

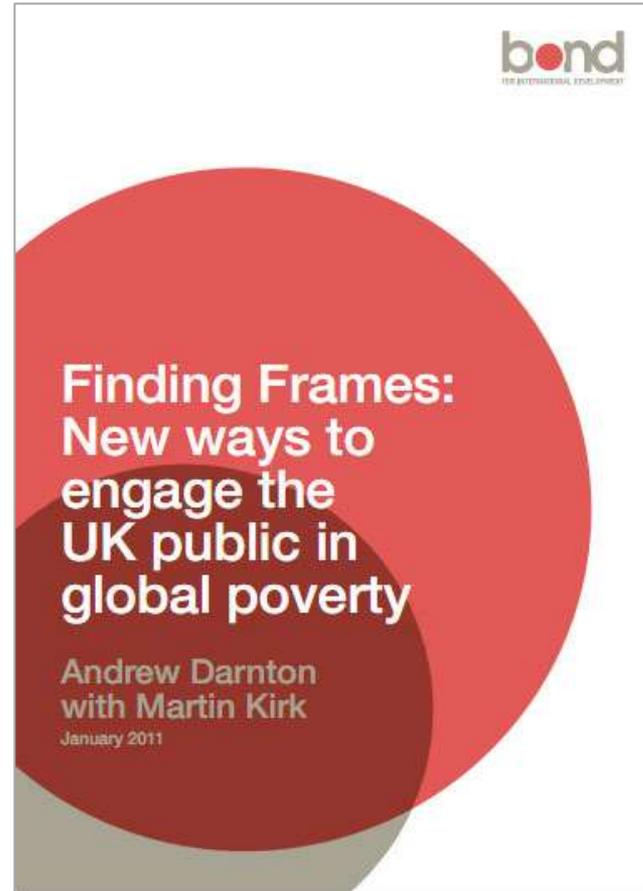
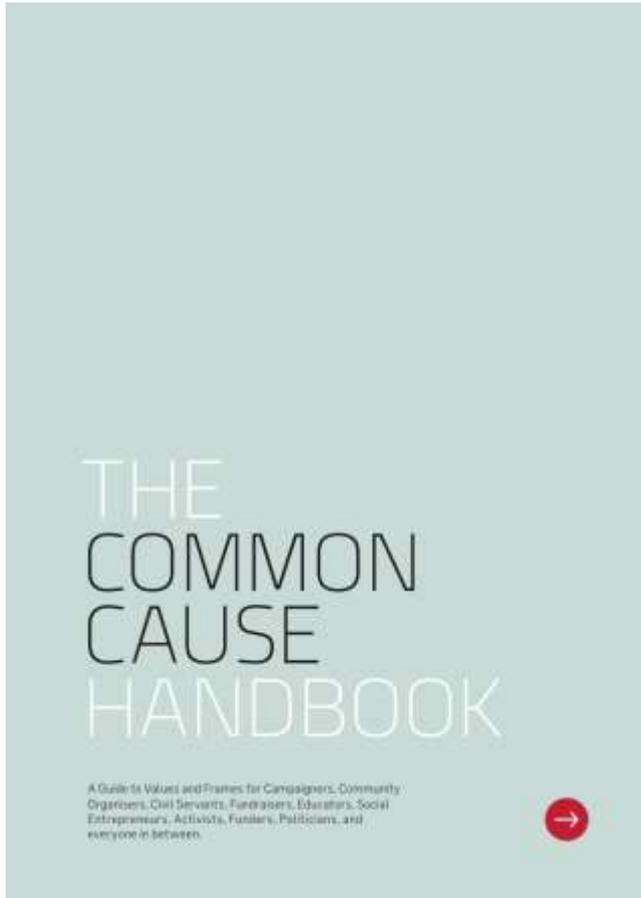
Common Cause

A Guide to Values and Frames for those
working in global justice and development
education...

Richard Hawkins

Director, PIRC





valuesandframes.org

How do we bring about
a more **equitable**
world?

How do we bring about
a more **democratic**
world?

How do we bring about
a more **sustainable**
world?

How do we bring about
a more **compassionate**
world?

How do we bring about
a more **creative**
world?

How do we bring about
a more **tolerant**
world?

How do we bring about
a more equitable, democratic,
sustainable , compassionate ,
creative and tolerant world?

With more equitable,
democratic, sustainable,
compassionate, creative and
tolerant
values!

+ young people!

-
- 1. How values work**
 2. Why values matter
 3. How values develop
 4. Some implications

CIVIL LIBERTIES

IMMIGRATION

DISABILITY

COMMUNITY

SOCIAL CAPITAL

Exercise

What do you value in life?

Paired discussions.

Small group go-round.

Group values posters.

What are values?

Are the guiding principles of life

Transcend specific actions and situations

Serve as standards or criteria

Are abstract and rarely conscious

“

There is an objective reality out there, but we view it through the spectacles of our beliefs, attitudes, and values.”

David G. Myers

Psychologist

Schwartz 1992+

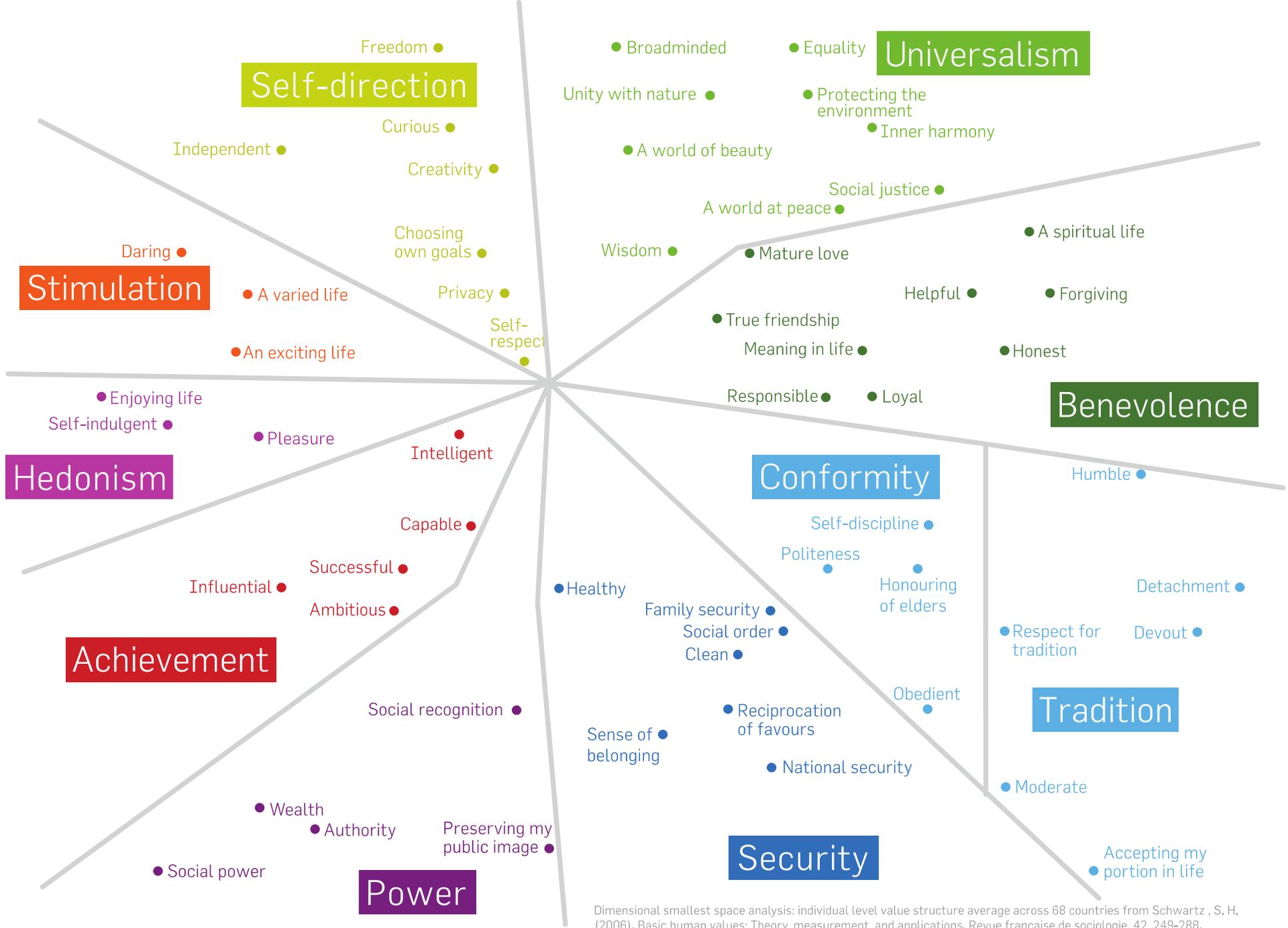
A spiritual life, A varied life, A world of beauty, A world at peace, Accepting my portion in life, Ambition, An exciting life, Authority, Broadmindedness, Capable, Choosing own goals, Cleanliness, Creativity, Curiosity, Daring, Detachment, Devout, Enjoying life, Equality , Family security, Forgiving, Freedom, Health, Helpfulness, Honesty, Honouring of parents and elders, Humble, Independence, Influence, Inner harmony, Intelligence, Loyalty, Mature love, Meaning in life, Moderation, National security, Obedience, Pleasure, Politeness, Preserving my public image, Protecting the environment, Reciprocation of favours, Respect for tradition, Responsibility, Self-discipline, Self-indulgence, Self-respect, Sense of belonging, Social justice, Social order, Social power, Social recognition, Success, True friendship, Unity with nature, Wealth, Wisdom.

Exercise

What problems are we concerned
about? imagine a society...

Freedom
Broadminded
Equality
Unity with nature
Protecting the environment
Inner harmony
Curious
A world of beauty
Social justice
A world at peace
A spiritual life
Independent
Creativity
Daring
Choosing own goals
Wisdom
Mature love
Helpful
Forgiving
A varied life
Privacy
Self-respect
True friendship
Meaning in life
Honest
An exciting life
Responsible
Loyal
Enjoying life
Pleasure
Intelligent
Humble
Self-indulgent
Capable
Self-discipline
Politeness
Influential
Successful
Ambitious
Healthy
Family security
Honouring of elders
Social order
Clean
Respect for tradition
Devout
Clean
Sense of belonging
Reciprocation of favours
Obedient
National security
Moderate
Wealth
Authority
Preserving my public image
Social power
Accepting my portion in life





Dimensional smallest space analysis: individual level value structure average across 68 countries from Schwartz, S. H. (2006). Basic human values: Theory, measurement, and applications. *Revue française de sociologie*, 42, 249-288.



UNIVERSALISM

UNDERSTANDING, APPRECIATION, TOLERANCE AND PROTECTION FOR THE WELFARE OF ALL PEOPLE AND FOR NATURE.



BENEVOLENCE

PRESERVATION AND ENHANCEMENT OF THE WELFARE OF PEOPLE WITH WHOM ONE IS IN FREQUENT PERSONAL CONTACT.



TRADITION

RESPECT, COMMITMENT AND ACCEPTANCE OF THE CUSTOMS AND IDEAS THAT TRADITIONAL CULTURE OR RELIGION PROVIDE THE SELF.



CONFORMITY

RESTRAINT OF ACTIONS, INCLINATIONS AND IMPULSES LIKELY TO UPSET OR HARM OTHERS AND VIOLATE SOCIAL EXPECTATIONS OR NORMS.



SECURITY

SAFETY, HARMONY, AND STABILITY OF SOCIETY, OF RELATIONSHIPS, AND OF SELF.



POWER

SOCIAL STATUS AND PRESTIGE, CONTROL OR DOMINANCE OVER PEOPLE AND RESOURCES.



