop your project's values "dictionary" for easy reference. *HINT:* moral values and their associated principles are not static, though they may be slow to change. At an organizational level, the Center recommends revisiting them as part of every formal strategy meeting or significant strategic decision-making discussion.

### **Ethical Principles**

*Be aware* of the possibility of stakeholders holding ethical principles that are in tension with other stakeholders' principles, e.g., in a highly patriarchal society, women's agency (decision-making, movement, voice, etc.) are limited by men. This runs counter to many projects' goals of being inclusive and empowering women. The facilitator must be skilled at sensitively handling these issues as they arise.

### 2.3 Develop indicators based on the primary values

Develop indicators to measure each of the **primary** values (wellbeing, dignity, justice, care), and – if time and resources allow – the additional **priority** values (see section 5.2 of the main report) keeping in mind that moral values may have more than one dimension. You will then develop questions to capture data on those indicators for a stakeholder survey. *Your project may choose to use the qualitative findings from KIIs, FGDs, and validation workshops rather than conduct a survey. If, however, you can measure the primary and priority values with a survey, be sure to capture the respondent’s attitude on each measured moral value, as well as their perceived agency related to that value.*

For example, your project might assess the wellbeing of its expected affected population in the following areas:

- Project’s impact on physical safety: Being able to enjoy freedom of movement and respect for bodily integrity against security threats and violence; and
- Project’s impact on mental health: Being able to have emotional attachments to places, things and people, and to live without emotional abuse.

### 2.4 Tailoring a survey

If your project has the time and resources to allow you to also conduct a survey, start by identifying your project’s primary affected population(s) and add that identifier in the survey questions. Should you implement a survey with a representative sample of project stakeholders, you may measure indicators as described above in two ways (see below for examples using the wellbeing of affected population as a value):

- Measuring the respondent’s attitude toward the wellbeing of your project’s affected population (value):
  1. Please give your judgment of this statement: The most important work the project does is to improve the primary affected population’s ability to enjoy freedom of movement and respect for bodily integrity against security threats and violence.
    - a. Strongly disagree
    - b. Disagree
    - c. Neither agree nor disagree
    - d. Agree
    - e. Strong agree
- Measuring the respondent’s perceived agency regarding the value:
  1. How would you describe your opportunity to affect your project’s primary affected population’s ability to enjoy freedom of movement and respect for bodily integrity against security threats and violence?
    - a. Daily/constant opportunity
    - b. Weekly/regular opportunity
    - c. Monthly/regular opportunity
    - d. Quarterly/regular opportunity
    - e. Annual or rare opportunity

2. How would you describe your opportunity to affect your project's primary affected population's ability to have emotional attachments to places, things, and people, and to live without emotional abuse?
  - a. Daily/constant opportunity
  - b. Weekly/regular opportunity
  - c. Monthly/regular opportunity
  - d. Quarterly/regular opportunity
  - e. Annual or rare opportunity

## VISION STATEMENT STORY

### 3 Building a multi-stakeholder vision statement

When projects are complex and involve a large and diverse number of stakeholders with widely varying expectations of project impacts, building a durable consensus on the purpose and desired impacts of the project can be very important. One of the best ways to achieve this is through a *deliberative democracy* approach known as a “Vision Statement”. A vision is essentially a qualitative statement of the moral characteristics and ethical principles that are most closely associated with the project. The process of developing such a Vision Statement can be very helpful in building solidarity and consensus among the project’s stakeholders, and in avoiding future conflicts between them.

As the name suggests, this exercise requires participation of all stakeholder groups for collective and individual buy-in to the resulting vision statement (see the story of one vision statement’s development in the text box). At its foundation, the event is a complex deliberative workshop, often with breakout groups. The event sometimes spans multiple days, ending only when the participants identify some common values and goals, and those values and project goals on which there is no consensus. In the case of the “disputed” values and goals, facilitators will help participants agree on some short-term activities around those project goals and/or next steps toward resolving the conflict.