ACHIEVEMENT

PERSONAL SUCCESS THROUGH DEMONSTRATING COMPETENCE ACCORDING TO SOCIAL STANDARDS.



HEDONISM

PLEASURE AND SENSUOUS GRATIFICATION FOR ONESELF.



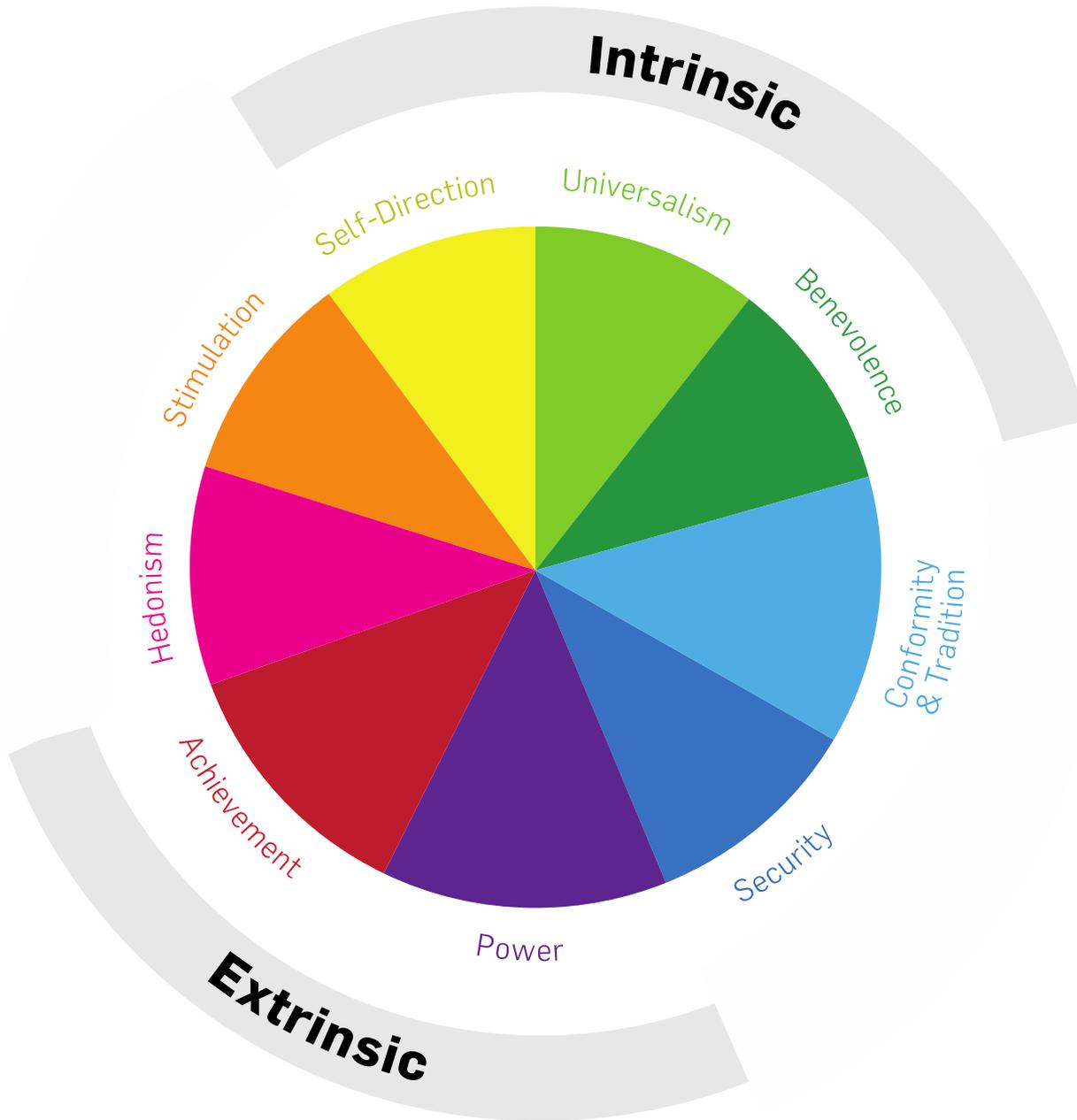
STIMULATION

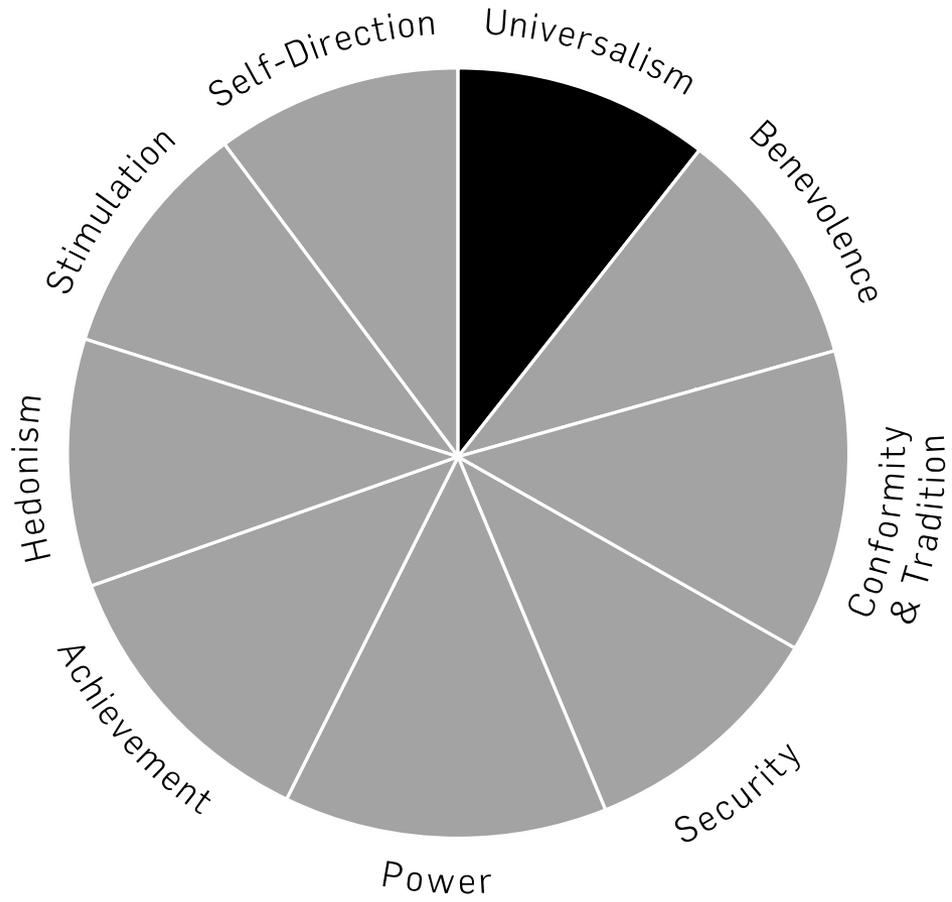
EXCITEMENT, NOVELTY AND CHALLENGE IN LIFE.

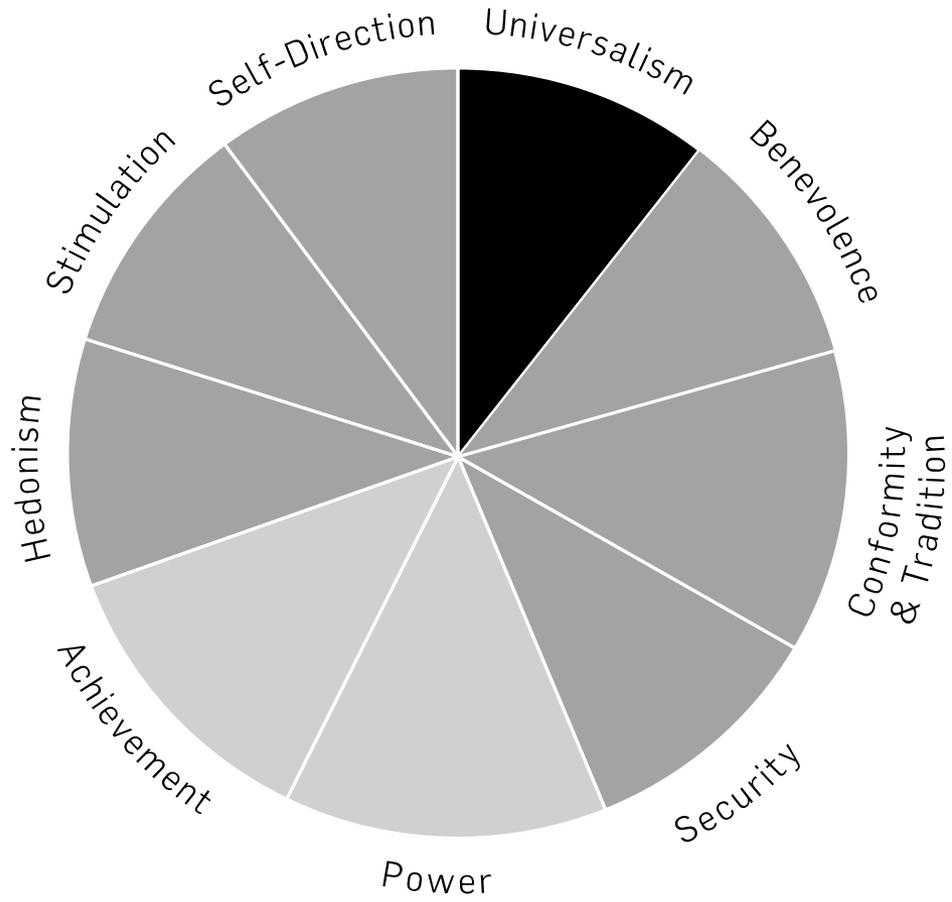


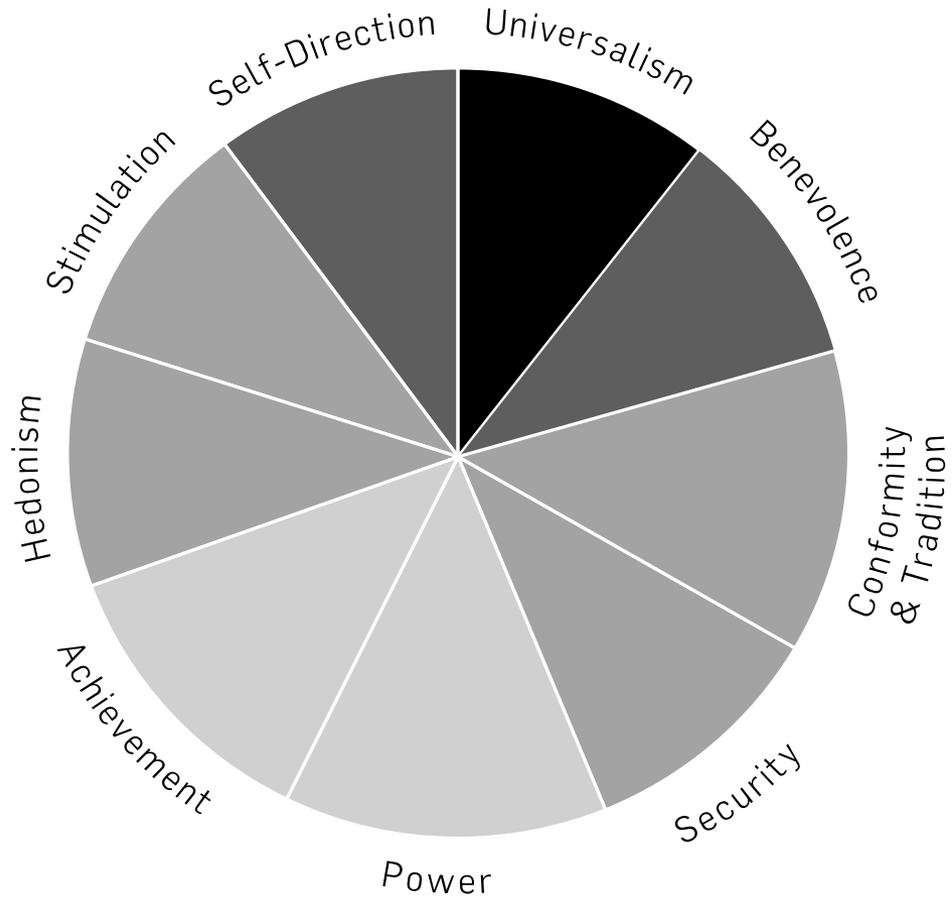
SELF-DIRECTION

INDEPENDENT THOUGHT AND ACTION - CHOOSING, CREATING, EXPLORING.



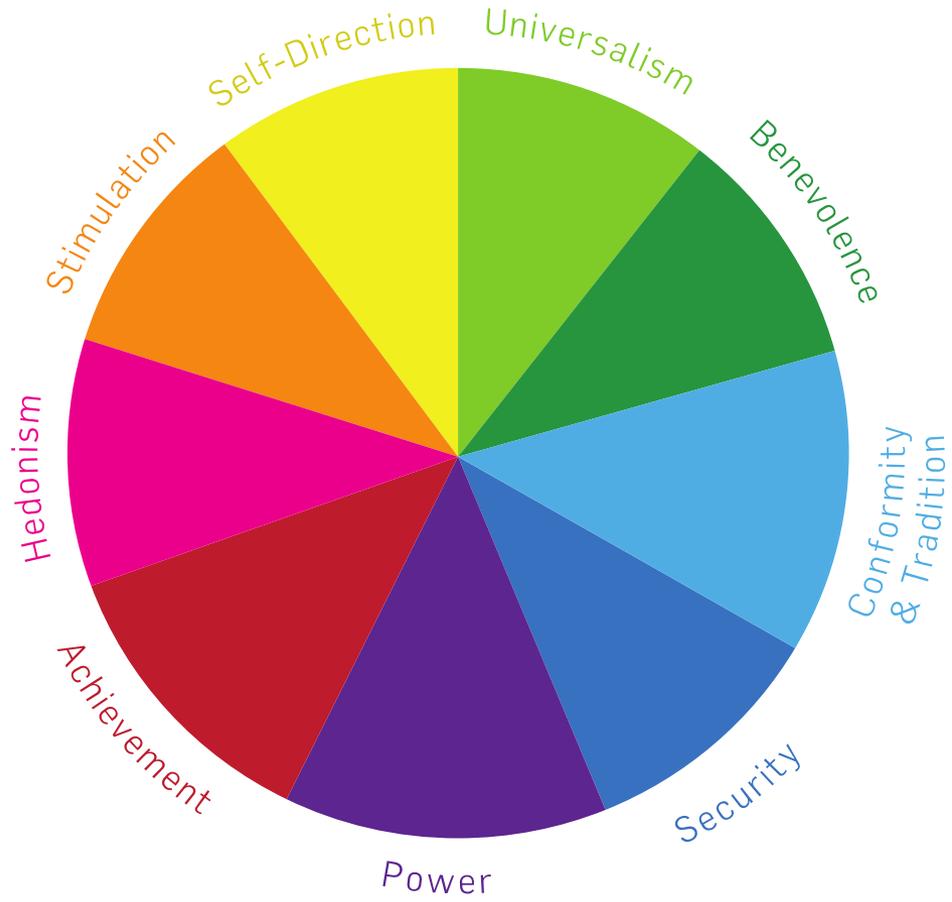




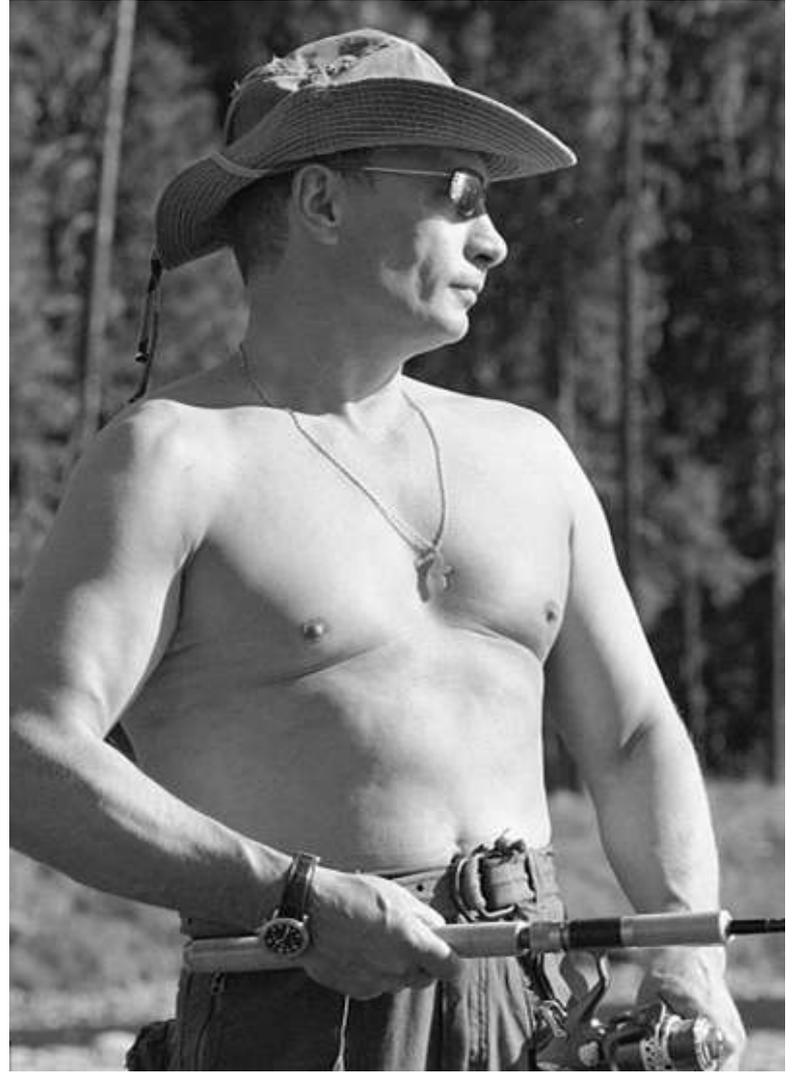


1. Values are universal
2. Values aren't characteristics
3. Values can be engaged
4. The see-saw effect
5. The bleed-over effect

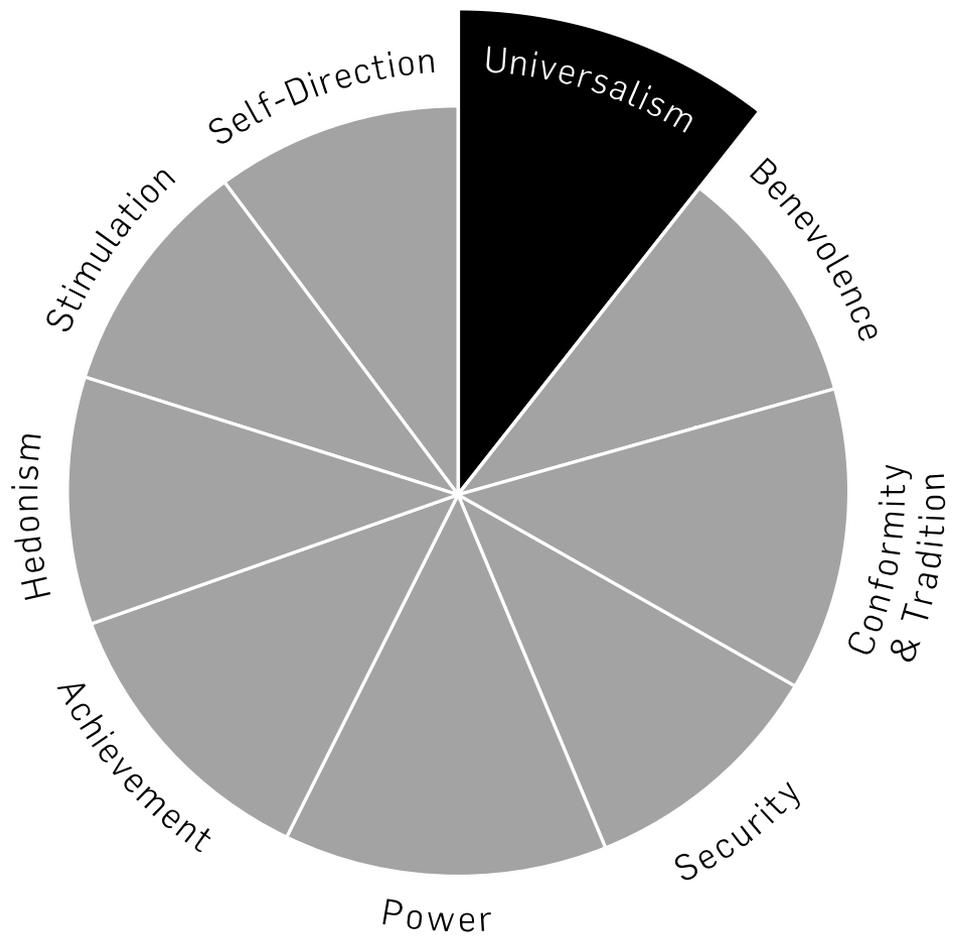
- 1. Values are universal**
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1. Values are universal
2. Values aren't characteristics
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Values in extrinsic people

Chilton et al. (2011)

From 700 UK adults, selected 30 in top 10% on extrinsic values

Participants wrote about reasons for either:

- **Intrinsic values** (acceptance, affiliation, broadminded)
- **Extrinsic values** (popularity, image, wealth)

Values in extrinsic people

Chilton et al. (2011)

Then interviewed about:

Environment

Local – Loss of UK countryside

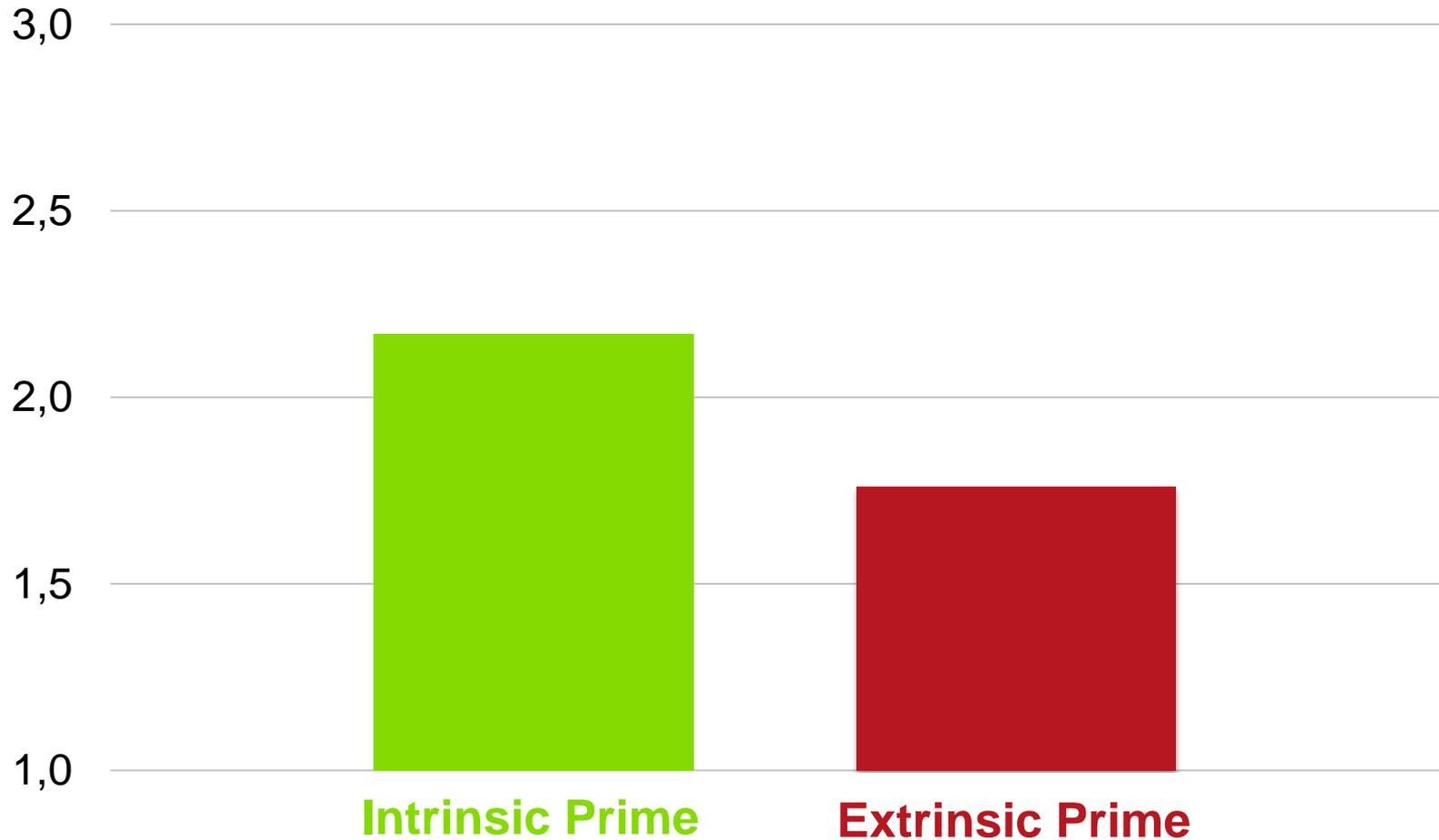
Global – Climate Change

Poverty

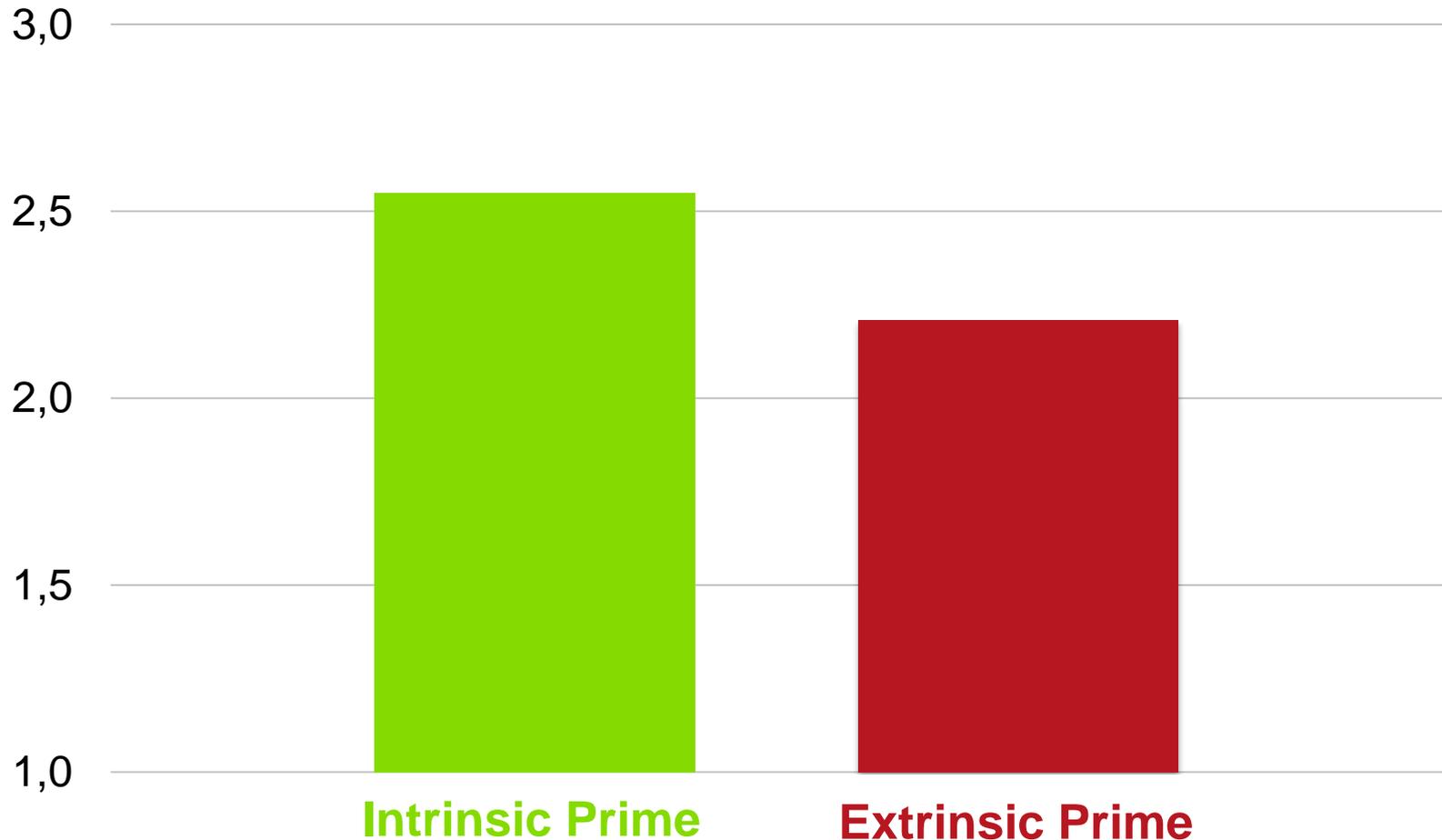
Local – UK child poverty

Global – Child mortality in developing nations

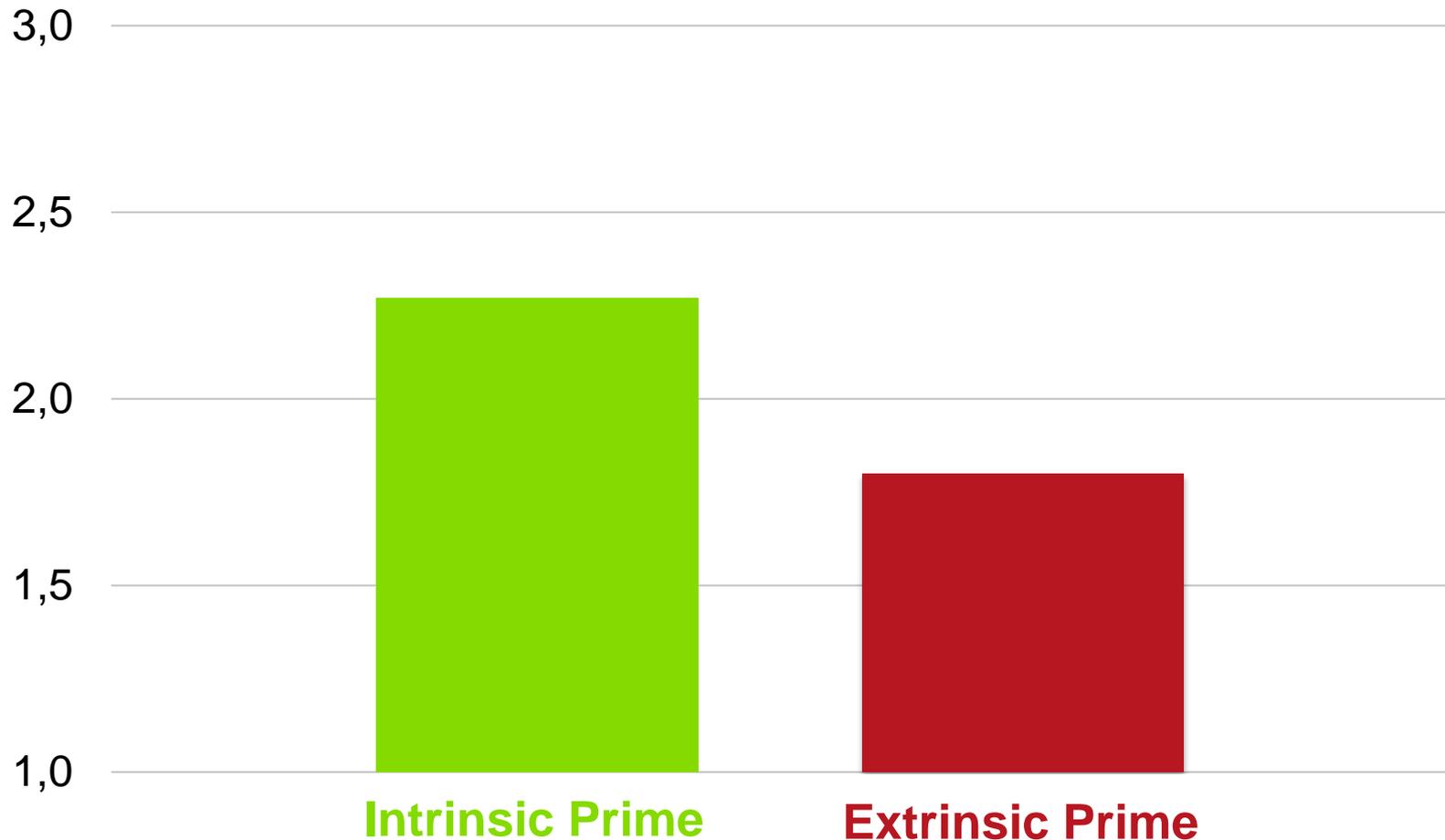
Intrinsic vs. extrinsic talk



Someone vs. No one should Act



Act for global vs. self-interest



Values in extrinsic people

Chilton et al. (2011)

Extrinsically primed people spoke about topics in **extrinsic** ways:

Child mortality – P 010 – “it’s a part of life over there ... it’s the way of life, that’s what happens so it’s nothing to get too upset about.”

Climate change – P 007 – “Mm, what would motivate me? I suppose money if there was a financial incentive to be more proactive...I do tend to switch things off but that’s more a case of me saving money in electricity than thinking oh that’s gonna help the world.”