#### 3.1 Stakeholder Representation

For the workshop to achieve its goal of a commonly held vision statement, all participating stakeholder representatives must have the authority and capacity to participate and make commitments on behalf of their stakeholder groups/organizations/firms. For some workshops like the WSR (see 3.2 Workshop, below), the project convenes an advisory group to plan, guide, and implement post-workshop activities. The project will need to ensure that participants have the authority to participate and make commitments. Regarding affected

After one day in 1998 filled with speeches by dignitaries, plenary sessions, and intensive break-out groups, and a second full day of intense but structured discussions, the common vision statement emerged:

**By the year 2020, the North Local Council will be a progressive and dynamic region within the Durban Metropolitan Area, having developed its assets and resources to the benefit of all its people and the wider region. It will become an attractive, unified and vibrant area which is globally competitive, a tourist gateway and of a high international standard. By redressing the historical imbalances, it will have improved the quality of life for all by providing economic and other opportunities for the future.**

Extracted from its context, this statement appears vague, superficial, and even naive. Except for the target date, it is imprecise. It offers no clarifications of key terms such as “progressive” and “quality of life,” imposes no ordering of priorities, sets no specific milestones or quantitative indicators, and offers no formula to redress the historical legacy of inequitable distribution of the fruits of development. To the outsider, it may seem difficult to imagine the energy, anguish, sweat, and compromise behind the generation of this simple paragraph. Even to this insider, the result was less than satisfactory, given the level of effort up to that point – described below. Even with these limitations, it was notable that the future development process had begun with an emphasis on – and public declaration of – some commonly held values.

The Visioning Workshop was the public start of the future planning phase in which the emphasis changed from accurately documenting the past and present to considering what the future ought to bring. Much of the agenda was given over to presentations by the various participating stakeholder groups, all of which had developed their own lists of development priorities. Some had even drafted their own vision statements. As facilitators at the workshop, we were disinterested outsiders, seeking out the common ground and encouraging the stakeholders to recognize it and build upon it. This consensus crystallized, at the end of a very long weekend, into the vision statement above. Copies of the document soon were distributed to stakeholders and (in translation) to the Zulu population. The document was also made into a large poster for the Council chambers.

populations, the project might help communities (however that is defined by the affected populations), for example, elect people to participate on their behalf.

### 3.2 Workshop

One way to conduct the workshop is called “Whole system in the room,” described in a USAID cheat sheet of tools and methods for local knowledge as follows:

**“Whole System in the Room (WSR)** is an approach that brings together as many different stakeholders as possible, often in an intensive workshop, to strengthen relationships, to learn from each other’s perspectives, to build consensus and identify solutions to development problems they are all facing, and commit to collective action. WSR helps ensure that diverse perspectives are incorporated into development efforts and that the voices of those affected by a development issue are included.”

WSR added value includes:

- Results in agreed-upon action plans to achieve identified development goals;
- Draws on local knowledge, expertise, and networks to identify stakeholders—in particular, the Advisory Committee will identify, and be able to reach, non-conventional stakeholders that an OU might normally not be able to access;
- “Starts at scale” because it engages as many stakeholders as possible in the system at the start to provide input as well as take ownership for transforming the system;
- Engages stakeholders from all strata of a community to directly interact with each other (i.e., both the powerful and vulnerable), so that people with the “power to act” can hear the voices of those most likely to be affected by decisions (and those most affected can gain power through the plans and decisions made during the WSR process); and
- Emphasizes consensus, so that local action is not delayed.

From [\*Toolbox of Empowerment: Tools to identify, value, and apply local knowledge\*](#)

Regardless of how the workshop is organized, it requires skilled facilitators to work together and with stakeholders to discuss sometimes sensitive and difficult issues. As with any workshop, there should be rules set at the beginning about respect, listening, and confidentiality. Facilitators may be the same people who conducted some of the KIIs and FGDs during the validation activities. If not, it might be prudent for them to meet with stakeholder participants in advance of the workshop so that they start to build trust with them prior to the event.