Values in extrinsic people

Chilton et al. (2011)

Intrinsically primed people spoke about topics in **intrinsic** ways:

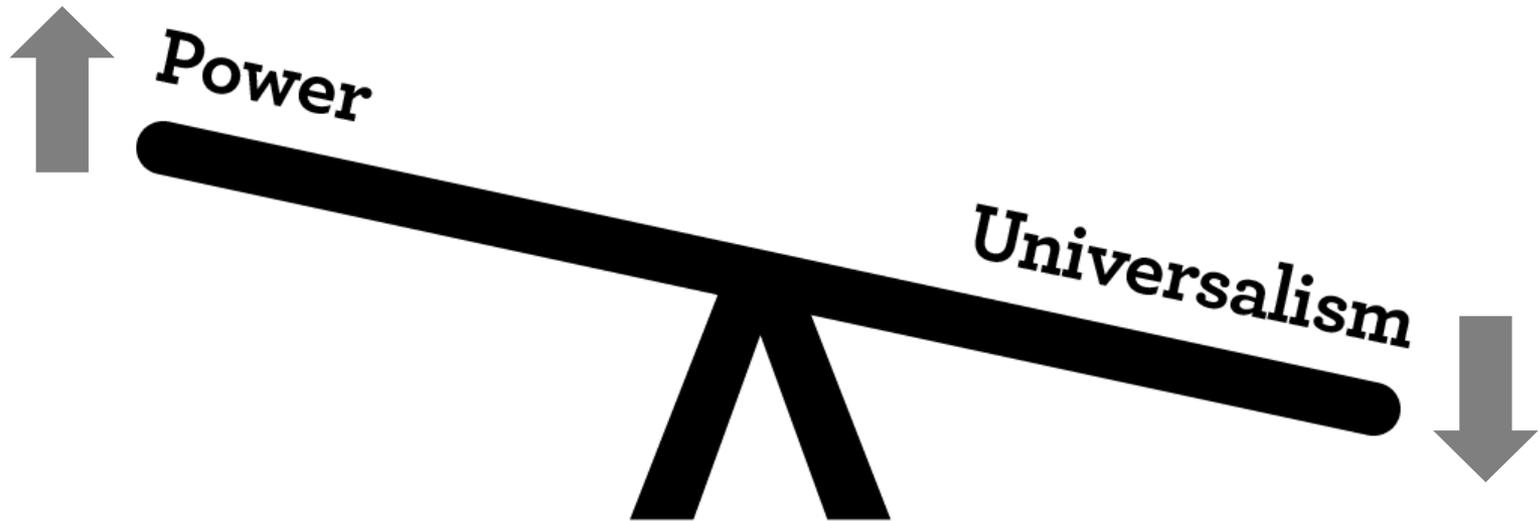
Child mortality – P 021 – “I think they should stop I mean bonuses and the bankers and it’s publicised on the news for goodness sake, it’s back to the haves and the have nots”

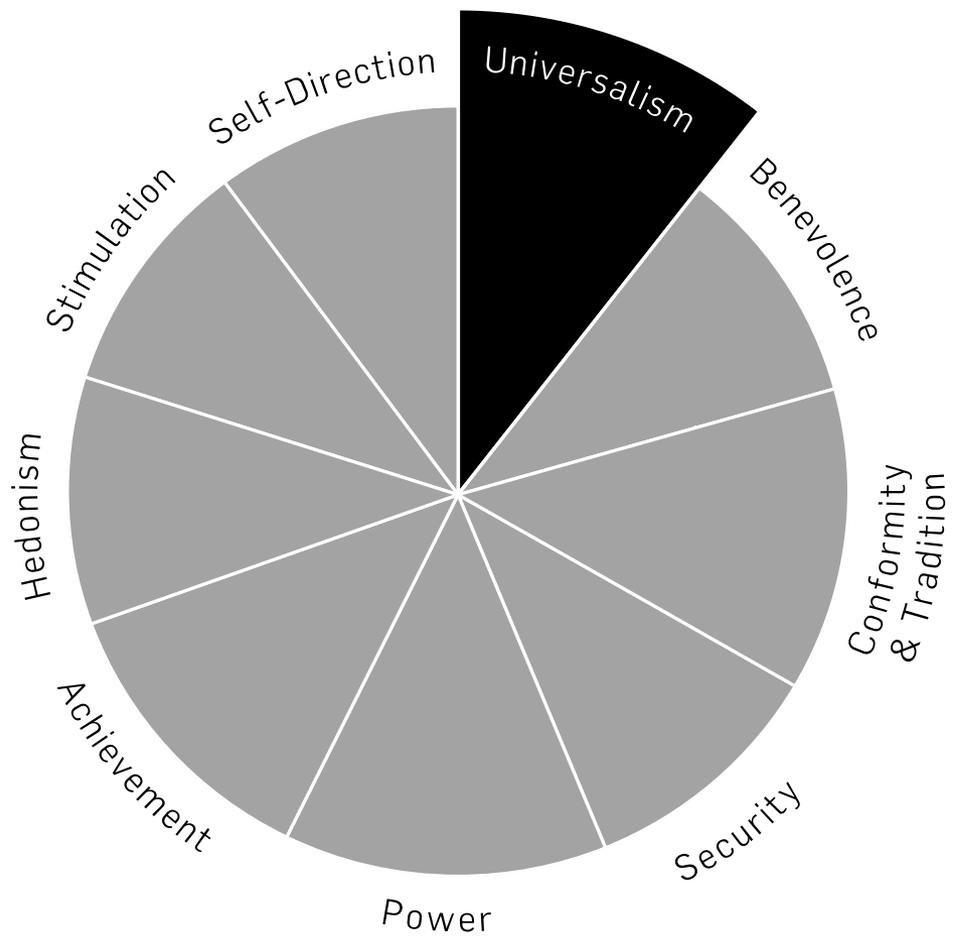
Climate change – P 026 – “I do think that the earth and the environment is precious and valuable...I think it should be at the top of the political agenda...I think that the world that we pass on to the next generation, you know, is, is, is our responsibility.”

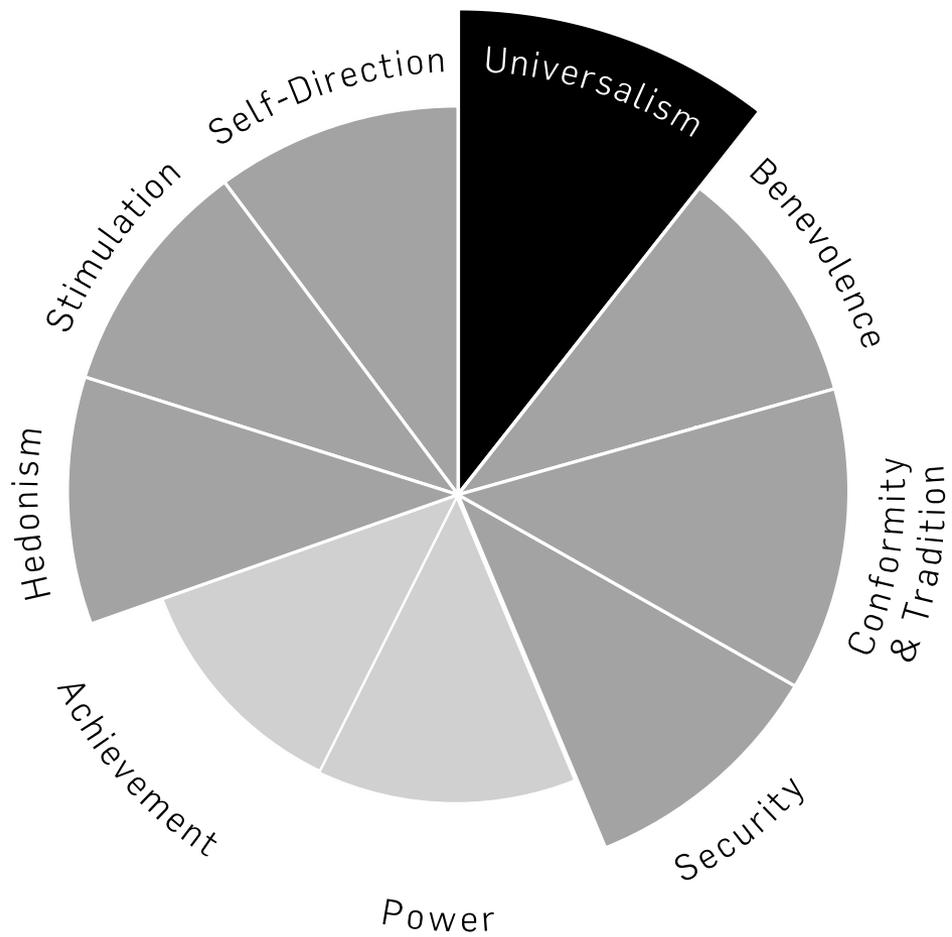
1. Values are universal
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Seesaw

Engaging one set of values suppresses and discourages conflicting values, and associated attitudes and behaviours.







Money

Vohs et al. (2006)

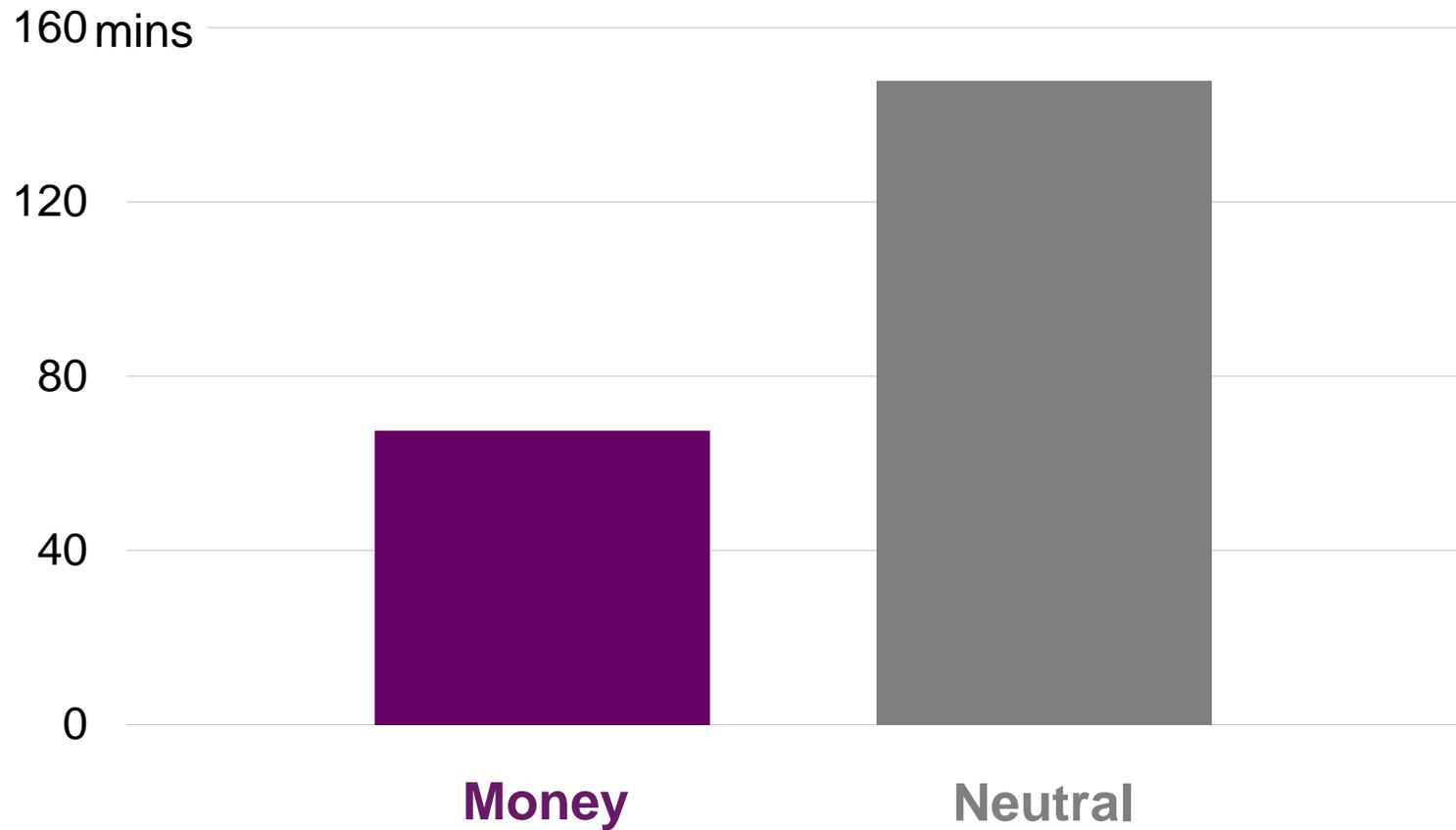
Unscramble words:

Neutral words: “cold it outside is”

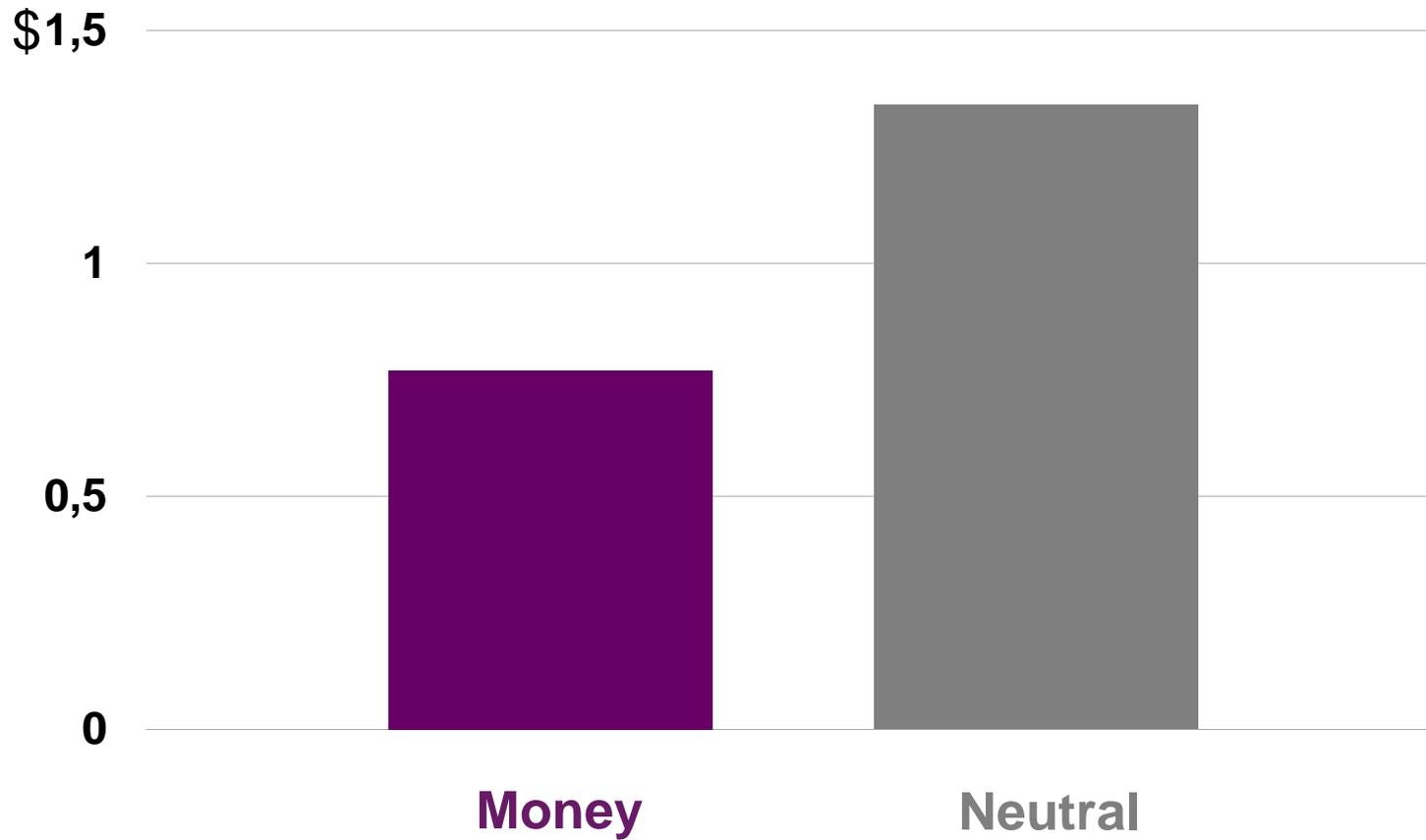
Money words: “high a salary paying”

Then measured various helping behaviours...

Time spent helping



Amount Donated

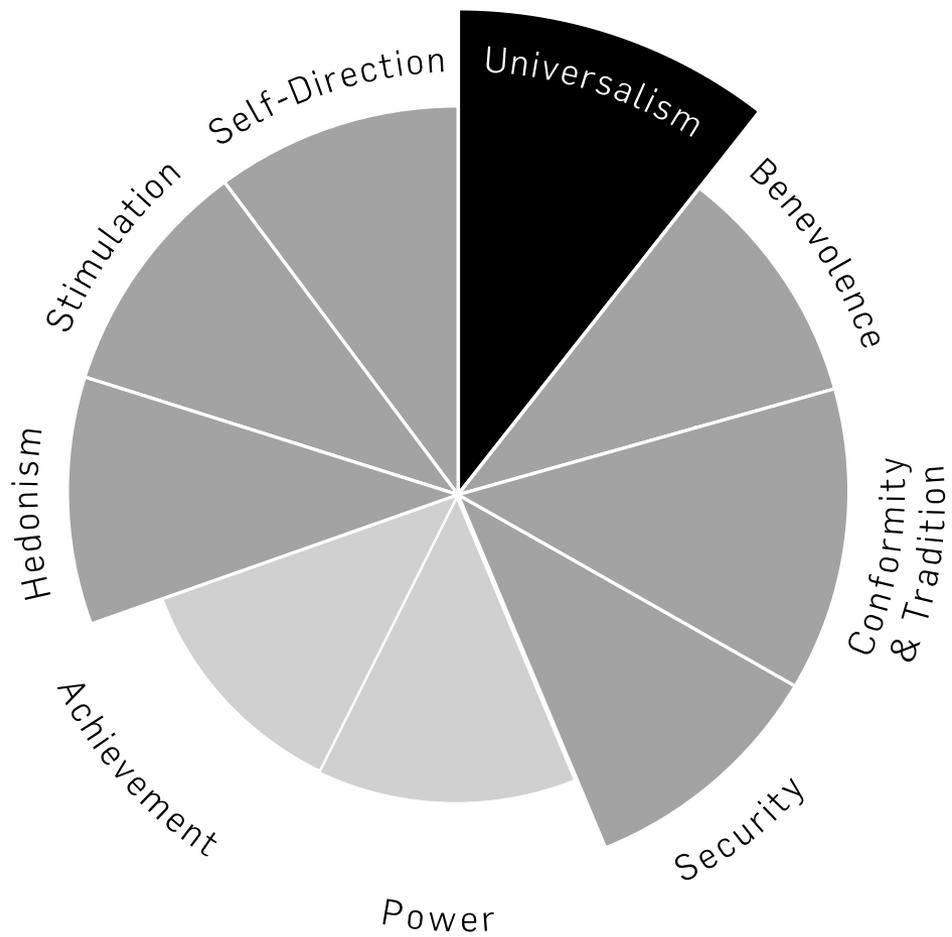


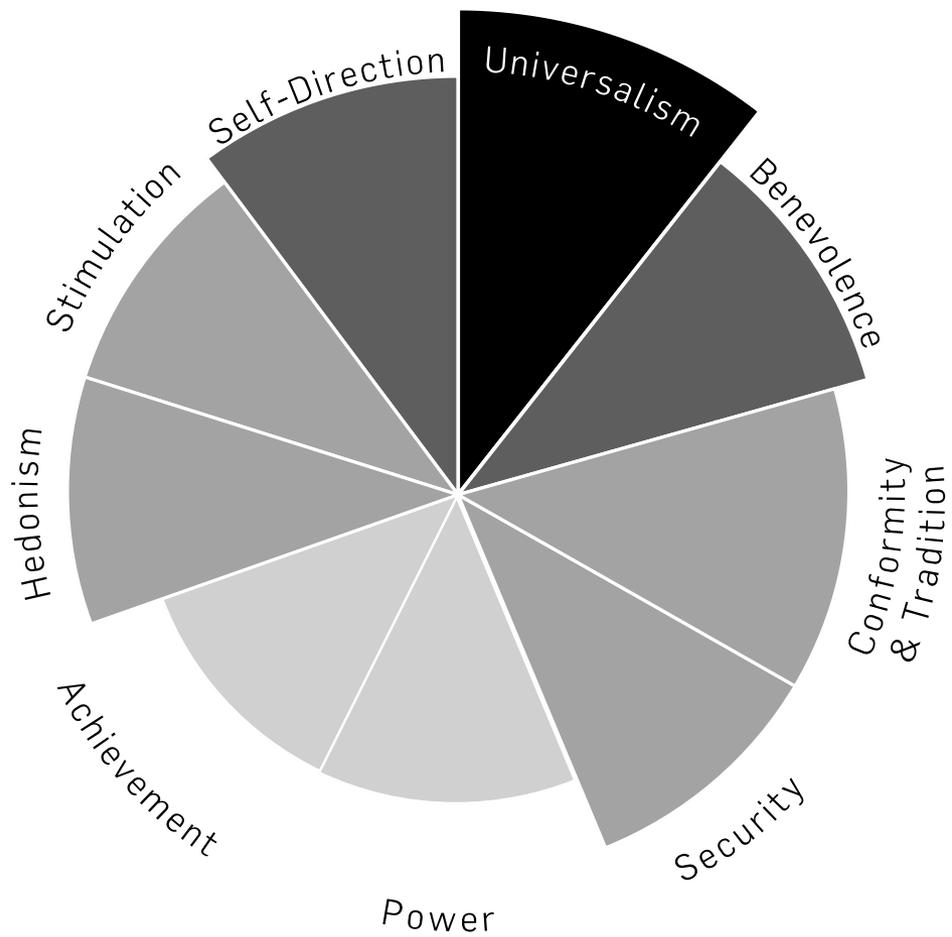
1. Values are universal
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- 5. The bleed-over effect**

Bleedover

Engaging one set of values supports and encourages compatible values, and associated attitudes and behaviours.







Values in extrinsic people

Chilton et al. (2011)

From 700 UK adults, selected 30 in top 10% on extrinsic values

Participants wrote about reasons for either:

- **Intrinsic values** (acceptance, affiliation, broadminded)
- **Extrinsic values** (popularity, image, wealth)

Values

Are the guiding principles of life

Transcend specific actions and situations

Serve as standards or criteria

Are abstract and rarely conscious

Are related to each other

Can be engaged, with affects on ours thoughts & actions

CLIMATE CHANGE

GAY RIGHTS

DEMOCRACY

1. How values work
- 2. Why values matter**
3. How values develop
4. Some implications



RIGHTS

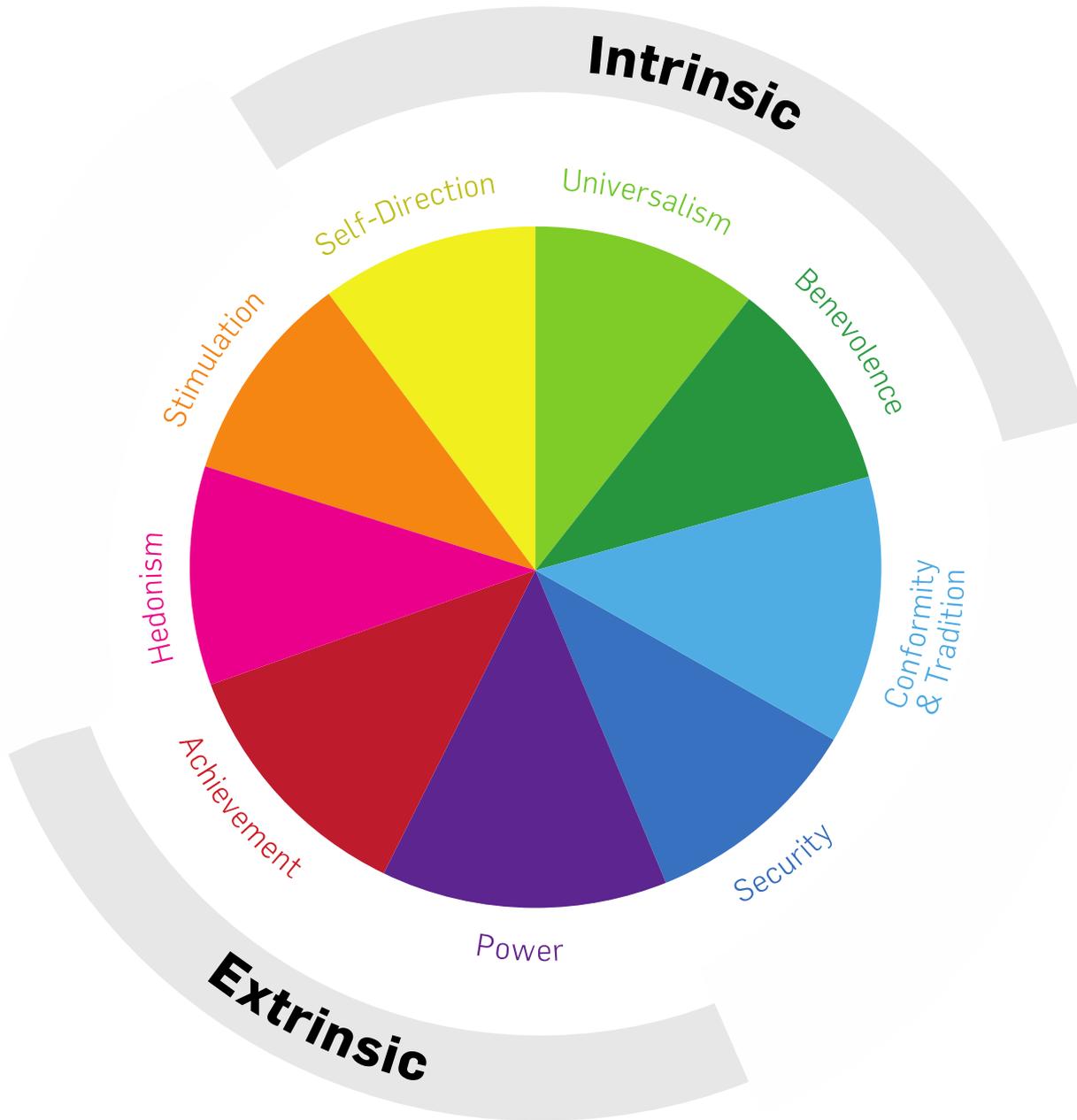
CHILD POVERTY

RACISM

Exercise

Why does X matter?

1. Write down as many reasons/arguments you have heard for why global justice matters – i.e. why we should do something about it?
2. In small groups (2-4) think about how these arguments relate to the different values on your handout...
3. Still in groups, consider the gaps, which values have you not listed arguments for? Try adding some more – focus particularly on the intrinsic values...



Intrinsic values

Pro-social, pro-environmental & pro-well-being

Greater empathy Sheldon & Kasser (1995)

Lower racial and ethnic prejudice Ibid; Roets et al. (2006)

Greater cooperation & lower anti-social behaviour Sheldon et al. (2000); Cohen (1996); Kasser & Ryan (1993), Gatersleben et al (2008); Kasser (2005); Karp (1996)

Greater environmental concern and action Schultz et al. (2005), Sheldon and McGregor (2000)

Greater well-being Kasser & Ryan (1993, 1996); Sheldon & Kasser (1995); Richins & Dawson (1992); Schor (2004)

National values

Kasser (2011)

20 wealthy nations.

Citizens' values for achievement, power, status, money vs. loyalty, helpfulness, social justice, a world of beauty.

After controlling for GDP, a general pattern was evident between values and:

- CO₂ emissions
- Child well-being
- Maternal leave
- Advertising to children

Values

Are the guiding principles of life

Transcend specific actions and situations

Serve as standards or criteria

Are abstract and rarely conscious

Are related to each other

Can be engaged, with affects on other values

Influence what we think and what we do

Why does X matter? 

Social marketing and Common Cause

SOCIAL JUSTICE

INEQUALITY

GENDER EQUALITY

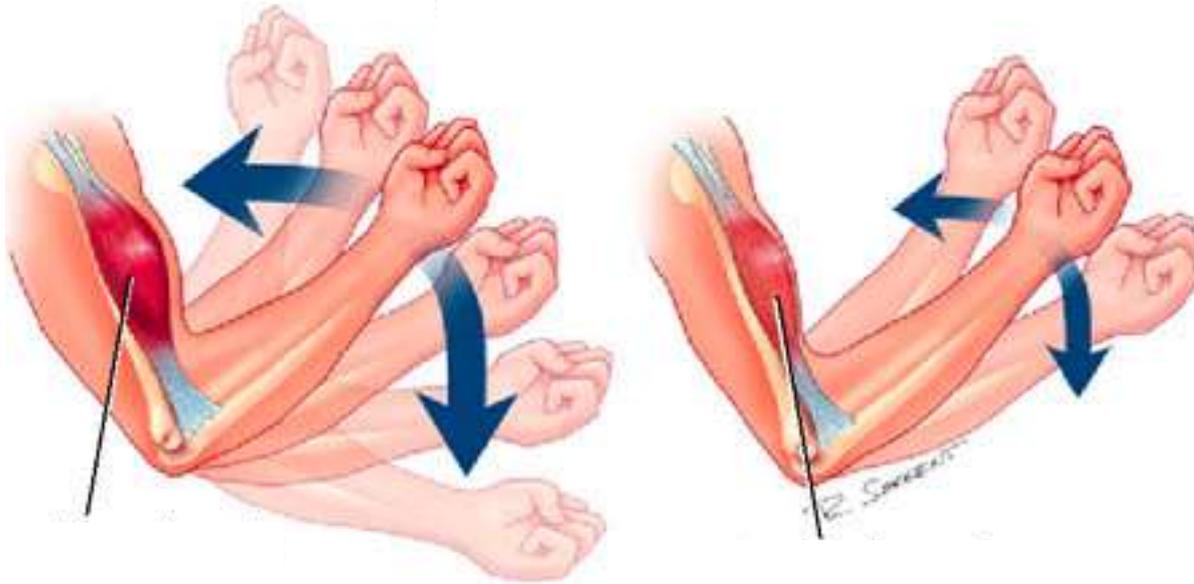
1. How values work
2. Why values matter
- 3. How values develop**
4. Some implications



DISABILITY I

COMMUNITY

1. Repeated engagement leads to stronger values.



“

Altruism, generosity, solidarity, and civic spirit are not like commodities that are depleted with use. They are more like muscles that develop and grow stronger with exercise... To renew our public life we need to exercise them more strenuously.”

Michael Sandel

What Money Can't Buy, 2012

“

We become just by doing just acts,
temperate by doing temperate acts, brave
by doing brave acts.”

Aristotle

OUR VALUES ARE SHAPED BY OUR LIVED EXPERIENCE

CULTURE

INSTITUTIONS

POLICIES

MEDIA

AGE

JOB

HOME

COLLEAGUES

INCOME

FAMILY

CAMPAIGNS

FRIENDS

SOCIAL MOVEMENTS

EDUCATION

PEER GROUPS

TRADITIONS

POLITICAL ESTABLISHMENTS

LEGAL ESTABLISHMENTS

LAW ENFORCEMENT

REGULATION

WELFARE

SERVICE PROVISION

NHS

ECONOMIC SYSTEMS

YOUTH

CAREER PROGRESSION

SOCIAL NORMS

SECURITY AND INSECURITY

ADVERTISING

NUMBER OF OPPORTUNITIES

FIRST JOB

MORAL PANICS

NEIGHBOURHOOD

SPACE

WORKPLACES

COMPETITIVE ENVIRONMENTS

COMFORT

PARENTS' BELIEFS AND VALUES

PARENTS' JOBS

AUTHORITY

ENVIRONMENT

SUCCESS

DIVERSITY

RELIGION

HIERARCHIES

HOBBIES

GAY RIGHTS

QUANTITY

BACKGROUND

PRESSURES

FRIENDS

SIMILARITIES

TEACHING STYLE

PEER GROUPS

CIVIL RIGHTS

CHALLENGES AND ARGUMENTS

UNIVERSITY OR NOT

PUNISHMENTS

CLUBS



To kill a mockingbird

Robin Hood

Social justice campaigns

Public & private accountability

? - Religion - ?

Social Mobility

12 Angry Men

Asylum

Evidence of injustice

Legal Aid

Trade Unions

SOCIAL JUSTICE

correcting injustice, care for weak

Minimum wage

Universal healthcare

Freedom of Information

- Media -

Broad social circles

Inequality

Lack of representation

American History X

Progressive - Tax system - Flat rate

Anti-immigrant rhetoric

Strengthens

Empathy

Advertising

Weakens

Jeremy Clarkson

Privilege

Sex and the city II

Private services:
healthcare, schools etc.

Little Britain

Competitive workplaces

Richard Littlejohn

Threat to living standards

Exploitation

Narrow social circles

Influences on values

From Schwartz, Kasser, and others...

FAMILY & PEERS Studies across three generations of families show there are significant similarities, but there are generational shifts.

EDUCATION More education generally promotes openness of thinking, creativity, and independence, i.e., self-direction values. However, pursuing law & business degrees increases extrinsic values.

THREAT & FEAR Shifts people towards extrinsic values.

POLICY FEEDBACK Policies and institutions change our perceptions of what is *possible, desirable and normal*. They impact on values!

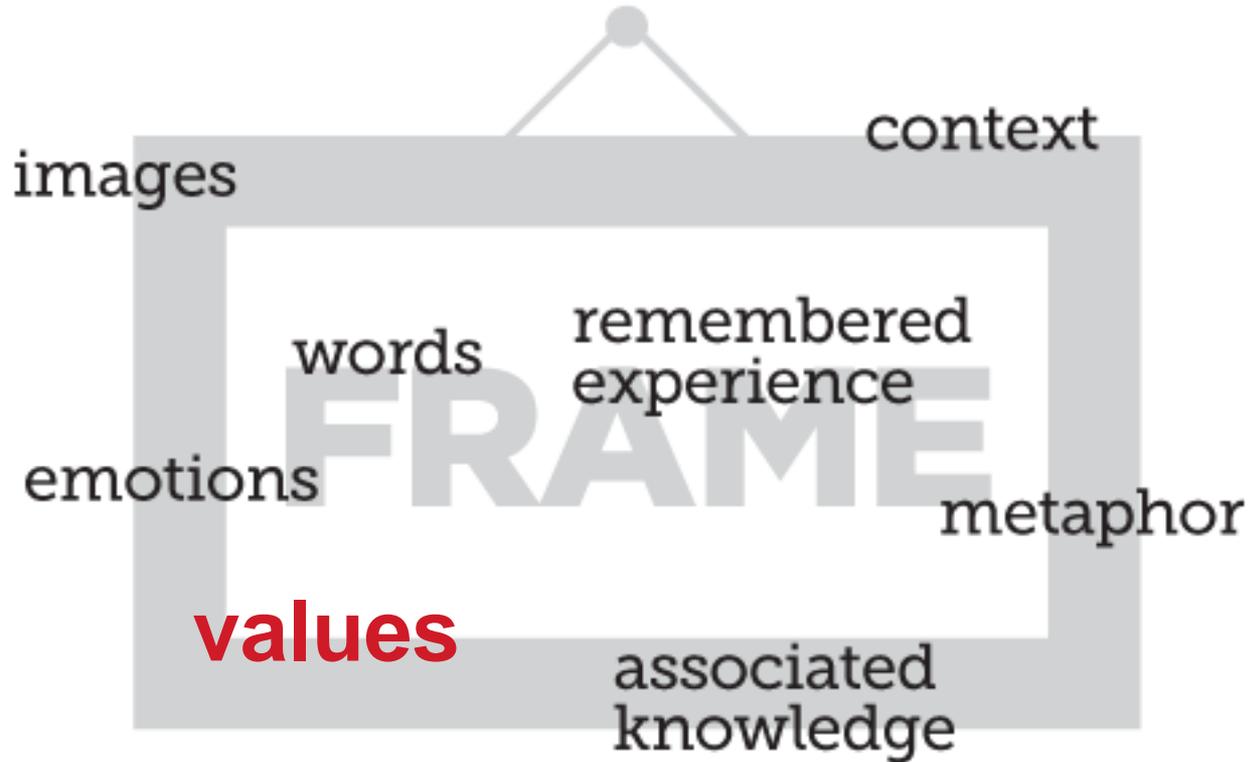
ECONOMIC SYSTEMS In more neo-liberal, de-regulated, competitive capitalist economies, people prioritize extrinsic values more highly.