## 4 List of frequently used moral values

While there is no finite list of terms that refer to moral values, the following list does illustrate some of the most commonly used values:

- Acceptance
- Ambition
- Accountability
- Agency, autonomy, and self-determination
- Altruism
- Ambition
- Assertiveness
- Attentiveness, listening
- Authenticity
- Avoiding conflict of interests
- Awe
- Balance
- Beauty
- Beneficence (toward children)
- Capability
- Care, carefulness
- Commitment
- Compassion
- Confidentiality
- Connectedness
- Conscientiousness
- Consistency
- Conviction
- Cooperation
- Courage
- Creativity
- Credibility
- Cultural respect, preservation
- Decisiveness
- Dedication
- Decency
- Democracy
- Determination
- Devotion
- Diligence
- Discipline
- Diversity
- Do No Harm (do no more harm)
- Duty, obligation
- Efficiency
- Endurance
- Equality
- Equity
- Empathy
- Enthusiasm
- Excellence
- Fairness
- Faithfulness
- Fidelity
- Flexibility
- Forgiveness
- Fortitude
- Freedom
- Friendliness
- Generosity
- Gentleness
- Genuineness
- Goodness
- Grace
- Greatness
- Happiness
- Harmony
- Helpfulness
- Honesty
- Honor
- Humbleness
- Human rights
- Humility
- Humor
- Impartiality
- Inclusion
- Idealism
- Imagination
- Incisiveness
- Independence
- Individualism
- Insightfulness
- Inspiration
- Integrity
- Intelligence
- Intuitiveness
- Joy, joyfulness
- Justice (now, and for past wrongs)
- Kindness
- Lawfulness
- Leadership
- Liberty
- Love
- Loyalty
- Maturity

- Magnanimity
- Moderation
- Modesty
- Neatness
- Neutrality
- Objectivity
- Open-mindedness
- Openness
- Optimism
- Originality
- Participation
- Partnership
- Passion
- Patience
- Patriotism
- Peace
- Perseverance
- Playfulness
- Pleasure
- Poise
- Positivity
- Practicality
- Professionalism
- Prosperity
- Protection
- Punctuality
- Public dialogue and deliberation
- Purpose
- Quality
- Racial justice
- Rationality
- Realism
- Reciprocity
- Recognition
- Reliability
- Respect for property
- Respecting for persons (choices, contributions, diversity, and the expression of their views)
- Respectfulness
- Resourcefulness
- Responsibility
- Responsiveness
- Revitalization
- Sacrifice
- Safety (safeguarding)
- Security
- Self-determination (individuals, communities)
- Selflessness
- Sensitivity
- Serenity
- Service
- Simplicity
- Sociability
- Sophistication
- Spontaneity
- Stability
- Steadiness
- Stewardship of the environment
- Strength
- Supportiveness
- Sustainability
- Sympathy
- Teamwork
- Tolerance
- Transparency
- Trust
- Truth
- Unity
- Universal human dignity
- Warmth
- Wisdom

## 5 Sample Worksheet of Project Baseline Assessment of Moral Values



## Worksheet: Illustrative Project Baseline Assessment of Moral Values

**(1) Values context for the project:**

Instructions: For your project, briefly describe the following information:

<b>Issues</b>	
context in which the project is taking place	physical/environmental
	Economic
	social/cultural
who the project will most benefit the most	
how the project was identified, and by whom	
three project stakeholders and actors who have functional (or symbolic or cultural) roles in the project	stakeholder
	description of role

source of resources for the project			
relevant environmental factors affecting the project	description of environmental factor(s)	project response to these factors	
how the project will support and sustain gender equality and fairness			
how the project will support and serve marginalized persons			

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**(2) Primary Values that apply to every project:**

Instructions: For your project, and your stakeholder role, briefly describe how your project will express, strengthen, and sustain its outputs (means) and outcomes (ends) for these Primary Values, and then score you project on how well it aligns with or demonstrates a close relationship to each Primary Value.

*Grading: High (5 to 6); Moderate (4 to 4.9); Low (1 to 3.9)*

Primary Value	Outputs (means)	Outcomes (ends)	Score
Well-being			
Dignity			
Justice			
Care			
Total =			