“

It isn't that I set out on economic policies; it's that I set out really to change the approach, and changing the economics is the means of changing that approach. If you change the approach you really are after the heart and soul of the nation. **Economics are the method; the object is to change the heart and soul.**”

Margaret Thatcher,
Sunday Times, 1981

2. Framing



Framing

Implication

Consumer vs. citizen

Metaphor

Mother Earth

Engagement

Participation vs. hierarchy

Alternative (Positive) Frames	Current (Negative) Frame
Justice; Fairness	Charity
Third Sector Organisations; NGOs	Charities
Mutual Support; Partnership	Aid
Wellbeing; Freedom; Responsibility	Development
Good/Bad Governance; Fraud	Corruption; Aid Effectiveness
Conversations	Communications
Engagements; Movements; Dialogues	Campaigns

Values

Are the guiding principles of life

Transcend specific actions and situations

Serve as standards or criteria

Are abstract and rarely conscious

Are related to each other

Can be engaged, with affects on other values

Influence what we think and do

Are shaped by lived experience / society

GENDER EQUALITY

OBESITY

1. How values work
2. Why values matter
3. How values develop
- 4. Some implications**



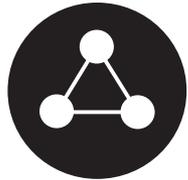
RIGHTS

HIV/AIDS



How?

Spaces for change



How we organise ourselves

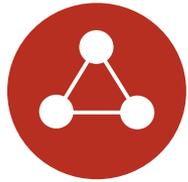


How we engage with others



What we call for

Spaces for change



How we organise ourselves



How we engage with others



What we call for

Questions

What do we value?

Do the groups and organisations we are a part of embody the values underpinning our own work?

What values are strengthened by the ways we interact with each other?

What values are we working by?

Practices

Meetings – Art of Hosting

Go flat(ter)

Flexible working time

Staff representation at board meetings (transparency)

New measurements

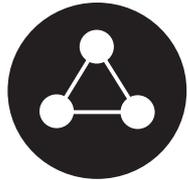
HR & inductions (values and skills)

Members vs. supporters (38 Degrees style tools)

Strategy review & theories of change

Means = ends

Spaces for change



How we organise ourselves



How we engage with others



What we call for

Questions

Do the messages and experiences we create embody values that are likely to motivate lasting concern about the issues we work on?

i.e. What values and frames are we promoting in our work?

And what values are embedded in the ways we engage with others?

Practices

Values & frames audit

New ways of speaking to old values (stories)

Door-stepping

Action learning sets

Experience over message (inc. reflection on values)

Choose your places wisely! Meet people intrinsically...

Use of celebrity / corporate partnerships

Participation & relationships - depth & values.

Giving vs. buying vs. acting

“

In the social movement literature, today's NGOs are described as '**protest businesses**', and their model of public engagement is called '**cheap participation**' (characterised by low barriers to entry, engagement and exit – all of which generate high churn).”

Martin Kirk & Andrew Darnton

Finding Frames for Development

GET INVOLVED



GIVE MONTHLY

Your regular support helps children grow and survive beyond the crucial age of five.



VOLUNTEER

Improve job prospects and gain experience. Give time and help us save lives



JOIN AN EVENT

You can **run, walk, play tennis,** or **organise your own event** to support us



GO SHOPPING

Get a **personalised t-shirt,** send a life-saving **Wishlist gift,** or find a **high street shop**



FUNDRAISE

Support Save the Children Week, get our fundraising ideas, and much more



CAMPAIGN

Take action with us as we ask governments around the world to put children first.

LATEST ON TWITTER



@savechildrenuk

Bangladesh: there's still an urgent need. <http://t.co/ejeb8F1>
#builditforbabies



@savechildrenuk

@atfalsuria we haven't yet been granted access to Syria. Doing everything we can to help families & children who've fled to Jordan & Lebanon



@savechildrenuk

@atfalsuria We are already on the ground helping children there <http://t.co/D2gOwHuw>

FOLLOW US ON FACEBOOK



SAVE THE CHILDREN UK

12:40



Right now, here in the UK, 1.6 million children are growing up in severe poverty. Children like seven-year-old Lauren, who don't have the basics we all expect our own children to have: simple things like a warm home, hot meals and a bedroom free from damp and mould. We've launched our first public appeal for our UK work, to help poor families and children

IN THE MEDIA

The Telegraph - Save the Children launches first poverty campaign in Britain

The Guardian - Save the Children aims to raise £500,000 to help the UK's poorest children

The Mirror - Poverty-stricken kids in world's seventh richest country

Daily Mail - Poverty tearing 'British families apart'

BBC News - Save the Children urges action for poorest families

ITV News - Save the Children launches first campaign to help UK children

GET OUR UPDATES

Mr

First Name

Last Name

Your email address...

SIGN UP

WHERE YOUR MONEY GOES

From every £1 you give us we spend 88p to benefit children and use the remaining 12p to raise the next £1.



GET NEWSLETTER

First Name

Email

SUBMIT

BLOG

f Like

1m



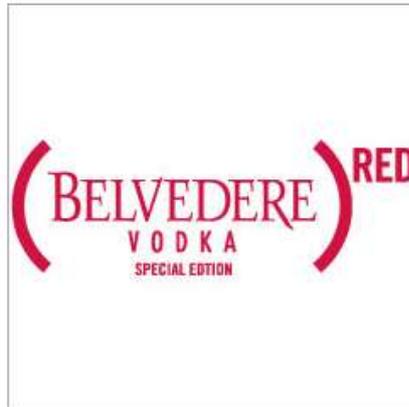
Follow @joinred on Twitter



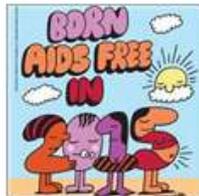
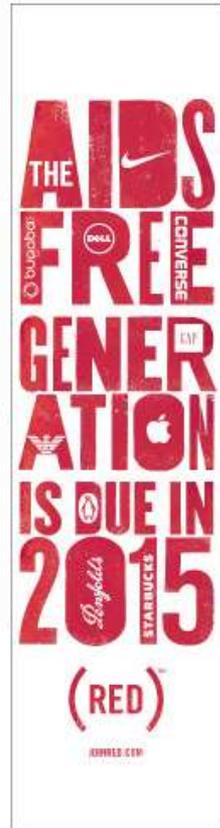
DESIGNED TO HELP ELIMINATE AIDS

PRODUCTS (RED)NIGHTS (2015)RED LAZARUS EFFECT IMPACT ABOUT (RED) TAKE ACTION

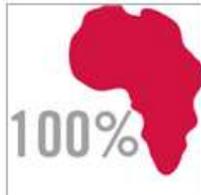
THE LATEST (RED) RESULTS



TAKE ACTION

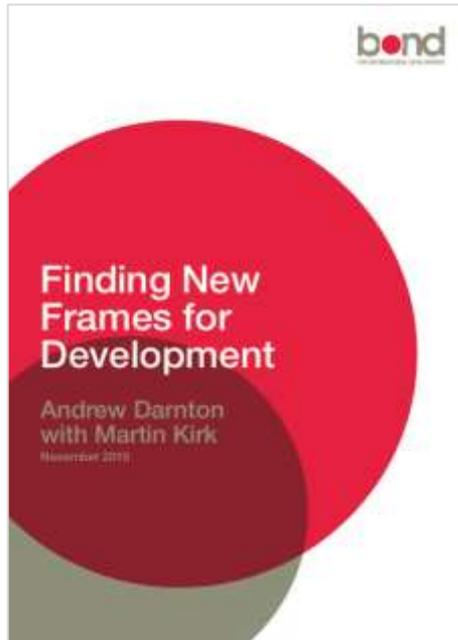


THE AIDS FREE GENERATION IS DUE in 2015



(PRODUCT) RED

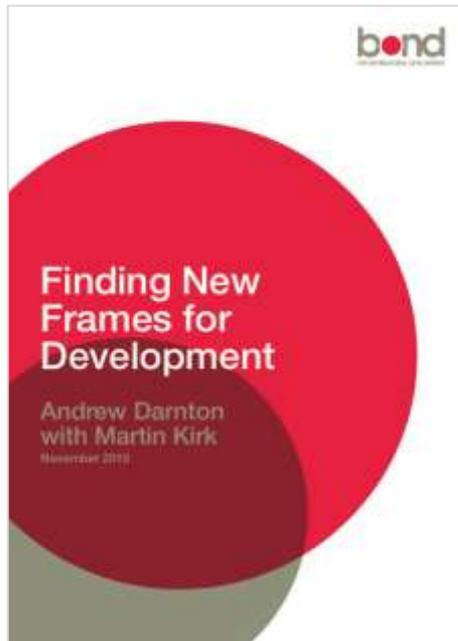




Shifting the balance of NGO public engagement activities away **from 'transactions' towards transformations**; hence less emphasis on '£5 buys...' appeals and more on providing supporters with opportunities to engage, or develop their own approaches.

In campaigns, easy actions (including online petitions) should only be used as part of a well defined engagement strategy that puts a **premium on providing deeper experiences**, and opportunities to progress along a 'supporter journey'.

Models of communication should be based on **genuine dialogue**, and provide opportunities for supporters - and practitioners - to deliberate together.



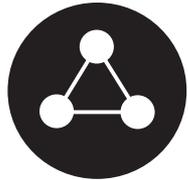
Celebrities should be used with extreme care in campaigns, given the strong links between celebrity culture, consumer culture and the values of self-interest.

Charity shops should also try to distance themselves from consumer culture; they should return to their roots by presenting themselves as places for giving more than buying, and emphasising their role in closing up loops of consumption.

This agenda should also be pursued with others **beyond the development sector – ideally including the government, whose practices and policies are instrumental in determining the dominant values and frames in society.**

CONCORD

Spaces for change



How we organise ourselves



How we engage with others



What we call for

Questions

What values and frames will the institutions, policies and practices we advocate promote?

What are the structures, institutions and policies that shape our society's values?

How are we working to change those?

VALUES CONNECT ISSUES



Practices

Advertising / marketing

Time Poverty

Alternatives to GDP

Inequality

Natural childhood

Reform cost-benefit

In conclusion

Values impact on the issues we care about.

Intrinsic values are socially & environmentally beneficial.

Values are shaped by our society, and importantly our education!

We can, and should, collectively shape our society to solve the issues we care about.

COMMUNITY

HIV/AIDS

SOCIAL CAPITAL

TRADE JUSTICE

FUEL POVERTY

Thanks.

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